



## Progression of Knowledge in Geography

<u>EYFS coverage</u>	
<p><u>Understanding of the world</u></p>	<p><b><u>People and communities</u></b>            Ask what a place is like.            Tell others what I like and dislike about a place.            Use words and pictures to help me to describe places.            Use books and stories to help me find out about places.            Draw a place I am finding out about.</p> <p><b><u>The world</u></b>            Say what a type of building is e.g. shop, house, farm.            Say what places are like using words and phrases such as built up, noisy, busy, quiet, farm land, hills, streets, roads, woods and coastline.</p> <p><b><u>Fieldwork</u></b>            Take photographs of the locality and take them back to the classroom.            Keep a class weather chart throughout the year or unit of learning.            Discuss photographs that have been taken to describe a place.            Discuss how a place is similar/different e.g. This is a busy/built up/ farming/ seaside/countryside place, just like... This is a quiet place but ...is a busy noisy place            Suggest ways we could improve somewhere near the school.            Discuss and know weather chart throughout the year or unit of learning.</p> <p>Ugandan Project focus- Growing in a school garden. Compared to Ugandan school gardens.</p>

	KS1		Years 3 and 4		Years 5 and 6	
	Year A	Year B	Year A	Year B	Year A	Year B
	Substantive Knowledge					
<p><b>L</b></p> <p><b>o</b></p> <p><b>c</b></p> <p><b>a</b></p> <p><b>t</b></p> <p><b>i</b></p> <p><b>o</b></p> <p><b>n</b></p> <p><b>k</b></p> <p><b>n</b></p> <p><b>o</b></p> <p><b>w</b></p> <p><b>l</b></p> <p><b>e</b></p> <p><b>d</b></p> <p><b>g</b></p> <p><b>e</b></p>	<p><b><u>All topics</u></b></p> <p><b>Know</b> the names of the continents and oceans using a map.</p> <p><b>Know</b> where the UK is on a map and which continent it is on.</p> <p><b>Know</b> where the place of study is and talk about its location.</p>	<p><b><u>All units</u></b></p> <p><b>Know</b> the names of the 7 continents and 5 oceans.</p> <p><b>Describe</b> continents using compass points.</p> <p><b>Know and discuss</b> the country being studied and where it is in relation to the world.</p>	<p><b><u>Rainforest</u></b></p> <p><b>Know</b> different areas of the world / continents and even countries have different climates.</p> <p><b>Know and give examples</b> of where different climatic zones are and relate them to the equator and tropic lines.</p> <p><b>Know the cause</b> of global warming.</p> <p><b>Know</b> what changes should be made in own lives in response to this.</p> <p><b>Know</b> solutions and discuss the consequences for the future of rainforests.</p> <p><b><u>Greece and UK Comparison</u></b></p>	<p><b><u>Mountains</u></b></p> <p><b>Know</b> different areas of the world / continents and oceans.</p> <p><b>Know European countries and counties by using maps. Relate to 4 point compass directions.</b></p> <p><b>Know, discuss and describe</b> where pictures are taken and <b>defend</b> e.g. a mountain top may be in Himalayas because there is a large mountain range there.</p> <p><b><u>Dartmoor</u></b></p> <p><b>Discuss and describe</b> where pictures are taken and <b>defend</b> e.g. there might be a</p>	<p><b><u>Volcanoes and Earthquakes</u></b></p> <p><b>Know the names of</b> the different hemispheres on a map.</p> <p><b>Know the 8 compass points</b> to direct and locate using a compass and a map e.g. Spain is south west.</p> <p><b>Know the names of</b> different countries/ continents in the Northern and Southern hemisphere.</p> <p><b>Know how to use 4 figure grid references.</b></p>	<p><b><u>South America and Climatic zones</u></b></p> <p><b>Know the names of</b> the different hemispheres on a map.</p> <p><b>Know the 8 compass points</b> to direct and locate using a compass and a map e.g. Argentina is south west.</p> <p><b>Know the names of</b> different countries/ continents in the Northern and Southern hemisphere.</p> <p><b>Know how to use 6 figure grid references.</b></p> <p><b>Know and use</b> longitude and latitude.</p> <p><b>Identify and explain</b> different views of people including themselves.</p>

			<p><b>Know the countries and climates and discuss the relationships</b> between these and the countries.</p> <p><b>Know and record</b> the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas.</p> <p><b>Know physical and human features, draw conclusions, pose questions and use prior knowledge</b> of map reading.</p>	<p>reservoir as there is a river.</p>	<p><b>Know</b> some of the names and location of continental plates.</p> <p><b>Know the names and where</b> some of the significant fault lines and volcanic zones are.</p> <p><u>Rivers</u> <b>Know the names of</b> the different hemispheres on a map.</p> <p><b>Know the 8 compass points</b> to direct and locate using a compass and a map e.g. Spain is south west.</p> <p><b>Know the names of</b> different countries/ continents in the Northern and Southern hemisphere.</p> <p><b>Know how to use 4 figure grid references.</b></p> <p><b>Know the names and where significant</b></p>	<p><b>Know and give reasons for the most appropriate map for different purposes</b> e.g atlas to find a country, Google Earth to find a village.</p> <p><b>Know and decide on the best form of recording</b> the different climate zones and relate them to continents and countries.</p> <p><u>North America and UK</u> <b>Know the names of</b> the different hemispheres on a map.</p> <p><b>Know the 8 compass points</b> to direct and locate using a compass and a map e.g. Florida is south west.</p> <p><b>Know the names of</b> different countries/ continents in the Northern and Southern hemisphere.</p> <p><b>Know how to use 6 figure grid references.</b></p> <p><b>Know and use</b> longitude and latitude.</p> <p><b>Identify and explain</b> different views of people including themselves.</p>
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					world rivers and UK rivers are located.	<p>Know and give reasons for the most appropriate map for different purposes e.g atlas to find a country, Google Earth to find a village.</p> <p>Know and discuss the differences between the countries in North America and then the USA.</p>
Disciplinary Knowledge						
<p><b><u>Local area</u></b> Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing.</p> <p>Locate the continent the country is on, using a paper map.</p> <p>Be able to identify the 4 countries and</p>	<p><b><u>Seaside</u></b> Use the 4 Compass points N, S, E, W Seas surrounding the UK Use Locational language, name &amp; locate: 7 continents &amp; 5 oceans.</p> <p><b><u>Weather</u></b> Use the language of North and South Poles, Equator, E.g. Focus: North &amp; South Poles, Equator, oceans but revisit everything.</p>	<p><b><u>Rainforests</u></b> Use and explain the term 'climate zone'.  Identify the different climate zones and relate them to continents.  Ask questions and find out what affects the climate.  Use maps to identify different climate zones and relate them to the equator and tropic lines .  Discover the cause of global warming and</p>	<p><b><u>Mountains</u></b> Identify, name &amp; locate: 7 continents &amp; 5 oceans.  Build on prior knowledge of European countries and counties by using maps. Relate to 4 point compass directions.  Use the 4 Compass points N, S, E, W Seas surrounding the UK  Study maps to make assumptions about the different areas of the</p>	<p><b><u>Volcanoes and Earthquakes</u></b> Identify the different hemispheres on a map. Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.  Locate and label different countries/continents in the Northern and Southern hemisphere.  Use atlases/maps to describe</p>	<p><b><u>South America and Climatic Zones</u></b> Identify the different hemispheres on a map. Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.  Locate and label different countries/continents in the Northern and Southern hemisphere.  Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres.</p>	

<p>label the capital cities.</p> <p>Locate a country/area studied on a map</p> <p>Use simple compass directions (North, South, East and West) to describe the location of features on a map.</p> <p><u>Uganda and UK Comparison</u></p> <p>Use maps and globes to locate the UK.</p> <p>Be able to identify the 4 countries and label the capital cities.</p>	<p>Use the 4 Compass points N, S, E, W Seas surrounding the UK</p> <p>Use Locational language, name &amp; locate: 7 continents &amp; 5 oceans.</p>	<p>research the implications.</p> <p>Discuss and give reasoned and informed solutions and discuss the consequences for the future of rainforests.</p> <p><u>Greece and UK Comparison</u></p> <p>Build on prior knowledge of UK regions by using maps and to locate countries of Europe. Relate to 4 point compass directions.</p> <p>Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas.</p> <p>Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest.</p> <p>Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.</p>	<p>world e.g. using map keys to identify mountainous areas.</p> <p>Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest.</p> <p>Study some pictures of different parts of the world (e.g. top of a mountain, on the banks of a river, on a farm.</p> <p>Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.</p> <p><u>Dartmoor</u></p> <p>Build on prior knowledge of UK countries and counties by using maps. Relate to 4 point compass directions.</p> <p>Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.</p>	<p>and locate places using 4 figure grid references.</p> <p>Locate continental plates.</p> <p>Locate fault lines and volcanic zones.</p> <p><u>Rivers</u></p> <p>Identify the different hemispheres on a map. Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.</p> <p>Locate and label different countries/continents in the Northern and Southern hemisphere.</p> <p>Use atlases/maps to describe and locate rivers using 4 figure grid references.</p> <p>Use maps to locate features of</p>	<p>Use 6 figure grid references to identify countries in South America and cities, rainforests, the main mountain ranges and the longest rivers. Understand how these features may have changed over time.</p> <p>Select the most appropriate map for different purposes e.g atlas to find a country, Google Earth to find a village.</p> <p>Use maps to identify longitude and latitude.</p> <p>Confidently use maps, globes and Google Earth. Use atlases/maps to describe and locate places using 6 figure grid references.</p> <p>Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics.</p> <p>Locate South American largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent.</p>
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						<p>longest rivers. <b>Understand</b> how these features may have changed over time.</p> <p><b>Select the most appropriate map for different purposes</b> e.g atlas to find a country, Google Earth to find a village.</p> <p><b>Use maps</b> to identify longitude and latitude.</p> <p><b>Confidently use maps, globes and Google Earth.</b> <b>Use atlases/maps to describe and locate</b> places using <b>6 figure grid references.</b></p> <p><b>Locate</b> the Equator on a map, atlas and globe and <b>draw conclusions</b> about the climates of countries on the Equator and on the tropics.</p> <p>Study maps of North America and then the USA to <b>identify regions. Compare and contrast</b> these regions.</p>
	Substantive Knowledge					

<p>P I a c e K n o w I e d g e</p>	<p><b><u>Local area</u></b>  <b>Ask geographical questions</b> e.g.  What is it like to live in this place?  How is this place different to where I live?  <b>Know</b> that places are different, even within their own city.  <b>Discuss pictures</b> to show how understanding of how places are different.  <b>Express</b> own views about a place, people and environment.  <b><u>Uganda and UK Comparison</u></b>  <b>Know and geographical questions</b> e.g.  What is it like to live in this place? How is this place different to where I live?  How is the</p>	<p><b><u>Seaside</u></b>  <b>Know basic physical geographical features, including:</b> beach, cliff, shore, sand, water, and coastline.  <b><u>Weather</u></b>  <b>Know</b> which language would be best to describe similarities and differences between the features of the two localities, relating them to climates.</p>	<p><b><u>Rainforest</u></b>  <b>Know</b> where rainforests biomes are on maps.  <b>Know and give ideas</b> on Amazon rainforest to be able to record knowledge of -climate, the habitats, the plant and animal types and how people live in the rainforest.  <b>Know</b> time zones are different in different areas of the world.  <b>Know</b> what life in the Amazon rainforest is like  <b>Give comparisons</b> to life in the UK and <b>consider</b> how life in the UK may be similar.  <b>Know how the rainforest may be linked to us</b> e.g. trade.  Locate other rainforests using Google earth and maps, identifying patterns in their location.  <b><u>Greece and UK Comparison</u></b>  <b>Know and discuss</b> different parts of Europe (e.g. mountain ranges, rivers, cities, seas.</p>	<p><b><u>Mountains</u></b>  <b>Know</b> where specific mountains and mountain chains are located.  <b>Know that the</b> weather in mountain areas can be different.  <b>Discuss and give reasons</b> about what affects the climate. Are all mountain climates the same?  <b>Know that</b> different mountain areas have different climates.  <b>Know and give examples</b> of what life, settlements and vegetation in the mountain regions.  <b><u>Dartmoor</u></b>  <b>Know</b> where National Parks are and why they are important.  <b>Know and give examples</b> of what life, settlements and vegetation on Dartmoor through a variety of sources.</p>	<p><b><u>Volcanoes and Earthquakes</u></b>  <b>Know</b> where volcanoes and earthquakes occur.  <b>Know that</b> time zones in other countries and in some cases change through a country or continent.  <b>Know</b> that countries and settlements, particularly in relation to the volcanoes and earthquakes can be greatly affected.  <b><u>Rivers</u></b>  <b>Know, discuss and decide how to record</b> where significant rivers are in the UK and world.  <b>Know</b> how these rivers are similar and different.  <b>Know and discuss and decide how to record reasons for</b> settlements developing around</p>	<p><b><u>South America and Climatic Zones</u></b>  <b>Know how and why</b> a South America biome and Arctic zones can have similarities as well as the differences.  <b>Know and make judgements on the climates</b> of given countries in the world and <b>relate this to knowledge</b> of the hemispheres, the Equator and the Tropics.  <b>Know and record comparisons of time zones</b> of a chosen country compared to the South America and Arctic zones.  <b><u>North America and UK</u></b>  <b>Know and discuss and decide how to record the key physical and human characteristics. Relate these features to the locality</b> e.g. population sizes near tourist landmarks/rivers, transport links to mountains.  <b>Know and record comparisons of time zones</b> of a chosen country compared to the North America and Arctic zones.  <b>Know the major man or natural made features</b> in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand</p>
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<p>weather different? How are lifestyles different?</p> <p><b>Express own views</b> about a place, people and environment.</p> <p><b>Know and give detailed reasons</b> to support own likes, dislikes and preferences.</p>		<p><b>Name and know key landmarks to the country and make suggestions</b> as to how landmarks affect a country.</p> <p><b>Know</b> time zones are different in different areas of the world</p> <p><b>Know the main trade and economy</b> in Greece and <b>compare it to the UK.</b></p> <p><b>Know</b> that not all countries are as developed or wealthy as others.</p> <p><b>Know that some</b> settlements vary in relation to the size and wealth.</p>		<p>rivers and how the settlements are effected over time.</p> <p><b>Know and give reasons why</b> UK local or national river and one aboard are different in terms of form and usage.</p>	<p>Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks.</p> <p><b>Know the importance and value of the tourism</b> industry in these areas.</p> <p><b>Know and discuss and decide how to record features</b> of the USA and UK e.g. rivers, mountains, large cities.</p> <p><b>Know the answers to Geographical questions</b> e.g. How was the land used? How has it changed? What made it change? How is land use different in the USA compared to the UK? What is different culturally?</p>
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**Disciplinary Knowledge**

<p><b><u>Local Area</u></b> Locate a country/county/city studied on a map.</p> <p><b>Study</b> pictures/videos of a locality.</p>	<p><b><u>Seaside</u></b> Use basic <b>geographical vocab to refer to key human features, including:</b> beach, cliff, shore, sand, water, and coastline.</p>	<p><b><u>Rainforests</u></b> Understand the term 'biome'.</p> <p><b>Use knowledge of this term to make suggestions</b> for places in the world which may be biomes.</p>	<p><b><u>Mountains</u></b> Label countries, cities, mountains and rivers.</p> <p><b>Use</b> maps to locate specific mountains and mountain chains.</p>	<p><b><u>Volcanoes and Earthquakes</u></b> Locate places in the world where volcanoes and earthquakes occur.</p> <p><b>Look</b> at settlements, particularly in relation to the</p>	<p><b><u>South America and Climatic Zones</u></b> Locate the major cities of the world and <b>draw conclusions</b> as to their similarities and differences.</p> <p><b>Make comparisons</b> between this a South America biome and</p>
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<p><b><u>Uganda and the UK</u></b>  <b>Use geographical questions</b> e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?</p> <p><b>Study</b> pictures/videos of two differing localities, one in the UK and one in a contrasting Non-European country</p> <p><b>Study</b> pictures of the localities in the past and in the present and <b>ask</b> 'How has it changed?'</p>	<p><b><u>Weather</u></b>  <b>Identify</b> hot &amp; cold areas of the world in relation to Equator &amp; North &amp; South Poles</p> <p><b>Use basic geographical vocab to refer to key physical features including:</b> beach, coast, forest, mountain, desert, artic, season: weather.</p>	<p>Once the children are aware that the main types are tundra, desert, grassland and rainforest. Children to <b>use maps to locate areas</b> they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc.</p> <p><b>Ask</b> questions about global warming.</p> <p><b>Discuss and compare</b> the climate zones of the UK and <b>relate this knowledge to the weather in the local area.</b></p> <p><b>Discuss and compare</b> time zones of a chosen rainforest compared to the UK.</p> <p><b>Defend reasoning using knowledge</b> of maps.  <b>Focus</b> on Amazon rainforest - identify the climate, the habitats, the plant and animal types and how people live in the rainforest.</p> <p><b>Study</b> life in the Amazon rainforest through</p>	<p><b>Use and explain</b> the term 'climate zone'.</p> <p><b>Understand</b> the term 'biome'.</p> <p><b>Identify</b> the different climate zones and weather in mountain areas.</p> <p><b>Ask questions and find out</b> what affects the climate. Are all mountain climates the same?</p> <p><b>Use maps</b> to identify different climate zones and see if they link to mountain areas.</p> <p><b>Study</b> life and vegetation in the mountain regions through primary sources.</p> <p><b><u>Dartmoor</u></b>  <b>Label</b> counties, towns, National Parks, tors and rivers.</p> <p><b>Use</b> maps to locate specific National Parks.</p>	<p>volcanoes and earthquakes - what conclusions can be drawn?</p> <p><b>Conclusions</b> e.g. make comparisons between locations using photos/pictures, relation to tectonic plate and location of volcano or fault line in different locations and population numbers.</p> <p><b>Discuss and compare</b> time zones of different regions compared to the UK.</p> <p><b><u>Rivers</u></b>  <b>Locate</b> significant rivers in different places.</p> <p><b>Look</b> at settlements, particularly in relation to the rivers studied - what conclusions can be drawn?</p> <p><b>Conclusions</b> e.g. make comparisons between locations using photos/pictures, relation to the position of the river</p>	<p>Arctic zones, discussing with classmates the similarities as well as the differences.</p> <p><b>Explain the climates</b> of given countries in the world and <b>relate this to knowledge</b> of the hemispheres, the Equator and the Tropics.</p> <p><b>Discuss and compare</b> time zones of a chosen country compared to the UK and Arctic zones.</p> <p><b><u>North America and UK</u></b>  <b>Locate the key physical and human characteristics. Relate these features to the locality</b> e.g. population sizes near tourist landmarks/rivers, transport links to mountains.</p> <p><b>Discuss and compare</b> time zones of a chosen country compared to the UK and Arctic zones.</p> <p><b>Locate the major man made features</b> in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks.</p> <p><b>Reflect on the importance and value of the</b></p>
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	<p><b>Draw pictures</b> to show how places are different and write comparatively to show the difference.</p>		<p>primary sources - recounts/photographs, and <b>ask questions, make comparisons</b> to life in the UK and <b>consider</b> how life in the UK may be similar.</p> <p><b><u>Greece and UK Comparison</u></b>  <b>Study some pictures</b> of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm.</p> <p><b>Match key landmarks to the country</b> and <b>make suggestions</b> as to how landmarks affect a country (tourism, economy etc) e.g Greek Islands generates a lot of revenue through tourism. Athens has great historical significance and landmarks. Relate to UK landmarks.</p> <p><b>Discuss and compare</b> time zones of a country compared to the UK.</p> <p><b>Identify main trade and economy</b> in</p>	<p><b>Ask questions and find out</b> what affects the climate. Are all National Park climates the same?</p> <p><b>Use maps</b> to identify different climate zones and see if they link to Dartmoor.</p> <p><b>Study</b> life and vegetation on Dartmoor through primary sources.</p>	<p>in different locations and population numbers.</p> <p><b>Compare</b> a UK local or national river and one abroad.</p> <p><b>Compare</b> international rivers.</p>	<p><b>tourism</b> industry in these areas.</p> <p><b>Use maps to locate features</b> of the USA and UK e.g. rivers, mountains, large cities.</p> <p><b>Explain and defend</b> which are physical and which are human features.</p> <p><b>Label</b> counties, cities, mountains and rivers.</p> <p><b>Study photographs and maps</b> of different locations in the USA and UK.</p> <p><b>Ask Geographical questions e.g.</b> How was the land used? How has it changed? What made it change? How is land use different in the USA compared to the UK? What is different culturally?</p>
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			<p>Greece and <b>compare</b> to the UK.</p> <p><b>Look</b> at settlements, particularly in relation to the size and wealth.</p>			
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<b>H u m a n a n d P h y s i c a l L o c a l</b>	<b>Substantive Knowledge</b>					
	<p><b><u>Local Area</u></b>  <b>Know that buildings are used for different purposes</b> e.g. shop, house, farm.</p> <p><b>Know different language relating to what places are like</b> using words and phrases such as built up, noisy, busy, quiet, such as, beach, cliff, sand, shore, water and coastline.</p> <p><b><u>Weather</u></b>  <b>Know and explain</b> (UK &amp; local scales. E.g. What's the weather like today? What about in other parts of the UK or world?</p>	<p><b><u>Seaside</u></b>  <b>Know different language relating to what places are like</b> using words and phrases such as built up, noisy, busy, quiet, such as, beach, cliff, sand, shore, water and coastline.</p> <p><b><u>Weather</u></b>  <b>Know and explain</b> (UK &amp; local scales. E.g. What's the weather like today? What about in other parts of the UK or world?</p>	<p><b><u>Rainforests</u></b>  <b>Know</b> the different layers of a rainforest and discuss what might be found there.</p> <p><b>Know about what goods are traded</b> around the world and to the UK.</p> <p><b>Know why</b> fair trade is important for less developed countries. <b>Give</b> reasons for fair trade.</p> <p><b><u>Greece and UK Comparison</u></b>  <b>Know</b> settlements over time.</p>	<p><b><u>Mountains</u></b>  <b>Know</b> where mountains and mountain chains occur.</p> <p><b>Understand and be able to communicate</b> in different ways the cause of mountains and the process that forms them.</p> <p><b>Know and give examples of</b> how mountains affect human life e.g. settlements and spatial variation.</p> <p><b><u>Dartmoor</u></b></p>	<p><b><u>Volcanoes and Earthquakes</u></b>  <b>Know and explain the different ways</b> that tectonic plates meet/join and what tectonic activity occurs as a result.</p> <p><b>Know and explain</b> using the correct vocabulary the cause of volcanoes and the process that occurs before a volcano erupts.</p> <p><b>Know and explain</b> using the correct</p>	<p><b><u>South America and Climatic Zones</u></b>  <b>Know and explain the different ways</b> key aspects of: Climate zones, biomes, vegetation belts.</p> <p><b>Know, explain and decide on the best form of recording</b> different physical and human features in the studied countries and compare and contrast them.</p> <p><b>Know, explain and decide on the best form of recording a</b> climatic zones, rainforests, mountains and rivers.</p> <p><b>Know and discuss trade links</b> around the world based on</p>

<p>a n d G l o b a l S c a l e s</p>	<p>woods and coastline</p> <p><b>Uganda and UK Comparison</b></p> <p><b>Know that places are different from their own city and country.</b></p> <p><b>Know different language relating to what places are like</b> using words and phrases such as built up, noisy, busy, quiet, rural, less developed, poorer, wealthier, city, village, farm land, hills, mountains, islands, woods/jungles and coastline.</p>	<p>E.g. Polar Regions Antarctica and deserts.</p> <p><b>Express opinions</b> about the seasons and <b>relate the changes</b> to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</p> <p><b>Know</b> that seasonal &amp; daily weather patterns change.</p> <p><b>Know</b> about the weather in other parts of the UK and around the world E.g. Polar Regions Antarctica and deserts.</p> <p><b>Know and use</b> basic geographical vocabulary to refer to: key physical features, including: desert, artic, coast, forest/jungle etc</p>	<p><b>Know about a settlement of study:</b> What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements?</p> <p><b>Know how different countries/settlements have changed/developed over time.</b></p>	<p><b>Know and be able to communicate</b> in different ways the cause of tors and the process that forms them.</p> <p><b>Know</b> how Dartmoor has changed during the historical periods studied. Look at land use in the same area today and <b>consider how and why this has changed.</b></p>	<p>vocabulary the stages of an earthquake.</p> <p><b>Know and raise questions</b> about the effects of volcanoes and earthquakes. Discuss how volcanoes affect human life e.g. settlements and spatial variation.</p> <p><b>Explain and defend</b> which are physical and which are human features.</p> <p><b>Rivers</b> <b>Understand and be able to communicate in different ways using the correct vocabulary</b> the water cycle.</p> <p><b>Understand and be able to communicate in different ways, using the correct vocabulary</b> for each stage of the process of a river's formation.</p> <p><b>Explain and defend</b> which are physical and which are human</p>	<p>chosen items produced in a South American country e.g. coffee, chocolate, bananas.</p> <p><b>Know why the promotion of ethically sound trade</b> is important for developing countries. What are our main export businesses? Which countries do we trade with most? What may be the reasons for this? Why do we need to import from elsewhere? Where does it not? What conclusions can be drawn?</p> <p><b>North America and UK</b> <b>Know, explain and decide on the best form of recording</b> which are physical and which human features are. E.g counties, cities, mountains, National parks and rivers etc.</p> <p><b>Know, explain and decide on the best form of recording answers to geographical questions e.g.</b> How was the land used? How has it changed? What made it change? How is land use different in the USA compared to the UK? What is different culturally?</p> <p><b>Know, explain and decide on the best form of recording the major man made or</b></p>
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					<p>features along a river.</p> <p><b>Know and discuss</b> how water affects the environment, settlement and the need for environmental change and sustainability.</p> <p><b>Know</b> how river use has changed over time.</p>	<p><b>natural features</b> in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks.</p> <p><b>Know the importance and value of the tourism</b> industry in these areas.</p>
Disciplinary Knowledge						
<p><u>Local Area</u></p> <p><b>Identify what a type of building is</b> e.g. shop, house, farm.</p> <p><b>Use simple language to describe what places are like</b> using words and phrases such as, farm land, hills, streets, roads, woods and coastline.</p> <p><u>Uganda and the UK</u></p>	<p><u>Seaside</u></p> <p><b>Use simple language to describe what places are like</b> using words and phrases such as, beach, cliff, sand, shore, water and coastline.</p> <p><u>Weather</u></p> <p><b>Use both maps and globes, identify</b> the coldest places in the world - The North and South pole, related to their study of the Arctic.</p>	<p><u>Rainforest</u></p> <p><b>Look</b> at pictures and labelled diagrams of different layers of a rainforest. <b>Produce own pictures and labelled diagrams.</b></p> <p><b>Identify trade links</b> around the world based on a few chosen items e.g. coffee, chocolate, bananas.</p> <p><b>Discover</b> where food comes from.</p> <p><b>Discuss</b> and <b>debate</b> fair trade. <b>Investigate the facts and join in a reasoned discussion.</b></p>	<p><u>Mountains</u></p> <p><b>Locate</b> places in the world where mountains and mountain chains occur.</p> <p><b>Draw diagrams, produce writing and use</b> the correct vocabulary for each stage of the process of mountain's formation.</p> <p><b>Ask and answer questions</b> about the effects of mountains e.g. settlement, climate, vegetation, economy (tourism).</p>	<p><u>Volcanoes and Earthquakes</u></p> <p><b>Understand and be able to communicate in different ways</b> that tectonic plates meet/join and what tectonic activity occurs as a result.</p> <p><b>Understand and be able to communicate in different ways</b> the cause of volcanoes and the process that occurs before a volcano erupts.</p>	<p><u>South America and Climatic Zones</u></p> <p><b>Understand</b> and be able to communicate key aspects of: Climate zones, biomes, vegetation belts.</p> <p><b>Locate and record</b> different physical and human features in the studied countries and compare and contrast them.</p> <p><b>Link</b> previous learning of climatic zones, rainforests, mountains and rivers.</p> <p><b>Ask and answer the following geographical questions: Identify trade links</b> around the world based on a few chosen</p>	

<p><b>Locate</b> where Uganda and the UK are.</p> <p><b>Use simple language to describe what places are like and how they are different:</b> using words and phrases such as, rural, city, village, farm land, hills, mountains, islands, woods/jungle and coastline.</p>	<p><b>Make predictions</b> about where the hottest places in the world are? Children to <b>identify</b> the equator and <b>locate</b> the places on the Equator which are the hottest.</p> <p><b>Ask questions</b> about the weather and seasons.</p> <p><b>Observe and record</b> e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.</p>	<p><b>Generate solutions and promote ethically sound trade.</b></p> <p><b><u>Greece and UK Comparison</u></b></p> <p><b>Look</b> at pictures and labelled diagrams of different historical settlements over time. <b>Produce own pictures and labelled diagrams.</b></p> <p><b>Ask and answer questions through own knowledge and self- conducted research:</b> What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements?</p> <p><b>Study maps</b> of settlements.</p> <p><b>Draw conclusions</b> about the location of the settlements based on prior knowledge.</p> <p><b>Compare with current maps</b> and make</p>	<p><b><u>Dartmoor</u></b></p> <p><b>Look</b> at pictures and labelled diagrams of different historical settlements over time (Bronze Age, Victorian). <b>Produce own pictures and labelled diagrams.</b></p> <p><b>Ask and answer questions through own knowledge and self- conducted research:</b> What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements?</p> <p><b>Study maps</b> of historical settlements (e.g. Bronze Age).</p> <p><b>Draw conclusions</b> about the location of the settlements based on prior knowledge. <b>Compare with current maps</b> and <b>make suggestions about change.</b></p>	<p><b>Draw diagrams, produce writing and use the correct vocabulary</b> for each stage of the process of volcanic eruption. Ask and answer questions about the effects of volcanoes. Discuss how volcanoes affect human life e.g. settlements and spatial variation.</p> <p><b>Draw diagrams, produce writing and use the correct vocabulary</b> for each stage of the process of an earthquake.</p> <p><b><u>Rivers</u></b></p> <p><b>Draw diagrams, produce writing and use the correct vocabulary</b> for each stage of the water cycle.</p> <p><b>Draw diagrams, produce writing and use the correct vocabulary</b> for each stage of the process of a river's formation.</p>	<p>items e.g. coffee, chocolate, bananas.</p> <p><b>Generate solutions and promote ethically sound trade.</b> What are our main export businesses? Which countries do we trade with most? What may be the reasons for this? Why do we need to import from elsewhere? Where does it not? What conclusions can be drawn?</p> <p><b><u>North America and UK</u></b></p> <p><b>Explain and defend</b> which are physical and which are human features.</p> <p><b>Research</b> counties, cities, mountains, National parks and rivers etc.</p> <p><b>Study photographs and maps</b> of different locations in the USA and UK.</p> <p><b>Ask Geographical questions e.g.</b> How was the land used? How has it changed? What made it change? How is land use different in the USA compared to the UK? What is different culturally?</p> <p><b>Research the major man made or natural features</b> in the USA</p>
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			<p>suggestions about change.</p> <p><b>Study how land in the local area was used</b> during the historical periods studied. Look at land use in the same area today and <b>consider how and why this has changed. Identify main economies</b> in the immediate area.</p> <p><b>Compare with trade in the past.</b> Why has this changed?</p>	<p><b>Study how land in the local area was used</b> during the historical periods studied. Look at land use in the same area today and <b>consider how and why this has changed.</b></p> <p><b>Identify main economies</b> in the immediate area.</p> <p><b>Compare with trade in the past.</b> Why has this changed?</p> <p><b>Draw diagrams, produce writing and use the correct vocabulary</b> for each stage of the process of tor's formation.</p>	<p><b>Use the language of rivers</b> e.g. erosion, deposition, transportation.</p> <p><b>Explain and present the process</b> of rivers.</p> <p><b>Compare</b> how river use has changed over time and <b>research the impact</b> on trade in history.</p> <p><b>Research and discuss</b> how water affects the environment, settlement, environmental change and sustainability.</p>	<p>e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks.</p> <p><b>Reflect on the importance and value of the tourism</b> industry in these areas.</p>
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<b>G e o g r a p h i c a l</b>	<b>Substantive Knowledge</b>					
	<p><b><u>Local Area and Uganda and the UK</u></b>  <b>Know how to make maps, devise basic symbols, fieldwork, E.g. How is where we live different to</b></p>	<p><b><u>Seaside and Weather</u></b>  <b>Know how is where we live different to ...? And why? What do maps tell us? How do I use an atlas?</b></p>	<p><b><u>All units</u></b>  <b>Know and give comparisons of pictures of different countries and settlements and compare and contrast.</b></p> <p><b>Know how to use maps</b> (including OS maps), atlases, globes, digital</p>	<p><b><u>Mountains</u></b>  <b>Know and be able to give comparisons of pictures of different countries and settlements and compare and contrast.</b></p> <p><b>Know how to use maps</b> (including OS maps),</p>	<p><b><u>Volcanoes and Earthquakes</u></b>  <b>Know and use 8 compass directions N, NE, E, SE, S, SW, W, NW to describe points on a map.</b></p>	<p><b><u>All units</u></b>  <b>Know how to find human and physical features on a map and use: compass direction, longitude and latitude and 6 figure grid references.</b></p> <p><b>Know, explain and decide on the best form of recording a human and physical features</b> e.g. number of the population.</p>



<p><b>S</b> <b>k</b> <b>i</b> <b>l</b> <b>l</b> <b>s</b> <b>a</b> <b>n</b> <b>d</b> <b>F</b> <b>i</b> <b>e</b> <b>l</b> <b>d</b> <b>w</b> <b>o</b> <b>r</b> <b>k</b></p>	<p>And why? What do maps tell us? Begin to ask questions. How do I use an atlas?</p> <p><b>Know how to create a map to direct others</b> which uses a key and includes the main physical and human features.</p> <p><b>Mapping- see GA progression in mapping</b></p>	<p><b>Know how to create a map to direct others</b> which uses a key and includes the main physical and human features.</p> <p><b>Mapping- see GA progression in mapping</b></p>	<p>mapping, measure, record and communicate using a range of methods including maps, plans, graphs, writing at length.</p> <p><b>Know recognised symbols to mark out</b> local areas of interest on own maps.</p> <p>Apply knowledge <b>Mapping- see GA progression in mapping</b></p>	<p>atlases, globes, digital mapping, measure, record and communicate using a range of methods including maps, plans, graphs, writing at length.</p> <p><b>Know recognised symbols to mark out</b> local areas of interest on own maps.</p> <p>Apply knowledge <b>Mapping- see GA progression in mapping</b></p> <p><u>Dartmoor</u> <b>Know how to use</b> a range of maps (including OS maps), atlases, digital mapping, measure, record and communicate using a range of methods including maps, plans, graphs, writing at length.</p> <p><b>Know</b> how to use grid references.</p>	<p><b>Know and compare</b> some of the different countries/continents and tectonic plates in the Northern and Southern hemisphere.</p> <p><b>Know four figure grid references</b>, using them to <b>locate and describe</b> them.</p> <p><b>Study pictures</b> of the earthquakes and volcanoes and <b>compare and contrast</b> the different types.</p> <p><b>Select a method to present the differences</b> between different earthquakes and volcanoes</p> <p><u>Rivers</u> <b>Know and record evidence</b> of past river use by visiting the location.</p> <p><b>Know what field notes/observational notes</b> about land</p>	<p>Temperature, highest mountain etc.</p> <p><b>Know, explain and decide on the best form of recording</b> the effects of environmental change on themselves and others.</p> <p><b>Mapping- see GA progression in mapping</b></p>
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				<p><b>Know recognised symbols to mark out local areas of interest on own maps.</b></p> <p>Apply knowledge</p> <p><b>Mapping- see GA progression in mapping</b></p>	<p>features are relevant.</p> <p><b>Know four figure grid references, using them to locate and describe them.</b></p> <p><b>Know and discuss a visited river and explain the human and physical features studied.</b></p> <p><b>Know that transport and use of a river changes over time.</b></p> <p><b>Know how to record the measurements of a rivers width/depth.</b></p> <p><b>Mapping- see GA progression in mapping</b></p>	
<b>Disciplinary Knowledge</b>						
<p><b><u>Local Area</u></b> Observe and record the features around the school e.g. the different types of plants, the animals seen</p>	<p><b><u>Seaside and Weather</u></b> Observe and record information about the local beach area e.g. how many shops there</p>	<p><b><u>All units</u></b> Study pictures of different countries and settlements and compare and contrast. <b>Locate, describe, explain</b> using maps (including OS</p>	<p><b><u>Mountains</u></b> Children make sketches/notes of mountains and then create a map to direct others which uses a key and includes the main</p>	<p><b><u>Volcanoes and Earthquakes</u></b> Study maps and aerial photographs and use 8 compass directions N, NE, E, SE, S, SW, W, NW</p>	<p><b><u>South America and Climatic Zones</u></b> Identify human and physical features on a map and use: compass direction, longitude and latitude and 6 figure grid references, using them to locate and describe them.</p>	

<p>by the river compared to the animals seen on the road, the different amounts of traffic on different roads.</p> <p>Children to <b>take photos</b> of interesting things in the local area and <b>explain</b> what the photos show.</p> <p>On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to <b>create memory maps</b> to show the journey.</p> <p><b>Make a simple map.</b></p> <p><b>Study aerial photographs</b> of the school and label it with key features e.g. school, church, park, shops.</p>	<p>are near the school, how many bus stops are there close to the school.</p> <p>Children to <b>take photos</b> of interesting things in the local area and <b>explain</b> what the photos show.</p> <p>On a walk in the beach area, children to pick things up e.g. a stick, stone, leaf etc and use them to <b>create memory maps</b> to show the journey.</p> <p><b>Study aerial photographs</b> of the school and label it with key features e.g. shore, cliff, beach etc.</p> <p>Look at a simple map of the local area and <b>identify</b> the things they know and have seen.</p>	<p>maps), atlases, globes, digital mapping, measure, record and communicate using a range of methods including maps, plans, graphs, writing at length.</p> <p><b>Use recognised symbols to mark out</b> local areas of interest on own maps.</p>	<p>physical and human features.</p> <p><b>Study maps and aerial photographs and use simple compass directions</b> (North, South, East and West) and <b>locational and directional language</b> to <b>describe</b> the location of features and routes on a map.</p> <p><u>Dartmoor</u> <b>Identify</b> local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features.</p> <p><b>Undertake surveys. Conduct investigations. Classify buildings.</b></p> <p><b>Use recognised symbols</b> to mark out local areas of interest on own maps.</p> <p><b>Choose effective recording and presentation methods</b></p>	<p>and <b>locational and directional language</b> to <b>describe</b> the location of features and routes on a map.</p> <p><b>Study</b> the different countries/continents in the Northern and Southern hemisphere and state which tectonic plates are located there.</p> <p><b>Identify tectonic features on a map</b> and use <b>four figure grid references</b>, using them to <b>locate and describe them.</b></p> <p><b>Study pictures</b> of the earthquakes and volcanoes and <b>compare and contrast the different types.</b></p> <p><b>Select a method to present the differences</b> between different earthquakes and volcanoes</p> <p><u>Rivers</u></p>	<p><b>Collate the data collected and record it using data handling software</b> to produce graphs and charts of the results.</p> <p><b>Ask Geographical questions e.g.</b> how are areas studied are different? What are the physical differences? What are the human differences?</p> <p><b>Undertake research on human and physical features e.g.</b> number of the population. Temperature, highest mountain etc.</p> <p><b>Form and develop opinions e.g.</b> Do the pupils like/ dislike the country studied</p> <p><b>Make suggestions and reflect on own beliefs.</b> Which country do the pupils prefer? What changes/ improvements would they make to either environment?</p> <p><b>Report on the effects of environmental change on themselves and others.</b></p> <p><b>Carry out a role-play</b> where pupils look at the issue of environmental change e.g. deforestation from different viewpoints, making presentations to represent different points of view. This could lead to a class</p>
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<p>Look at a simple map of the local area and <b>identify</b> the things they know and have seen.</p> <p>Children <b>make sketches/notes</b> of their trip around the area of the school <b>create a map to direct others</b> which uses a key and includes the main physical and human features.</p> <p><u><b>Uganda and UK Comparison</b></u></p> <p><b>Study maps and aerial photographs and use simple compass directions</b> (North, South, East and West) and <b>locational and directional language</b> to <b>describe</b> the location of</p>	<p><b>Create an aerial map of the beach/seaside area.</b></p> <p><b>Children to make suggestions for the cause of the differences. Communicate findings in different ways e.g.</b> reports, graphs, sketches, diagrams, pictures.</p> <p>Children <b>make sketches/notes</b> of their seaside trip to the river and then <b>create a map to direct others</b> which uses a key and includes the main physical and human features.</p>			<p>e.g. tables to collect data.</p> <p><b>Present data</b> in an appropriate way using keys to make data clear.</p> <p><b>Draw conclusions</b> from the data.</p>	<p><b>Identify</b> rivers on a map and use four figure grid references, using them to locate and describe them</p> <p><b>Look for evidence</b> of past river use by visiting the location.</p> <p><b>Make field notes/observational notes</b> about land features.</p> <p>Visit a river, <b>locate and explain the features.</b></p> <p><b>Take photographs to support findings</b> e.g. showing different transport used in the area today which would not have been used during Victorian times/past. (Possible link to History and Isambard Kingdom Brunel)</p> <p><b>Study pictures</b> of the river in Victorian/past times and <b>compare and contrast.</b> (Possible link to</p>	<p>debate for the best way to improve the issue. <b>Select methods for collecting, presenting and analysing data Analyse evidence and draw conclusions</b></p> <p><b>Be aware of own responsibility in the world.</b></p> <p><u><b>North America and UK</b></u></p> <p><b>Identify human and physical features on a map</b> and use: compass direction, longitude and latitude and 6 figure grid references, using them to <b>locate and describe them.</b></p> <p><b>Collate the data collected and record it using data handling software</b> to produce graphs and charts of the results.</p> <p><b>Ask Geographical questions e.g.</b> how are areas studied are different? What are the physical differences? What are the human differences?</p> <p><b>Undertake research on human and physical features</b> e.g. number of the population. Temperature, highest mountain etc.</p> <p><b>Form and develop opinions</b> e.g. Do the pupils like/ dislike the country studied. Which country</p>
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	<p>features and routes on a map.</p> <p><b>Draw own maps</b> of the countries; use and <b>construct basic symbols in a key.</b></p>				<p>History and Isambard Kingdom Brunel).</p> <p><b>Select a method to present the differences in transport in the area today compared to the past.</b> (Possible link to History and Isambard Kingdom Brunel).</p> <p><b>Record measurement of river width/depth.</b></p>	<p>would they prefer to live in and why?</p>
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