



Wellesbourne Primary School Progression Document

GEOGRAPHY



INTENT

At Wellesbourne School our approach to Geography is to inspire the children to gain a greater understanding and knowledge of the world, as well as their place in it. We develop children's interests and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Our teaching should equip the children with the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and geographical Information Systems (GIS).

We advocate a vocabulary-rich Geography curriculum. Teachers use questioning, quizzes and provide opportunities for discussion and investigation to support the development of vocabulary, which is clearly taught and modelled by teachers in every Geography lesson. Key geographical knowledge and language (such as, the name and location of continents, countries, capital cities and oceans) is revisited frequently, to make learning memorable, relevant and easy to retrieve.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	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. Pupils should be taught to: Locational knowledge - 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		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. Pupils should be taught to: Locational knowledge - 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			

	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 · key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork · 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 · 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.	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: · 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
--	--	--

UTW Progression in Learning – Small Steps Preschool to Key Stage 1							
People, Culture and Communities	Preschool Year			Reception Year			Key Vocabulary
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term	
	Notice and name some places I pass on my way to Preschool	Notice and talk about features of other places.		Explore and describe the place I live.	Describe how China/London is the same/different to Wellesbourne.	Describe how the coast is the same/different to Wellesbourne.	<u>Preschool</u> Family, friends, Wellesbourne, photo, map, celebration, Harvest, Remembrance Day, Bonfire Night, Diwali, Christmas, holiday, world, Antarctica, Arctic, ocean.
	Know I live in Wellesbourne	Know about different places on our planet.	Know I can travel on holiday to different places on our planet.	Know I live in Wellesbourne Know I live in England.	Know the capital city of England is London	Know England is part of the UK, which is an island.	
	Use photos and maps to help me find out and talk about Wellesbourne.	Use photos, maps and books to help me find out and talk about other places.	Use maps, books and photos to help me find out and talk about my holiday.	Use maps, photos and the internet to locate and find out about Wellesbourne.	Use maps, books, photos and the internet to locate and find out about London and China.	Use maps to locate and find out about beaches.	
	Enjoy exploring, taking part and talking about different cultural celebrations and events in my community e.g. harvest, Remembrance Sunday, Bonfire Night, Christmas.	Enjoy exploring, taking part and talking about different cultural celebrations and events in my community e.g. Chinese New Year, Holi, Pancake Day, Valentine's Day, Easter.	Enjoy exploring, taking part and talking about in different cultural celebrations and events in my community e.g.	Name some different religious groups in my community e.g. Christian, Muslim, Hindu.			<u>Reception</u> Family, friends, job, China, London, England, United Kingdom, village, city, country, ocean, beach, coast, Christian, Muslim, Hindu, Sikh, symbol, church, temple, bible, Creation, Bonfire Night, Diwali, Christmas, Remembrance Day, same, different, community.
				Recognise some symbols of groups in my community.	Recognise and name some special buildings for religious groups in my community.	Recognise and name some special books for religious groups in my community.	
				Explore and talk about ways babies are welcomed by different religious groups.	Explore and talk about features and special objects in Churches/Temples/Mosques.	Explore and discuss what different religious stories teach us.	
				Retell religious stories and know they are found in the Bible e.g. Creation, Nativity.	Retell religious stories and know they are found in the Bible e.g. The Easter story.	Retell religious stories from different religions.	<u>Values</u> Tolerance Mutual Respect Service Kindness

	Act out my family routines and life.	Act out family life in a contrasting community/place.		Know God/Jesus is the name of someone very special to Christians. Know Christians believe God created the world and life. Know Christians believe Jesus came to show that all people are special to God	Know that Jesus's name means to save. Know Christians believe Jesus died so they can be forgiven. Know that the cross is an important symbol to Christians.		Resilience
				Explain why Christians celebration of Christmas.	Explain why Christians celebrate Easter.		
				Name, explore and talk about celebrations and events in my community e.g. Bonfire Night, Diwali and Remembrance Sunday. Talk about similarities and differences between celebrations.	Name, explore and talk about celebrations and events in my community e.g. Chinese New Year. Talk about similarities and differences between celebrations.		
				Talk about life in my family and how this is the same/different to others in my community.	Talk about similarities and differences between life in England and China e.g. food, clothes, language	Talk about similarities and differences between life in a village and life by the sea.	

Year Group	Autumn	Spring	Summer
1	WHAT IS IT LIKE HERE?	WHAT IS THE WEATHER LIKE IN THE UK?	WHAT IS IT LIKE TO LIVE IN KENYA? (adapted)
2	WHY IS OUR WORLD WONDERFUL?	WHAT IS IT LIKE TO LIVE BY THE COAST? (adapted)	WOULD YOU PREFER TO LIVE IN A HOT OR COLD PLACE? (adapted)
3	EARTHQUAKES AND VOLCANOES	-	HUMAN GEOGRAPHY
4	EUROPEAN COUNTRY	RAINFORESTS	RIVERS
5	WOULD YOU LIKE TO LIVE IN A DESERT?	-	WHY DOES POPULATION CHANGE?
6	MOUNTAINS	-	WHERE DOES OUR ENERGY COME FROM?

Key Unit SPRING – Year 1	Knowledge	Skills		
What is the weather like in the UK? Kapow unit	- Name and locate the four countries on a map of the UK. - To know the four seasons of the UK. - To know that ‘weather’ refers to the conditions outside at a particular time. - To know the different parts of the UK often experience different weather. - To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. - To know that weather conditions can be measured and recorded. - Use the compass directions to describe the location of features - Begin to locate the four capital cities of the UK	- Describe how the weather changes with each season in the UK. - Observe and describing the daily weather patterns in their locality. - Confidently use the vocabulary ‘season’ and ‘weather’. - Suggest appropriate clothing and activities for each season. - Identify the four compass directions	Word	Definition
			United Kingdom (UK)	An island which is made up of four countries (England, Wales, Scotland and Northern Ireland) in North West Europe.
			country	An area of land that has its own government or leader. The leader might be a king, queen, prime minister or president.
			season	The time of year – Winter, Spring, Summer, Autumn
			temperature	Measure of the hotness or coldness of an object or material.
			weather	Sunshine, rain, snow, wind, storms etc. It is what is happening outside right now.
			weather pattern	When the weather stays the same for days or weeks at a time
			weather forecast	What the weather will be like for the next day or next few days
			rain gauge	An instrument for measuring rainfall
			North, South, East, West	The four points on a compass
			compass	A device for finding direction, with a needle that can move easily and always points to the magnetic North.

Key Unit SUMMER – Year 1	Knowledge	Skills	Vocabulary	
What is it like to live in Kenya? Kapow unit: What is it like to live in Shanghai (adapted) to Kenya Sequence of learning Lesson 1 Lesson 2 Lesson 3 – adapted to show Africa and Kenya rather than Asia and Shanghai Lesson 4 – adapted - What is it like in Kenya? Identify human and physical features. Lesson 5 – end of unit quiz	- To know that life elsewhere in the world is often different to ours. - To know that life elsewhere in the world often has similarities to ours - Name physical and human features in Kenya - To know that a continent is a group of countries - To know that Europe and Africa are continents - To know that England is in Europe	- Naming some key similarities between their local area and a small area of a contrasting non-European country. - Naming some key differences between their local area and a small area of a contrasting non-European country - Locate Europe and Africa using an atlas	Word	Definition
			continent	A continent is a group of countries. Earth has seven continents. In order from largest to smallest, they are Asia, Africa, North America, South America, Antarctica, Europe, and Australia
			country	An area of land that has its own government or leader. The leader might be a king, queen, prime minister or president.
			United Kingdom (UK)	An island which is made up of four countries (England, Wales, Scotland and Northern Ireland) in North West Europe.
			Africa	One of the seven continents. It is the second largest continent.
			Europe	One of the seven continents. England is in Europe
			human feature	Features that are made by humans e.g. road, bridge, harbour
			physical feature	Features that are made by nature e.g. ocean, mountain
			similarity	How things are the same
			difference	How things are different
			map	A drawing of parts of the Earth's surface. They may show visible features such as rivers, roads forests and lakes.
			atlas	A book that shows a variety of different maps at different scales. They usually contain maps of the world, continents and countries.

A geographer at the end of Year 1 will know:	A geographer at the end of Year 1 will be able to:
That they live in England, which is part of the United Kingdom/ UK. That the UK is short for 'United Kingdom'. The difference between human features and physical features. That 'weather' refers to the conditions outside at a particular time. Name the four seasons of the UK. That different parts of the UK often experience different weather. That life elsewhere in the world is often different to ours. That life elsewhere in the world often has similarities to ours. Know what a compass is. Name and locate Europe and Africa. Know that they are continents. Know that England is in Europe.	Locate the United Kingdom on a map. Understand the key features of their locality and name where they live. Recognise and name some human and physical features. Understand how to dress for different weathers. Identify different weather patterns in the United Kingdom. Identify the four compass directions. 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.
Links to Values: Service - Kindness - Resilience	Service - caring for local community and school Kindness - show kindness to our environment Tolerance – what is it like to live in Africa? Mutual respect – working together

Key Unit AUTUMN – Year 2	Knowledge	Skills	Vocabulary	
Why is our world wonderful? Kapow unit	- Name the seven continents and five oceans - Name the 4 capital cities of the UK and their characteristics - Know that aerial photographs can be used to recognise landmarks, basic human and physical features - Know some key physical and human features of the UK - Know that maps need a title and purpose - Keys are useful when drawing	- Locate the seven continents and five oceans on a world map. - Locate the 4 capital cities of the UK on a map - Develop map and atlas skills - Recognising physical features on aerial photographs and plan perspectives.	Word	Definition
			aerial photograph	A photograph taken from the air.
			landmark	A feature of a landscape or place that is easily recognised. It could be something made by people (human feature) or something that occurred naturally (physical feature).
			continent	A continent is a group of countries. Earth has seven continents. In order from largest to smallest, they are Asia, Africa,

	maps	- Use locational language and the compass points (N, S, E, W) - Collect data by completing a tally chart. - Draw a simple sketch map of the playground or school grounds using symbols to represent human and physical features - Begin to draw objects to scale	<table><tr><td></td><td>North America, South America, Antarctica, Europe, and Australia</td></tr><tr><td>ocean</td><td>A large body of salty water, they cover nearly 71% of the Earth's surface</td></tr><tr><td>human feature</td><td>Features that are made by humans e.g. road, bridge, harbour</td></tr><tr><td>physical feature</td><td>Features that are made by nature e.g. ocean, mountain</td></tr></table>		North America, South America, Antarctica, Europe, and Australia	ocean	A large body of salty water, they cover nearly 71% of the Earth's surface	human feature	Features that are made by humans e.g. road, bridge, harbour	physical feature	Features that are made by nature e.g. ocean, mountain						
	North America, South America, Antarctica, Europe, and Australia																
ocean	A large body of salty water, they cover nearly 71% of the Earth's surface																
human feature	Features that are made by humans e.g. road, bridge, harbour																
physical feature	Features that are made by nature e.g. ocean, mountain																
Key Unit SPRING – Year 2	Knowledge	Skills															
What is it like to live by the coast? (adapted) Kapow Unit Adapted to visit Stratford Upon Avon (data collection and findings)	- Name and locate the seas and oceans surrounding the UK in an atlas. - Know the location of the seas and oceans surrounding the UK using compass points. - Define what the coast is. - Name and identify some of the human and physical features of coasts. - Name features of coasts and label these on a photograph.	- Label the seas and oceans on a map of the UK. - Describe how people use Stratford town. - Follow a prepared route on a map. - Record data using a tally chart and represent it using a pictogram.	<table><tr><th>Word</th><th>Definition</th></tr><tr><td>North, South, East, West</td><td>The four points on a compass</td></tr><tr><td>compass</td><td>A device for finding direction, with a needle that can move easily and always points to the magnetic North.</td></tr><tr><td>directions</td><td>Instructions that are given for someone to find a place.</td></tr><tr><td>map</td><td>A drawing of parts of the Earth's surface. They may show visible features such as rivers, roads forests and lakes.</td></tr><tr><td>key</td><td>A list of symbols used in a map or book with explanations of what they mean</td></tr><tr><td>human feature</td><td>Features that are made by</td></tr></table>	Word	Definition	North, South, East, West	The four points on a compass	compass	A device for finding direction, with a needle that can move easily and always points to the magnetic North.	directions	Instructions that are given for someone to find a place.	map	A drawing of parts of the Earth's surface. They may show visible features such as rivers, roads forests and lakes.	key	A list of symbols used in a map or book with explanations of what they mean	human feature	Features that are made by
Word	Definition																
North, South, East, West	The four points on a compass																
compass	A device for finding direction, with a needle that can move easily and always points to the magnetic North.																
directions	Instructions that are given for someone to find a place.																
map	A drawing of parts of the Earth's surface. They may show visible features such as rivers, roads forests and lakes.																
key	A list of symbols used in a map or book with explanations of what they mean																
human feature	Features that are made by																

			<table><tr><td></td><td>humans e.g. road, bridge, harbour</td></tr><tr><td>physical feature</td><td>Features that are made by nature e.g. ocean, mountain</td></tr><tr><td>country</td><td>An area of land that has its own government or leader. The leader might be a king, queen, prime minister or president.</td></tr><tr><td>coast</td><td>The area where sea and land meet</td></tr><tr><td>village</td><td>A group of houses and associated buildings, larger than a hamlet and smaller than a town, situated in rural area.</td></tr><tr><td>town</td><td>A built-up area with a name, that is larger than a village and generally smaller than a city.</td></tr><tr><td>capital city</td><td>A city that is the centre of Government or the most important place for business.</td></tr><tr><td>fieldwork</td><td>When you go outside and find out things about a place</td></tr></table>		humans e.g. road, bridge, harbour	physical feature	Features that are made by nature e.g. ocean, mountain	country	An area of land that has its own government or leader. The leader might be a king, queen, prime minister or president.	coast	The area where sea and land meet	village	A group of houses and associated buildings, larger than a hamlet and smaller than a town, situated in rural area.	town	A built-up area with a name, that is larger than a village and generally smaller than a city.	capital city	A city that is the centre of Government or the most important place for business.	fieldwork	When you go outside and find out things about a place
	humans e.g. road, bridge, harbour																		
physical feature	Features that are made by nature e.g. ocean, mountain																		
country	An area of land that has its own government or leader. The leader might be a king, queen, prime minister or president.																		
coast	The area where sea and land meet																		
village	A group of houses and associated buildings, larger than a hamlet and smaller than a town, situated in rural area.																		
town	A built-up area with a name, that is larger than a village and generally smaller than a city.																		
capital city	A city that is the centre of Government or the most important place for business.																		
fieldwork	When you go outside and find out things about a place																		
Key Unit SUMMER – Year 2	Knowledge	Skills	Vocabulary																
Would you prefer to live in a hot or cold place? Kapow Unit (adapted) Teaching sequence	• Name the seven continents • The Equator is an imaginary line around the middle of the Earth. • Know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles	• Use a world map, globe and atlas to locate all the world’s seven continents on a world map. • Describe what physical features may occur in a hot place in comparison to a cold place.	<table><tr><th>Word</th><th>Definition</th></tr><tr><td>continent</td><td>A continent is a group of countries. Earth has seven continents. In order from largest to smallest, they are Asia, Africa, North America, South America, Antarctica, Europe, and Australia</td></tr></table>	Word	Definition	continent	A continent is a group of countries. Earth has seven continents. In order from largest to smallest, they are Asia, Africa, North America, South America, Antarctica, Europe, and Australia												
Word	Definition																		
continent	A continent is a group of countries. Earth has seven continents. In order from largest to smallest, they are Asia, Africa, North America, South America, Antarctica, Europe, and Australia																		

Lessons 1-3 Don't teach L4 Lessons 5-6	• The North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. • Different parts of the world experience different weather conditions and that these are often caused by the location of the place • A globe is a spherical model of the Earth. • Recognise world maps as a flattened globe.	• Locate some hot and cold areas of the world on a world map. • Locate the Equator and North and South Poles on a world map. • Locate hot and cold areas of the world in relation to the Equator and the North and South poles. • Recognise there are different ways to answer a question. Recognise physical and human features on aerial photographs and plan perspectives. • Ask and answer simple questions about human and physical features of the area surrounding their school grounds	<table><tr><td>equator</td><td>An imaginary line around the middle of the Earth</td></tr><tr><td>map</td><td>A drawing of parts of the Earth's surface. They may show visible features such as rivers, roads forests and lakes.</td></tr><tr><td>globe</td><td>A spherical model of Earth</td></tr><tr><td>North Pole</td><td>The northernmost point of the Earth</td></tr><tr><td>South Pole</td><td>The southernmost point of the Earth</td></tr><tr><td>polar</td><td>A region with cool summers and very cold winters</td></tr><tr><td>climate</td><td>Long-term weather conditions in a specific region</td></tr><tr><td>arid</td><td>Little or no rain</td></tr></table>	equator	An imaginary line around the middle of the Earth	map	A drawing of parts of the Earth's surface. They may show visible features such as rivers, roads forests and lakes.	globe	A spherical model of Earth	North Pole	The northernmost point of the Earth	South Pole	The southernmost point of the Earth	polar	A region with cool summers and very cold winters	climate	Long-term weather conditions in a specific region	arid	Little or no rain
equator	An imaginary line around the middle of the Earth																		
map	A drawing of parts of the Earth's surface. They may show visible features such as rivers, roads forests and lakes.																		
globe	A spherical model of Earth																		
North Pole	The northernmost point of the Earth																		
South Pole	The southernmost point of the Earth																		
polar	A region with cool summers and very cold winters																		
climate	Long-term weather conditions in a specific region																		
arid	Little or no rain																		
A geographer at the end of Year 2 will know:		A geographer at the end of Year 2 will be able to:																	
Name the seven continents and five oceans. The features of hot and cold places. To name the capital cities of the UK. Be able to name and locate the seas and oceans surrounding the UK. Be able to define what the coast is. Be able to name and identify human and physical features of areas studied. Be able to name features of coasts and label these on a photograph. The Equator is an imaginary line around the middle of the Earth and because it is the widest part of the Earth, it is much closer to the sun than the North and South poles. The North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.		Use world map, atlases and globes to identify the world's seven continents and five oceans. Use maps and atlases to identify the capital cities and seas of the UK. Identify and locate characteristics of the UK on a map. Identify human and physical features. Locate human and physical features on a world map. Use an aerial photograph to draw a simple sketch map. Collect data and present findings in different ways. Draw a simple map with basic symbols in a key. To follow a prepared route on a map. Complete field work to answer questions.																	

Different parts of the world experience different weather conditions and that these are often caused by the location of the place. A globe is a spherical model of the Earth. Recognise world maps as a flattened globe.	
Links to Values: Service - Kindness - Resilience	Service - caring for local community and environment. Kindness - show kindness to our environment and local area Resilience – undertaking local field to work to find out how the area is used Tolerance – comparing what it is like to live in hot and cold places Mutual respect – working together

Key Unit AUTUMN – Year 3	Knowledge	Skills	Vocabulary	
EARTHQUAKES AND VOLCANOES NC objectives physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes , and the water cycle	- Know the structure of the earth. - Understand what tectonic plates are and how their movements affect us - Know how earthquakes are measured - Know the features of a volcano - Name 3 countries where earthquakes and volcanoes are prevalent	- Locate earthquake sites on a map using atlases - Locate volcano sites on a map using atlases - Explain the positive and negative effects of living near a volcano	Word	Definition
			core	Centre of the Earth. Can be separated into the Inner core and Outer core.
			mantle	The mostly solid bulk of Earth's interior. The mantle lies between Earth's dense, superheated core and its thin outer layer, the crust
			crust	Rocks which form below the Earth's surface
			Tectonic plates	The crust is made from pieces of rock like a jigsaw puzzle. The pieces are called plates and they meet a fault line.
			magma	Hot liquid in the Earth's core
			lava	Hot liquid that comes out of a volcano after it erupts
			earthquake	An earthquake is the shaking of the surface of Earth resulting from a sudden release of energy

			<table><tr><td>Richter scale</td><td>Used for measuring the intensity of earthquakes</td></tr><tr><td>a fault</td><td>A crack or fracture in the Earth’s surface</td></tr></table>	Richter scale	Used for measuring the intensity of earthquakes	a fault	A crack or fracture in the Earth’s surface														
Richter scale	Used for measuring the intensity of earthquakes																				
a fault	A crack or fracture in the Earth’s surface																				
Key Unit SPRING – Year 3	Knowledge	Skills																			
History Unit																					
Key Unit SUMMER – Year 3	Knowledge	Skills	Vocabulary																		
HUMAN GEOGRAPHY NC objectives <u>human geography</u>, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 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.	- Know how to draw a map using key landmarks and land use for a known route - Know how to find things on maps of the UK using 4 figure grid references and keys - Know how to follow 8 point compass directions. - Know how to record the human features of our local area - To know simple OS symbols from maps e.g. church/ place of worship, phone, campsite, PO, Hospital	- To draw a simple sketch map including key landmarks - To use symbols and a key to represent information - To use 4 figure grid references and keys on maps - To follow 8 compass directions - To observe, record and present human and physical features of the local area using a sketch map	<table><tr><th>Word</th><th>Definition</th></tr><tr><td>landmark</td><td>A feature of a landscape or place that is easily recognised. It could be something made by people (human feature) or something that occurred naturally (physical feature).</td></tr><tr><td>land use</td><td>The function of the land</td></tr><tr><td>natural resources</td><td>Materials that occur naturally that are sold or traded</td></tr><tr><td>grid reference</td><td>A location on a map using numbered horizontal and vertical lines</td></tr><tr><td>key</td><td>A list of symbols used in a map or book with explanations of what they mean</td></tr><tr><td>compass</td><td>A device for finding direction, with a needle that can move easily and always points to the magnetic North.</td></tr><tr><td>Human geography</td><td>How human activity affects the land</td></tr><tr><td>Physical geography</td><td>Natural features of the land</td></tr></table>	Word	Definition	landmark	A feature of a landscape or place that is easily recognised. It could be something made by people (human feature) or something that occurred naturally (physical feature).	land use	The function of the land	natural resources	Materials that occur naturally that are sold or traded	grid reference	A location on a map using numbered horizontal and vertical lines	key	A list of symbols used in a map or book with explanations of what they mean	compass	A device for finding direction, with a needle that can move easily and always points to the magnetic North.	Human geography	How human activity affects the land	Physical geography	Natural features of the land
Word	Definition																				
landmark	A feature of a landscape or place that is easily recognised. It could be something made by people (human feature) or something that occurred naturally (physical feature).																				
land use	The function of the land																				
natural resources	Materials that occur naturally that are sold or traded																				
grid reference	A location on a map using numbered horizontal and vertical lines																				
key	A list of symbols used in a map or book with explanations of what they mean																				
compass	A device for finding direction, with a needle that can move easily and always points to the magnetic North.																				
Human geography	How human activity affects the land																				
Physical geography	Natural features of the land																				

A geographer at the end of Year 3 will know:	A geographer at the end of Year 3 will be able to:
What the layers of the earth are, how and where volcanoes are formed, the different parts of a volcano and that there are different types of volcanoes. Why and where earthquakes and tsunamis happen. How to measure an earthquake and what to do in the event of an earthquake. How volcanoes, earthquakes and tsunamis can affect people's lives The eight points of a compass and what four figure grid references are. The difference between human and physical geographical features.	Locate earthquake and volcano sites on a map using atlases Draw a simple sketch map including key landmarks. Use 4 figure grid references and keys on maps and follow compass directions. Observe, measure, record and present human and physical features of the local area following field work.
Links to Values: Service - Kindness - Resilience	Service - Support and emergency services for natural disasters Kindness - Show kindness to those affected by extreme earth Resilience - How volcanoes, earthquakes and tsunamis affect people's lives and the resilience to rebuild Respect - our local environment Liberty - personal choice of living in areas affected by extreme earth

Key Unit AUTUMN – Year 4	Knowledge	Skills	Vocabulary	
EUROPEAN COUNTRY NC objectives understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, <u>a region in a European country</u>, and a region within North or South America (Scandinavia)	- To understand and locate the key countries of Scandinavia. - To explore and explain the weather and climate of Scandinavia - To understand the key human and physical characteristics of Scandinavia. - To make comparisons between the UK and Scandinavia.	- Use maps, atlases, globes and digital mapping to locate countries and describe features. - Ask and answer geographical questions about the physical & human characteristics of a location - Describe geographical similarities and differences between countries.	Word	Definition
			region	An area of a country or the world with specific physical characteristics
			climate	The usual weather conditions in an area
			fjord	A narrow inlet of the sea between cliffs or steep slopes
			glacier	A large area of thick ice that remains frozen but moves slowly
			precipice	A very steep side of a mountain or cliff
			waterfall	A cascade of water falling from a height, formed when a river or stream flows over a precipice
			economy	How money is made and used within a particular country or region
			tundra	A large, barren (bare) region with no trees
			subarctic	A term used to describe regions immediately outside the arctic circle
permafrost	A permanently frozen layer of the ground			

Key Unit SPRING – Year 4	Knowledge	Skills																													
RAINFORESTS NC objectives 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 physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Kapow unit Why are rainforests important to us?	• To describe and give examples of a biome and find the location and some features of the Amazon rainforest • To describe the characteristics of each layer of a tropical rainforest • To understand the lives of indigenous peoples living in the Amazon rainforest • To describe why tropical rainforests are important and understand the threats to the Amazon. • To understand how local woodland is used using a variety of data collection methods • To analyse and present findings on how local woodland is used	• To use an atlas, map and globe to find the Equator, and the tropics of Cancer and Capricorn • To find countries and features of countries in an atlas using contents and index • To map land use in a small local area using maps and plans • To collect data to answer an enquiry-based question	<table><tr><th>Word</th><th>Definition</th></tr><tr><td>biome</td><td>An area of the world with a similar climate and landscape, where similar plants and animals live.</td></tr><tr><td>canopy layer</td><td>The layer of overlapping branches and leaves below the top of the rainforest that gets sunlight, rain and wind.</td></tr><tr><td>deforestation</td><td>The cutting down of trees in a large area.</td></tr><tr><td>emergent layer</td><td>The top layer of the rainforest with the tallest trees that gets lots of sunlight, rain and wind.</td></tr><tr><td>Equator</td><td>An invisible line of latitude around the middle of the Earth, that splits the world into two hemispheres.</td></tr><tr><td>forest floor</td><td>The ground layer of the rainforest where it is dark, wet and hot.</td></tr><tr><td>indigenous people</td><td>People living in an area whose ancestors were the first groups of people to live there</td></tr><tr><td>lines of latitude</td><td>Invisible horizontal lines mapped on our globe to show how far north or south a place is.</td></tr><tr><td>Tropic of Capricorn</td><td>A line of latitude south of the Equator that marks the southernmost edge of the Earth's hottest regions.</td></tr><tr><td>Tropic of Cancer</td><td>A line of latitude north of the Equator that marks the northernmost edge of the Earth's hottest regions.</td></tr><tr><td>understorey layer</td><td>The layer above the forest that gets little light and is warm and damp.</td></tr><tr><td>vegetation</td><td>All the plants that grow in a certain area.</td></tr><tr><td>vegetation belts</td><td>Regions where similar plants grow, influenced by climate</td></tr></table>	Word	Definition	biome	An area of the world with a similar climate and landscape, where similar plants and animals live.	canopy layer	The layer of overlapping branches and leaves below the top of the rainforest that gets sunlight, rain and wind.	deforestation	The cutting down of trees in a large area.	emergent layer	The top layer of the rainforest with the tallest trees that gets lots of sunlight, rain and wind.	Equator	An invisible line of latitude around the middle of the Earth, that splits the world into two hemispheres.	forest floor	The ground layer of the rainforest where it is dark, wet and hot.	indigenous people	People living in an area whose ancestors were the first groups of people to live there	lines of latitude	Invisible horizontal lines mapped on our globe to show how far north or south a place is.	Tropic of Capricorn	A line of latitude south of the Equator that marks the southernmost edge of the Earth's hottest regions.	Tropic of Cancer	A line of latitude north of the Equator that marks the northernmost edge of the Earth's hottest regions.	understorey layer	The layer above the forest that gets little light and is warm and damp.	vegetation	All the plants that grow in a certain area.	vegetation belts	Regions where similar plants grow, influenced by climate
Word	Definition																														
biome	An area of the world with a similar climate and landscape, where similar plants and animals live.																														
canopy layer	The layer of overlapping branches and leaves below the top of the rainforest that gets sunlight, rain and wind.																														
deforestation	The cutting down of trees in a large area.																														
emergent layer	The top layer of the rainforest with the tallest trees that gets lots of sunlight, rain and wind.																														
Equator	An invisible line of latitude around the middle of the Earth, that splits the world into two hemispheres.																														
forest floor	The ground layer of the rainforest where it is dark, wet and hot.																														
indigenous people	People living in an area whose ancestors were the first groups of people to live there																														
lines of latitude	Invisible horizontal lines mapped on our globe to show how far north or south a place is.																														
Tropic of Capricorn	A line of latitude south of the Equator that marks the southernmost edge of the Earth's hottest regions.																														
Tropic of Cancer	A line of latitude north of the Equator that marks the northernmost edge of the Earth's hottest regions.																														
understorey layer	The layer above the forest that gets little light and is warm and damp.																														
vegetation	All the plants that grow in a certain area.																														
vegetation belts	Regions where similar plants grow, influenced by climate																														

Key Unit SUMMER – Year 4	Knowledge	Skills	Vocabulary																																		
RIVERS NC objectives physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	· To describe how the water cycle works. · To recognise the features and courses of a river. · To name and locate some of the world’s longest rivers. · To describe how rivers are used.	· To locate rivers on a world map · To create a key on a map	<table><tr><th>Word</th><th>Definition</th></tr><tr><td>condensation</td><td>Small water droplets formed when warm air rises and cools down.</td></tr><tr><td>delta</td><td>A wide area near where a river meets the sea which features a build-up of sand and sediment.</td></tr><tr><td>estuary</td><td>The area where fresh water from a river meets salt water from the sea.</td></tr><tr><td>evaporation</td><td>The process in which warm water turns from a liquid to a gas in the air (water vapour).</td></tr><tr><td>flooding</td><td>When a river overflows and covers the land.</td></tr><tr><td>floodplain</td><td>Areas of a flat land on the sides of a river that can become flooded if the river gets too full.</td></tr><tr><td>groundwater</td><td>Water that is stored underground in the soil.</td></tr><tr><td>irrigation</td><td>Water provided to an area of land to grow crops.</td></tr><tr><td>meander</td><td>The bend or curve in a river</td></tr><tr><td>oxbow lake</td><td>When a meander becomes cut off from the main river as it finds an easier route.</td></tr><tr><td>precipitation</td><td>Water that falls from clouds to the ground, including rain, sleet, snow and hail.</td></tr><tr><td>river mouth</td><td>The place where a river flows into the sea</td></tr><tr><td>source</td><td>The place where a river starts.</td></tr><tr><td>tributary</td><td>A stream that flows into a larger stream or river.</td></tr><tr><td>valley</td><td>An area of low land between two hills or mountains, usually with a river running through it.</td></tr><tr><td>water cycle</td><td>The never-ending movement of water</td></tr></table>	Word	Definition	condensation	Small water droplets formed when warm air rises and cools down.	delta	A wide area near where a river meets the sea which features a build-up of sand and sediment.	estuary	The area where fresh water from a river meets salt water from the sea.	evaporation	The process in which warm water turns from a liquid to a gas in the air (water vapour).	flooding	When a river overflows and covers the land.	floodplain	Areas of a flat land on the sides of a river that can become flooded if the river gets too full.	groundwater	Water that is stored underground in the soil.	irrigation	Water provided to an area of land to grow crops.	meander	The bend or curve in a river	oxbow lake	When a meander becomes cut off from the main river as it finds an easier route.	precipitation	Water that falls from clouds to the ground, including rain, sleet, snow and hail.	river mouth	The place where a river flows into the sea	source	The place where a river starts.	tributary	A stream that flows into a larger stream or river.	valley	An area of low land between two hills or mountains, usually with a river running through it.	water cycle	The never-ending movement of water
			Word	Definition																																	
			condensation	Small water droplets formed when warm air rises and cools down.																																	
			delta	A wide area near where a river meets the sea which features a build-up of sand and sediment.																																	
			estuary	The area where fresh water from a river meets salt water from the sea.																																	
			evaporation	The process in which warm water turns from a liquid to a gas in the air (water vapour).																																	
			flooding	When a river overflows and covers the land.																																	
			floodplain	Areas of a flat land on the sides of a river that can become flooded if the river gets too full.																																	
			groundwater	Water that is stored underground in the soil.																																	
			irrigation	Water provided to an area of land to grow crops.																																	
			meander	The bend or curve in a river																																	
			oxbow lake	When a meander becomes cut off from the main river as it finds an easier route.																																	
			precipitation	Water that falls from clouds to the ground, including rain, sleet, snow and hail.																																	
			river mouth	The place where a river flows into the sea																																	
			source	The place where a river starts.																																	
			tributary	A stream that flows into a larger stream or river.																																	
			valley	An area of low land between two hills or mountains, usually with a river running through it.																																	
water cycle	The never-ending movement of water																																				

			<table><tr><td></td><td>from water stores, into the air and back down to the ground.</td></tr><tr><td>waterfall</td><td>Where water flows from a high point to a lower point.</td></tr></table>		from water stores, into the air and back down to the ground.	waterfall	Where water flows from a high point to a lower point.
	from water stores, into the air and back down to the ground.						
waterfall	Where water flows from a high point to a lower point.						
A geographer at the end of Year 4 will know:		A geographer at the end of Year 4 will be able to:					
Scandinavia is made up of Norway, Denmark and Sweden. Scandinavia has 3 main climates, Sub-Arctic, Tundra and similar to other European countries. The location and some key features of the Amazon rainforest. The names of the four layers of tropical rainforests and describe them. That trees and plants adapt to living in the rainforest and give an example. The definition of the word indigenous and give an example of how indigenous peoples use the Amazon’s resources. Ways that the Amazon is changing and why the rainforest is important. An example of how humans are having a negative impact on the Amazon and an action that can be taken to help. The processes in the water cycle. The three courses of a river and the physical features of a river. The names of some major rivers and their location. Different ways a river is used and the human and physical features around a river.		Use maps, atlases, globes and digital mapping to locate countries and describe features. Ask and answer geographical questions about the physical & human characteristics of a location and describe geographical similarities and differences between countries. Describe a biome and give an example. Use a variety of data collection methods with support. Summarise how the local woodland is used and suggest changes to improve the area. Identify the location of a river on an OS map.					
Links to Values: Service - Kindness - Resilience		Service - caring for local woodland Kindness - show kindness to the indigenous people of the Amazon Resilience - Adaptations to living in the rainforest Tolerance - indigenous people Respect - for rainforests and rivers					

Key Unit AUTUMN – Year 5	Knowledge	Skills	Vocabulary																																
Would you like to live in a desert? Kapow Unit	· To know the climate and weather of a hot desert biome · To know the largest desert in each continent · To name and describe the physical features of a desert environment · To know the ways humans can use deserts · To know some of the environmental threats to deserts · To identify the similarities and differences between two biomes	· To identify the latitude of hot desert biomes · To use data to compare the temperatures in two different deserts · To compare land use in two different locations	<table><tr><th>Word</th><th>Definition</th></tr><tr><td>arid</td><td>Too little rain to support lots of vegetation.</td></tr><tr><td>biome</td><td>An area of the world with a similar climate and landscape, where similar plants and animals live.</td></tr><tr><td>climate</td><td>Long-term weather conditions in a specific region.</td></tr><tr><td>desert</td><td>Any stretch of land with little to no rainfall and extremely sparse vegetation and wildlife.</td></tr><tr><td>vegetation</td><td>All the plants that grow in a certain area.</td></tr><tr><td>barren</td><td>Land that cannot grow vegetation.</td></tr><tr><td>sparse</td><td>Only a small number of something over a large area.</td></tr><tr><td>salt flat</td><td>A flat area of land covered in salt, caused by evaporation.</td></tr><tr><td>sand dune</td><td>A hill made of sand.</td></tr><tr><td>ranching</td><td>Keeping animals on a large farm, particularly in the Americas.</td></tr><tr><td>agriculture</td><td>The process of farming and looking after cattle and crops.</td></tr><tr><td>desertification</td><td>When land turns into desert.</td></tr><tr><td>drought</td><td>A long period of time without rain in which living things begin to suffer.</td></tr><tr><td>flash flood</td><td>A sudden large flood caused by heavy rain.</td></tr><tr><td>irrigation</td><td>Water provided to an area of land to grow crops</td></tr></table>	Word	Definition	arid	Too little rain to support lots of vegetation.	biome	An area of the world with a similar climate and landscape, where similar plants and animals live.	climate	Long-term weather conditions in a specific region.	desert	Any stretch of land with little to no rainfall and extremely sparse vegetation and wildlife.	vegetation	All the plants that grow in a certain area.	barren	Land that cannot grow vegetation.	sparse	Only a small number of something over a large area.	salt flat	A flat area of land covered in salt, caused by evaporation.	sand dune	A hill made of sand.	ranching	Keeping animals on a large farm, particularly in the Americas.	agriculture	The process of farming and looking after cattle and crops.	desertification	When land turns into desert.	drought	A long period of time without rain in which living things begin to suffer.	flash flood	A sudden large flood caused by heavy rain.	irrigation	Water provided to an area of land to grow crops
Word	Definition																																		
arid	Too little rain to support lots of vegetation.																																		
biome	An area of the world with a similar climate and landscape, where similar plants and animals live.																																		
climate	Long-term weather conditions in a specific region.																																		
desert	Any stretch of land with little to no rainfall and extremely sparse vegetation and wildlife.																																		
vegetation	All the plants that grow in a certain area.																																		
barren	Land that cannot grow vegetation.																																		
sparse	Only a small number of something over a large area.																																		
salt flat	A flat area of land covered in salt, caused by evaporation.																																		
sand dune	A hill made of sand.																																		
ranching	Keeping animals on a large farm, particularly in the Americas.																																		
agriculture	The process of farming and looking after cattle and crops.																																		
desertification	When land turns into desert.																																		
drought	A long period of time without rain in which living things begin to suffer.																																		
flash flood	A sudden large flood caused by heavy rain.																																		
irrigation	Water provided to an area of land to grow crops																																		
Key Unit SPRING – Year 5	Knowledge	Skills																																	

History Unit																																				
Key Unit SUMMER – Year 5	Knowledge	Skills	Vocabulary																																	
Why does population change? (Kapow unit) NC objectives 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 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. Kapow Unit	· To understand the change and distribution of the global population · To define birth and death rates and describe why they change · To know what migration is and the factors influencing migration · To understand the impact climate change can have on the global population · To know how population impacts the amount of traffic and litter in an area	· To identify the natural increase of a population on a graph · To use a range of data collection methods · To follow a pre-prepared route on an OS map · To analyse and compare two different data sets · To use digital technologies to map data collected	<table><tr><th>Word</th><th>Definition</th></tr><tr><td>population</td><td>The number of people living in a particular place.</td></tr><tr><td>population density</td><td>A measurement of how many people are within a certain area.</td></tr><tr><td>population distribution</td><td>How people are spread across a specific area.</td></tr><tr><td>birth rate</td><td>The average number of babies born per 1000 people every year.</td></tr><tr><td>death rate</td><td>The average number of people dying per 1000 people every year.</td></tr><tr><td>natural increase or decrease</td><td>The difference between the birth rate and death rate.</td></tr><tr><td>migration</td><td>The act of people moving from one place to another.</td></tr><tr><td>migrants</td><td>People who move from one place to another.</td></tr><tr><td>pull factors</td><td>Positive factors that pull people towards a place.</td></tr><tr><td>push factors</td><td>Negative factors that push people away from a place.</td></tr><tr><td>refugee</td><td>People forced to leave their country to find safety because of conflict, violence or war.</td></tr><tr><td>region</td><td>An area that has similar physical or human features.</td></tr><tr><td>climate</td><td>Long-term weather conditions in a specific region.</td></tr><tr><td>climate change</td><td>A change in the Earth’s temperature, weather and rainfall over a long time.</td></tr><tr><td>impact</td><td>The influence one thing has on</td></tr></table>	Word	Definition	population	The number of people living in a particular place.	population density	A measurement of how many people are within a certain area.	population distribution	How people are spread across a specific area.	birth rate	The average number of babies born per 1000 people every year.	death rate	The average number of people dying per 1000 people every year.	natural increase or decrease	The difference between the birth rate and death rate.	migration	The act of people moving from one place to another.	migrants	People who move from one place to another.	pull factors	Positive factors that pull people towards a place.	push factors	Negative factors that push people away from a place.	refugee	People forced to leave their country to find safety because of conflict, violence or war.	region	An area that has similar physical or human features.	climate	Long-term weather conditions in a specific region.	climate change	A change in the Earth’s temperature, weather and rainfall over a long time.	impact	The influence one thing has on	
			Word	Definition																																
			population	The number of people living in a particular place.																																
			population density	A measurement of how many people are within a certain area.																																
			population distribution	How people are spread across a specific area.																																
			birth rate	The average number of babies born per 1000 people every year.																																
			death rate	The average number of people dying per 1000 people every year.																																
			natural increase or decrease	The difference between the birth rate and death rate.																																
			migration	The act of people moving from one place to another.																																
			migrants	People who move from one place to another.																																
			pull factors	Positive factors that pull people towards a place.																																
			push factors	Negative factors that push people away from a place.																																
			refugee	People forced to leave their country to find safety because of conflict, violence or war.																																
			region	An area that has similar physical or human features.																																
			climate	Long-term weather conditions in a specific region.																																
climate change	A change in the Earth’s temperature, weather and rainfall over a long time.																																			
impact	The influence one thing has on																																			

			<table><tr><td></td><td>another.</td></tr><tr><td>air pollution</td><td>The level of harmful gases and dangerous particles in the air.</td></tr><tr><td>noise pollution</td><td>The level of disturbing noise in an environment.</td></tr></table>		another.	air pollution	The level of harmful gases and dangerous particles in the air.	noise pollution	The level of disturbing noise in an environment.
	another.								
air pollution	The level of harmful gases and dangerous particles in the air.								
noise pollution	The level of disturbing noise in an environment.								
A geographer at the end of Year 5 will know:		A geographer at the end of Year 5 will be able to:							
The ways in which the Mojave Desert is used, e.g. ranching, mining, recreational purposes. Some of the threats to deserts such as drought and flash floods. The benefits and drawbacks of living in a desert environment. The physical features found in a desert. Which factors are considered before people build settlements. The names of the 12 geographical regions of the UK. The global population has grown significantly since the 1950s		Locate the largest deserts in each continent using map skills. Identify the lines of latitude where desert biomes are located. Recognise an increasing range of OS symbols. Suggest reasons why the global population has grown significantly in the last 70 years.							
Links to Values: Service - Kindness - Resilience		Service - human use of deserts and environmental threats Kindness - show kindness to migrants and refugees Resilience - environmental threats to deserts Tolerance - migrants and refugees Respect - biomes, desert environments, respect for migration and migrants Liberty - individual liberty of people to choose where to live especially if there are issues surrounding rights Rule of Law - population influencing traffic, litter etc and laws that protect us and the country							

Key Unit AUTUMN – Year 6	Knowledge	Skills	Vocabulary																										
MOUNTAINS What is life like in the Alps? Kapow unit NC objectives 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 Asia.	- To know the name of many countries and major cities in Europe and North and South America. - To know some similarities and differences between the UK and a European mountain region. - To know the location of key physical features in countries studied. - To know why tourists visit mountain regions. - To know vegetation belts are areas of the world that are home to similar plant species and name and describe some of the world’s vegetation belts. - To be aware of some issues in the local area. - To know what a range of data collection methods look like and how to use them. - To know, describe and explain how humans can impact the environment both positively and negatively, using examples.	- Locate more countries and major cities in Europe and North and South America using maps, identifying key human and physical features. - Use maps to show the distribution of the world’s climate zones, biomes and vegetation belts and identify any patterns. - Describe and explain similarities & differences between two environmental regions studied. - Understand how climates impact on trade, land use and settlement, and the impact and causes of climate change. - Confidently using and understanding maps at more than one scale and use the scale bar to calculate distances. - Use atlases, maps, globes and digital mapping to locate countries studied. - Use the key on an OS map and follow a short pre-prepared route - Select appropriate methods for data collection and decide how best to present their findings. - Design and conduct interviews/questionnaires to collect qualitative data. - Draw conclusions about an enquiry using findings from fieldwork to support your reasonings.	<table><tr><th>Word</th><th>Definition</th></tr><tr><td>altitude</td><td>A measurement of distance going up.</td></tr><tr><td>ascent</td><td>A climb or walk to the summit of a mountain or hill.</td></tr><tr><td>mountain climate</td><td>The type of climate found in mountains and hills</td></tr><tr><td>summit</td><td>The highest point on a mountain</td></tr><tr><td>mountain range</td><td>A group of mountains forming a cluster</td></tr><tr><td>climate</td><td>Long term pattern of weather in a particular area</td></tr><tr><td>climate change</td><td>Long-term shifts in temperatures and weather patterns</td></tr><tr><td>scale</td><td>The scale on a map shows the size of the area represented by the map</td></tr><tr><td>OS map</td><td>Ordinance Survey Map</td></tr><tr><td>tourism</td><td>Travel for pleasure in which people visit places of interest.</td></tr><tr><td>Longitude</td><td>Longitude is measured by imaginary lines that run around Earth vertically (up and down) and meet at the North and South Poles</td></tr><tr><td>Latitude</td><td>Latitude is the measurement of distance north or south of the Equator. It is measured with 180 imaginary lines that form circles around Earth east-west, parallel to the Equator.</td></tr></table>	Word	Definition	altitude	A measurement of distance going up.	ascent	A climb or walk to the summit of a mountain or hill.	mountain climate	The type of climate found in mountains and hills	summit	The highest point on a mountain	mountain range	A group of mountains forming a cluster	climate	Long term pattern of weather in a particular area	climate change	Long-term shifts in temperatures and weather patterns	scale	The scale on a map shows the size of the area represented by the map	OS map	Ordinance Survey Map	tourism	Travel for pleasure in which people visit places of interest.	Longitude	Longitude is measured by imaginary lines that run around Earth vertically (up and down) and meet at the North and South Poles	Latitude	Latitude is the measurement of distance north or south of the Equator. It is measured with 180 imaginary lines that form circles around Earth east-west, parallel to the Equator.
Word	Definition																												
altitude	A measurement of distance going up.																												
ascent	A climb or walk to the summit of a mountain or hill.																												
mountain climate	The type of climate found in mountains and hills																												
summit	The highest point on a mountain																												
mountain range	A group of mountains forming a cluster																												
climate	Long term pattern of weather in a particular area																												
climate change	Long-term shifts in temperatures and weather patterns																												
scale	The scale on a map shows the size of the area represented by the map																												
OS map	Ordinance Survey Map																												
tourism	Travel for pleasure in which people visit places of interest.																												
Longitude	Longitude is measured by imaginary lines that run around Earth vertically (up and down) and meet at the North and South Poles																												
Latitude	Latitude is the measurement of distance north or south of the Equator. It is measured with 180 imaginary lines that form circles around Earth east-west, parallel to the Equator.																												

Key Unit SUMMER – Year 6	Knowledge	Skills	Vocabulary																																				
Where does our energy come from? NC objectives 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 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) 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 Kapow unit	- To know why energy sources are important - To understand the benefits and drawbacks of different energy sources - To understand how energy is generated in the United States - To know how energy sources are distributed in an area. - To explain the reasons for choosing an energy source. - To collect and present data on where to position a solar panel on the school grounds.	- Map significant routes - Use a digital map to identify energy production in an area of Texas - Locate cities in the UK - Use grid references on an OS map to locate physical and human features - Draw a sketch map using contours where needed.	<table><tr><th>Word</th><th>Definition</th></tr><tr><td>energy source</td><td>Something that stores large amounts of energy, such as fuels, geothermal or solar devices.</td></tr><tr><td>renewable</td><td>Does not reduce in amount when used.</td></tr><tr><td>non-renewable</td><td>Cannot be replenished and will run out.</td></tr><tr><td>emissions</td><td>The release of gas.</td></tr><tr><td>landscape</td><td>All the visuals of an area.</td></tr><tr><td>dam</td><td>A barrier used to hold back water.</td></tr><tr><td>ocean tide</td><td>The rise and fall of water levels.</td></tr><tr><td>regenerate</td><td>To appear again once used.</td></tr><tr><td>fossil fuel</td><td>A material formed from the remains of plants and animals over millions of years</td></tr><tr><td>prime meridian</td><td>The line of zero degrees longitude that defines all time zones.</td></tr><tr><td>time zone</td><td>An area that uses the same time.</td></tr><tr><td>six-figure grid references</td><td>Numbers used to find a particular point in a grid square.</td></tr><tr><td>offshore</td><td>Located in the sea, away from the land.</td></tr><tr><td>onshore</td><td>Located on land.</td></tr><tr><td>urban planner</td><td>Somebody whose job it is to plan new settlements.</td></tr><tr><td>contour lines</td><td>A line on a map joining equal heights below or above sea level.</td></tr><tr><td>sea level</td><td>A baseline from which to measure the height of physical features.</td></tr></table>	Word	Definition	energy source	Something that stores large amounts of energy, such as fuels, geothermal or solar devices.	renewable	Does not reduce in amount when used.	non-renewable	Cannot be replenished and will run out.	emissions	The release of gas.	landscape	All the visuals of an area.	dam	A barrier used to hold back water.	ocean tide	The rise and fall of water levels.	regenerate	To appear again once used.	fossil fuel	A material formed from the remains of plants and animals over millions of years	prime meridian	The line of zero degrees longitude that defines all time zones.	time zone	An area that uses the same time.	six-figure grid references	Numbers used to find a particular point in a grid square.	offshore	Located in the sea, away from the land.	onshore	Located on land.	urban planner	Somebody whose job it is to plan new settlements.	contour lines	A line on a map joining equal heights below or above sea level.	sea level	A baseline from which to measure the height of physical features.
Word	Definition																																						
energy source	Something that stores large amounts of energy, such as fuels, geothermal or solar devices.																																						
renewable	Does not reduce in amount when used.																																						
non-renewable	Cannot be replenished and will run out.																																						
emissions	The release of gas.																																						
landscape	All the visuals of an area.																																						
dam	A barrier used to hold back water.																																						
ocean tide	The rise and fall of water levels.																																						
regenerate	To appear again once used.																																						
fossil fuel	A material formed from the remains of plants and animals over millions of years																																						
prime meridian	The line of zero degrees longitude that defines all time zones.																																						
time zone	An area that uses the same time.																																						
six-figure grid references	Numbers used to find a particular point in a grid square.																																						
offshore	Located in the sea, away from the land.																																						
onshore	Located on land.																																						
urban planner	Somebody whose job it is to plan new settlements.																																						
contour lines	A line on a map joining equal heights below or above sea level.																																						
sea level	A baseline from which to measure the height of physical features.																																						

A geographer at the end of Year 6 will know:	A geographer at the end of Year 6 will be able to:
How different types of mountains are formed (fold mountains, dome mountains and volcanic mountains) and know that mountains are usually over 600m. The names of some of the major mountains and mountain ranges around the world. Common features of mountain environments. What a typical mountain climate might be like due to the high altitude. How how tourism can benefit or harm a mountain environment. The significance of energy. Examples of sources of energy and their trading routes. What the Prime Meridian is and its significance.	Identify mountain ranges on a physical features map by looking at contour lines and keys and use contour lines to identify the peaks of mountains. Discuss the benefits and drawbacks of different energy sources. Identify human features on a digital map. Locate UK cities on a map. Use six-figure grid references to identify features on an OS map. Consider and justify the location of energy sources. Plot points on a sketch map.
Links to Values: Service - Kindness - Resilience	Service - Understanding the benefits tourism (people) can bring to a mountain region Kindness - Tourism and hospitality Resilience - Resilience required to live in a mountain environment Tolerance - Tolerance of the culture in the Himalayas Respect - Respect for the environment and use of renewable energy Rule of Law - Trade with other countries