

Lightmoor Village Primary School Progression of Knowledge and Skills in Geography

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enquiry Questions</p> <p>Key Concepts: Place Space Scale Environment Cultural Understanding and diversity Interconnection Sustainability</p>	<p>Where is my school?</p> <p>What road is our school on?</p> <p>What village / is our school in?</p> <p>Is Telford in England?</p> <p>How did you travel to school?</p> <p>What do you see on your way to school?</p> <p>Do we all see the same things?</p>	<p><u>Telford in the United Kingdom</u></p> <p>What is the United Kingdom? What can you find in the United Kingdom? Where is Telford in the united Kingdom? How do people move around in Telford? What are the landmarks in Telford?</p> <p>Place Space Scale Environment Cultural understanding and diversity</p> <p><u>Seven Continents</u></p> <p>What is a continent? What is Europe like? What is Australia like? What is Africa like? What is Asia like? What is North America like? What is South America like? What is Antarctica like?</p>	<p><u>Villages, Towns and Cities</u></p> <p>Where are the world's people? What is a settlement? What affects where people live? How are settlements shaped? What makes up a city? How are cities and villages different to live in? What human and physical features can I find in my settlement? Can I sketch a map of my settlement? Can I use symbols and a key in my map? How do I describe where things are in my settlement?</p> <p>Place</p>	<p><u>Mountains, Volcanoes and Earthquakes</u></p> <p>What is the earth made of? What are fold mountains? How are volcanoes made? How does an earthquake occur? What happens when a volcano erupts? What happens when an earthquake occurs? How can we protect against earthquakes? Scale Environment Interconnecti on sustainability</p> <p><u>Europe</u></p>	<p><u>Migration</u></p> <p>What is migration? How do migrants vary? How does migration affect people and places? What is economic migration? What is a refugee? How will climate change affect migration? "All migrants are forced to leave their home": to what extent do you agree?</p> <p>Cultural understanding and diversity Interconnection Sustainability Environment</p> <p><u>Hemispheres and Tropics</u></p> <p>What are the hemispheres?</p>	<p><u>Local Fieldwork</u></p> <p>Why do geographers do fieldwork? What enquiries are geographers currently doing? Tools of fieldwork: maps Fieldwork: can I create a sketch map of roads in my community? Tools of fieldwork: surveys and questionnaires Fieldwork: can I create a field sketch of my community? How do geographers develop an enquiry question? Fieldwork: Can I collect data about road use in my community? How do geographers present their data? What do geographers do</p>	<p><u>Population</u></p> <p>Where are all the people? Why does population change? What is a population pyramid? What challenges can a growing population present? What challenges do people face living in slums? What challenges can an ageing population present? How can we make sure there is enough food for everyone on Earth? How is the population distributed in the UK? "A lack of food is the biggest population challenge of our</p>

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<p>Can you explore our school?</p> <p>Can you draw what is in our school garden?</p> <p>Can you talk about what you see in the story? (The Journey text)</p> <p>How is Australia different to England? (Australia day)</p> <p>Is school the same for those children?</p> <p>Do you know what is different</p>	<p>How is Alaska different to Telford? How is Alaska similar to Telford?</p> <p>Place Space Environment Cultural understanding and diversity Scale</p> <p><u>Oceans and Seas</u></p> <p>What is an ocean? Where are the world's oceans? How deep is the ocean? Why are our oceans important? What lives in the ocean? How is the ocean different at the North Pole and the Equator? Why are the oceans under threat? How are people protecting the oceans? How can we protect our oceans? Campaigning to protect the oceans</p> <p>Place</p>	<p>Space Scale Environment Interconnection</p> <p><u>Brazil</u></p> <p>Where is Brazil? Why do people visit Brazil? What are the features of cities in Brazil? How do experiences within Rio de Janeiro differ? How are populations within Brazil moving? What is the weather like in Brazil? How is the weather in Brazil different than the UK? Who lives in the Amazon Rainforest? Why is the Amazon rainforest declining in size?</p>	<p>What are the countries of Europe? What are the physical features of Europe? What are some of Europe's most Important human characteristics ?</p> <p>Place Space Scale Environment Cultural understanding and diversity</p> <p><u>Water</u> <u>Weather and Climate</u></p> <p>Where is Earth's water? What makes up the weather? Why does it rain?</p>	<p>What time is it in different countries? What is the geography of the Arctic and Antarctic?</p> <p>Place Space Scale Environment</p> <p><u>Natural Resources</u></p> <p>What are the world's natural resources? How has the use of natural resources changed? What resources does Chile have? What resources does the UK have? How does resource exploitation cause problems? What is the circular economy?</p> <p>Environment</p>	<p>with their data?</p> <p>Place Space Scale Environment Interconnection Cultural understanding and Diversity</p> <p><u>Biomes</u></p> <p>What are the Earth's biomes? Where are the Earth's biomes? What affects an ecosystem? What is the tundra? What is the taiga? What are the grasslands? How are biomes being damaged? How are biomes being protected and preserved? Are biomes all equally fragile? (Part 1) Are biomes all equally fragile? (Part 2)</p> <p>Place Space</p>	<p>time": to what extent do you agree? (Part 1) "A lack of food is the biggest population challenge of our time": to what extent do you agree? (Part 2)</p> <p>Place Space Scale Cultural understanding and diversity Sustainability Interconnection Environment</p> <p><u>Globalisation</u></p> <p>What is globalisation? How has globalisation changed the way we communicate? How does globalisation affect trade? What does globalisation</p>
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<p>for the town mouse and the country mouse?</p> <p>Can you tell us what you can see on the map?</p> <p>Can you spot the buildings in the photograph?</p>	<p>Space Scale Interconnections Sustainability</p>	<p>Why is Brazil difficult to describe? Place Space Scale Environment Cultural understanding and diversity Interconnection Sustainability</p>	<p>Why does the UK have wild weather? What are the reasons for seasons? Why is the world's weather changing? Place Space Scale Environment Interconnection on</p> <p><u>North America</u></p> <p>What are North America's countries and physical features? What are some of North America's most important human characteristics?</p>	<p>Interconnection Sustainability</p> <p><u>South America</u></p> <p>Which countries are in South America? What physical features can we find in South America? What are some of South America's most important human features? What is the geography of Chile? How are Chile and the UK similar and different? Place Space Scale Environment Interconnection</p>	<p>Scale Environment Interconnection Sustainability</p> <p><u>Energy and Sustainability</u></p> <p>What is sustainability? How do we produce energy? (Part 1) How do we produce energy? (Part 2) What is special about Curitiba? How did Freiburg become more sustainable? How will we produce and use energy differently in the future? How sustainable is my community? Fieldwork: How sustainable is my community? Plan a letter with recommendations for greater sustainability to my local MP</p>	<p>have to do with fashion? Where were your clothes made? What does globalisation have to do with food? Where does our food come from? Where will globalisation lead us? How globalised is your life? What impact has globalisation had on your life?</p> <p>Place Space Scale Cultural understanding and diversity Sustainability Interconnection Environment</p>	
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				<p>What is the climate like in parts of North America? Place Space Scale Environment Cultural understanding and Diversity Interconnection</p> <p><u>Rivers</u></p> <p>Where are the world's rivers? How do rivers shape the land? What landforms do rivers create? (Part 1) What landforms do rivers create? (Part 2) Why are rivers important to people?</p>		<p>Write a letter with recommendations for greater sustainability to my local council Sustainability Interconnection</p>	
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				<p>What happens when a river floods? Place Space Scale Environment Interconnection sustainability</p> <p><u>United Kingdom</u></p> <p>What is the geography of Scotland? What is the geography of Wales? What is the geography of Northern Ireland? What is the geography of England? Place Space Scale Environment Cultural understanding and diversity</p>			
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<p>Substantive Knowledge Practical – knowledge about how we make art</p> <p>Theoretical – knowledge of art and its history</p>	<p>Children will know:</p> <p>How to recognise simple things on maps.</p> <p>The name of the road, village and town that our school is located on.</p> <p>Buildings and open space from images.</p> <p>How to draw a simple map.</p> <p>Know about other places in the world.</p>	<p>Children will know: <u>Telford in the United Kingdom</u></p> <p>To situate the United Kingdom on a map of the world & of Europe To identify the countries of the United Kingdom To articulate that the United Kingdom is made up of islands and identify the surrounding seas To explore the physical features of the United Kingdom To identify and name a range of physical features To describe features of different parts of the UK To situate Telford on a map. Identify different types of transport in Telford. Identify Telford Landmarks. Facts about key landmarks. Situate landmarks on a map.</p>	<p>Children will know:</p> <p><u>Villages, towns and cities</u></p> <p>How many people live on the planet Where people are distributed globally Which continents have the biggest populations People live in settlements What the differences are between villages, towns and cities Increasing numbers of people live in cities What makes a good location for a settlement What makes a bad location for a settlement What the ideal location for a settlement might be</p>	<p>Children will know: <u>Mountains, Volcanoes and Earthquakes</u></p> <p>Examine the structure of the earth and what the earth is made of Explore where volcanoes and earthquakes occur and why Articulate what mountain ranges are Explain what fold mountains are Describe how fold mountains form Understand what volcanoes are Examine how volcanoes vary Explain what stratovolcanoes are</p>	<p>Children will know:</p> <p><u>Migration</u></p> <p>Explain what migration is Set out where migrants go to and from Describe how migration affects us Articulate the different types of migration Explore the reasons why people migrate Describe what push and pull factors are Explore the positive impacts of migration for the source and host countries. Explore the negative impacts of migration for the source and host countries. Examine how the UK has been affected by migration.</p>	<p>Children will know:</p> <p><u>Local Fieldwork</u></p> <p>Explore what fieldwork is Examine why geographers do fieldwork Describe what sort of fieldwork geographers do Interview a professional geographer and interview them about their research Explore how they are using fieldwork and which tools they use Why maps are important How maps are used How to use four and six figure grid references Model the process for creating a sketch map of the local community</p>	<p>Children will know:</p> <p><u>Population</u></p> <p>Understand how many people live on the planet Explore where people are distributed globally Examine how the global population has changed in size and distribution Review why populations grow Identify reasons why death rates and birth rates change Reflect on how the UK's population has changed Explain what a population pyramid is Examine why population pyramids are useful</p>
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<p>Know that some countries are very hot and some are very cold.</p>	<p><u>Seven Continents</u></p> <p>Locating each continent on a map Identifying a continent by its shape Definition of a continent Zooming into Europe & exploring physical features Second smallest continent Humans first travelled to Europe about 35,000 years ago. The United Kingdom is in the continent of Europe. Majority of European countries densely populated - population of 741 million Zooming into Australia and exploring flora and fauna Sometimes called Australasia or Oceania. Identifying key physical features Identifying Africa on a map and picking out some of the</p>	<p>How early settlements were different to settlements today How settlements vary in shape How settlements have patterns What land uses are found in a city. What the purpose of these different land uses are. Where do people live across the globe? How life is different for people living in cities and villages Review the physical and human features in a settlement Identify features of the settlement where the pupil lives Practice sketching a map of a street Model the process of</p>	<p>Grasp how tectonic plates move Explain what an earthquake is Investigate how an earthquake occurs Investigate a volcanic eruption case study: Fuego Volcano, Guatemala 2018: effects and responses Explore why some people choose to live near a volcano Investigate an earthquake case study: Tohoku, Japan 2011: effects and responses Explore what a tsunami is Examine the measures that cities across the world have taken to</p>	<p>Articulate economic reasons for migration Explore how migration from Europe to the UK has mainly been for economic reasons Examine the impact of this type of migration Understand what a refugee is Explore why some people are refugees Investigate why many people have left their home in Syria Explain what climate change is and how the climate is changing Examine how climate change is creating climate Refugees Draft an extended essay reviewing the unit and</p>	<p>Option to go for a walk or use a satellite image Invite pupils to add annotations and symbols to their maps What a field sketch is Why geographers do surveys and questionnaires How these tools help geographers Model creating a sketch Create a field sketch from home or in the local area Understand the process for identifying a question you want to answer Model the process for identifying a question – around car and public transport use in your community Review how to safely collect fieldwork data</p>	<p>Create a population pyramid Describe how increased population density creates challenges Examine why slums develop around rapidly growing cities Reflect on how pollution can become a serious Challenge Explore what challenges slum communities face Examine why life can be difficult in Rocinha, Kibera and Dharavi Articulate what an ageing population is Explore why an ageing population can present challenges Review examples of challenges</p>
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		<p>physical features in different parts of the country The oldest human fossils and skeletons have been found in Africa. Population of 1.2 billion The largest continent. It contains the most people (largest population). Includes several mega-cities (e.g. Tokyo in Japan, Beijing in China, Delhi in India). Key human features in Asian cities Third largest continent Contains the United States of America, but also Canada, Greenland, Mexico, Greenland and 18 other countries. Describe the different weather conditions in North America Fourth largest continent. Contains the longest river, highest waterfall, and the longest mountain range</p>	<p>sketching a settlement Sketch a small part of the settlement where they live Articulate how maps use symbols in a key Draft a more detailed map of my settlement that uses symbols and a key Review compass directions and directional language Model giving directions and routes on a map Practice giving routes and directions on a map</p> <p><u>Brazil</u></p> <p>Locate South America on a world map. Locate Brazil on a map of South America.</p>	<p>protect people and buildings from earthquakes.</p> <p><u>Europe</u></p> <p>Identify Europe on a world map Identify the location of the United Kingdom Explore other countries in Europe Identify the environmental regions of Europe Explore the physical features of two contrasting European regions Identify Europe's major cities Explore where people in Europe live Identify where Europe's</p>	<p>answering the question</p> <p><u>Hemispheres and tropics</u></p> <p>Locate the Northern and Southern hemispheres on a globe & explore countries in each one Describe the significance and importance of the equator & explore countries that the equator goes through Identify the Tropics of Cancer and Capricorn and review the latitude of different countries, including the UK Review why the time is different in different countries Explain the significance of the Greenwich</p>	<p>Collect data about road use from home or locally Explore why data presentation is important Reflect on how data can be presented Present your data Draft the analysis and conclusion of the fieldwork Answer the enquiry question</p> <p><u>Biomes</u></p> <p>Explore the world's many different biomes Understand that biomes are large ecosystems Explore how biomes have distinct climatic conditions, flora and fauna Review the location of different biomes Examine which biomes occur at different latitudes</p>	<p>Articulate the global inequality in access to food Review the challenges of food production Review the challenges of food distribution Explore possible solutions to the problem Examine population density in the UK Analyse maps, satellite images and photographs to explore population density Sort examples in order of population density Recap the key points from each of the lessons that they have studied, and consider how to organise them to respond to this statement</p>
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		<p>Contains the world's largest rainforest (the Amazon rainforest). Key landmarks Population of 422 million Third smallest continent. Extremely cold, covered in ice- contains 90% of the world's ice. Doubles in size in winter when the seas freeze. No humans live in Antarctica permanently- temporary population of 5000. The Antarctic Treaty What are the physical features of Telford What are the physical features of Alaska How are they different What are the human features of Telford What are the human features of Alaska How are they different</p> <p><u>Oceans and seas</u></p>	<p>Identify and describe the major physical features of Brazil. Identify and describe the human features of Brazil including major cities. Recognise the physical and human diversity within Brazil. Understand that people travel to visit different countries for a range of reasons Explore the opportunities to visit sites of natural beauty and diversity Articulate the human features that make Brazil a popular destination (festivals, sport) Explore cities in Brazil and the</p>	<p>natural resources are located</p> <p><u>Water, Weather and Climate</u></p> <p>Review where Earth's water is found Articulate how water moves Explain what the water cycle is Set out what the weather is made of Differentiate between weather and climate Read a weather forecast Explain what causes rain to form Review how mountains help cause rain Explore what a rain shadow is</p>	<p>Meridian and the date-line Review time zones around the world and the implications of this for human activity Explore the differences and similarities between the Arctic and Antarctic Review the natural resources and human activity on each one</p> <p><u>Natural Resources</u></p> <p>Explain what natural resources are Review what the world's most important natural resources are Examine which countries have the most natural Resources</p>	<p>Explore which continents are most diverse in terms of biomes Examine countries with particularly diverse biomes in them Examine the different factors that affect an ecosystem, including rainfall, temperature and sunlight Explore how human activity affects an ecosystem Identify the characteristics of the tundra Review where the tundra is found Explore the flora and fauna that inhabit this biome Identify the characteristics of the taiga Examine where the taiga is found Explore the flora and fauna that inhabit this biome</p>	<p>Write an extended piece incorporating learning from the unit to provide a balanced argument about the key population challenges we are faced with.</p> <p><u>Globalisation</u></p> <p>Articulate what globalisation is Examine when globalisation began Explore why the development of transport has been important for globalisation Reflect on how communication has changed Note that internet usage is not globally equal Summarise the advantages and disadvantages of</p>
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	<p>Definition of an ocean (An ocean is a huge body of salt water)</p> <p>Identifying the 5 oceans on a map</p> <p>Ordering the oceans in size</p> <p>Features of a map</p> <p>Different types of maps</p> <p>Location of each ocean by identifying the surrounding continents</p> <p>Difference between an ocean and a sea</p> <p>Identifying the different types of seas (enclosed by land or between ocean and land)</p> <p>5 layers of the ocean (sunlight, twilight, midnight, abyss, trench)</p> <p>What bioluminescence is</p> <p>Bioluminescent animals</p> <p>Identifying 3-4 facts about each layer</p> <p>Ocean covers 70% of our earth</p> <p>Importance of the ocean- habitat to animals; oxygen;</p>	<p>differences with cities in the UK</p> <p>Case study: Rio de Janeiro: what are the most important physical and human features</p> <p>Explain how within cities people have very different lives and experiences</p> <p>Describe what life is like for poorer people in Rio</p> <p>Describe what life is like for richer people in Rio</p> <p>Contrast the life experiences of these two groups</p> <p>Describe the process of urbanisation within Brazil</p> <p>Explain the push and pull factors causing migration</p> <p>Understand the seasonal weather patterns in Brazil</p> <p>Explore the extreme weather</p>	<p>Understand why the UK's weather can change daily</p> <p>Articulate what an air mass is</p> <p>Examine how the characteristics of the air mass affect the weather</p> <p>Explain how the Sun sustains life on Earth</p> <p>Review how the tilt of the Earth creates the seasons</p> <p>Explore how the seasons are different in the different Hemispheres</p> <p>Examine how climate differs in different parts of the world</p> <p>Explain the ways in which the weather differs</p>	<p>Set out how the world's population has changed over time</p> <p>Explore how the use of natural resources has increased</p> <p>Examine why the use of natural resources has increased</p> <p>Review where Chile is located</p> <p>Investigate which natural resources Chile has</p> <p>Explore why Chile mines copper</p> <p>Review which natural resources the UK has</p> <p>Understand how coal, oil and gas form</p> <p>Explain how to access fossil fuels</p> <p>Examine how using fossil fuels causes problems for the environment.</p>	<p>Identify the characteristics of the savannah</p> <p>Examine where the Savanna is found</p> <p>Explore the flora and fauna that inhabit this biome</p> <p>Explore how biomes are threatened by climate change</p> <p>Examine how biomes are threatened by human activity</p> <p>Predict what the future might hold for Earth's biomes</p> <p>Explore different ways that biomes are being protected and preserved</p> <p>Review the local, national and international solutions that are most successful</p> <p>Examine how more sophisticated understanding of land use is promoting conservation</p>	<p>changing communication</p> <p>Understand what trade is</p> <p>Explore how trade has changed</p> <p>Examine how trade can bring advantages and disadvantages to different people</p> <p>Examine what 'fast fashion' is</p> <p>Investigate how the clothing industry has changed</p> <p>Review the positive and negative impacts of the globalised clothing industry</p> <p>Go through their clothes and create a list of where their clothes were made.</p> <p>Create a map setting out where clothes were made and</p>
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		<p>food; medicine; weather pattern; transportation What a habitat is- pupils will learn about 4 habitats (coral reef, oyster reef, kelp forest, open ocean) What a mammal is, examples of marine mammals What a mollusc is, examples of molluscs What a crustacean is, example of crustaceans What fish are, what gills are, examples of fish Identify the differences in temperature at these two places Observe the differences in the appearance of the sea (ice) Explore the different types of life in the sea in Identify ocean is under threat from human activity Explore different habitats that are at risk - coral</p>	<p>and the differences in weather across the country Understand the seasonal weather patterns in the UK Explain how the weather is different in the UK to Brazil Describe the indigenous peoples of the Amazon rainforest Explore their lives and how they have changed The causes of deforestation in the Amazon rainforest: logging & cattle ranching The importance of the rainforest and how it is being Protected Acknowledge the diversity in Brazil Describe how different regions of Brazil have</p>	<p>Explore why the climate is changing Examine How climate change is affecting the Earth <u>North America</u> Identify North America on a world map Identify the different countries of North America Identify the environmental regions of North America Explore the physical features of two contrasting North American regions Identify North America's major cities Explore economic</p>	<p>Explore why mining is very dangerous. Review examples of dangerous mines. Describe how humans throw away a lot of materials Explain the difference between a linear economy and a circular economy Examine how the circular economy will benefit people and the place <u>South America</u> Identify South America on a world map Identify the different countries of South America Identify the environmental regions of South America Explore the physical features</p>	<p>Review what has been learnt about different biomes and review their relative fragility Draft an extended response that effectively answers these questions <u>Energy and Sustainability</u> Explore what sustainability is Review examples of sustainable and unsustainable practice Examine how Tesla's new technology is promoting Sustainability How power was historically generated and the rise in the use of electricity throughout the industrial revolution that led to huge advancements in humans' capacity to power our world.</p>	<p>how far they have travelled. Reflect on the impact of clothes travelling so far for the environment and people making them. Explore which are the most powerful global food companies Define a TNC Examine the positive and negative impacts of the globalised food industry Go through the fridge and cupboard and create a list of where the food was produced (country) and by whom (country) Calculate the distance food has travelled and research</p>
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		<p>What is the impact of activity on ocean life Exploring the role of NGOs in protecting the oceans Case study of sea turtles and how people are protecting them in Indonesia Plastic in the ocean How plastic got into the ocean How to reduce plastic waste and what actions pupils can take What action could the government take to save the oceans Explore three different policies that would protect the oceans Create a thirty second video asking the government to take action on one of these</p>	<p>different physical and human features. Use photographs and maps to identify the features of regions in Brazil Describe these features using geographical language</p>	<p>activity on the continent Identify where North America's natural resources are located Explore the climate in two regions of North America Identify the physical and human impact of their climate</p> <p><u>Rivers</u></p> <p>What a river is Where the world's rivers are Examples of famous rivers and why they are important What the four types of erosion are What the four types of transportation are</p>	<p>of two contrasting South American regions. Identify South America's major cities Explore economic activity on the continent Identify where North America's natural resources are located. What are the physical features of Chile What are the human features of Chile How does Chile's access to natural resources have an impact on its people What are the differences and similarities in physical features between the two countries How does economic</p>	<p>Non-renewable and renewable energy and consider the pros and cons of fossil fuels. Interpreting data about energy production in different countries. Using this data to plot information on a bar graph. How renewable energy is produced. Understand why Curitiba introduced new city plans Investigate how Curitiba has become more sustainable Analyse what is unusual about Curitiba Understand where Freiburg is Articulate how Freiburg is sustainable Review what is special about Freiburg</p>	<p>whether that food is grown / produced in the UK Examine the trends in inequality between countries Explore the ways in which globalisation has made the world better and worse Predict how these are likely to continue in the coming Years Keep a diary of activities which globalisation has impacted, including food eaten, people interacted with, shops visited, TV and music consumed Create a video post chronicling the impact of globalisation on their life</p>
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				<p>What deposition is</p> <p>What a landform is</p> <p>What V-shaped valleys and interlocking spurs are</p> <p>How V-shaped valleys and interlocking spurs form</p> <p>What a meander is</p> <p>How a meander forms</p> <p>How an oxbow lake forms</p> <p>Why people like living near rivers</p> <p>Why the Volga River is important for people</p> <p>Why the Amazon River is important for people</p> <p>What a flood is</p> <p>Why rivers flood</p> <p>How a flood can bring</p>	<p>activities and land use vary within and across the two countries</p>	<p>Energy security and the need to shift to renewable, sustainable forms of energy.</p> <p>Energy security strategies and innovative approaches to energy production.</p> <p>Explore how well UK communities measure up to the example of Curitiba and Freiburg</p> <p>Review the access to public transport, access to green space and commitment to recycling of a UK community</p> <p>Examine pupils' own community in terms of access to public transport: time to walk to the nearest public transport and time to access schools / shops & other amenities; green space & recycling</p> <p>Use the findings from the fieldwork</p>	<p>incorporating what they have learnt through this unit.</p>
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				<p>positive and negative impact</p> <p><u>United Kingdom</u></p> <p>Locate Scotland on a map of the United Kingdom and identify cities and regions Identify important physical characteristics of the country Describe land use in Scotland Locate Wales on a map of the United Kingdom and identify cities and regions Identify important physical characteristics of the country Explore how land use and</p>		<p>and the examples of Curitiba and Freiburg to plan a letter to the local council making suggestions for how the community could be more sustainable. Identify the right authority figure to write to Draft a letter or email incorporating research and the case studies recommending actions to be taken to improve sustainability of the community</p>	
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				<p>physical features are different to Scotland. Locate Northern Ireland on a map of the United Kingdom and identify cities and regions Identify important physical characteristics of the country Explore how land use and physical features are different to Wales. Locate England on a map of the United Kingdom and identify cities and regions. Identify important physical characteristics of the country.</p>			
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				Explore how land use and physical features are different to Northern Ireland.			
Disciplinary Knowledge	<p>Know that Geographers: Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>						
Key Vocabulary	<p>key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <ul style="list-style-type: none"> • key human features, including: city, town, village, factory, farm, house, office and shop. <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. 			<ul style="list-style-type: none"> • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. 			
Outcomes	ELGS Describe their immediate environment using	Name local towns and name, locate and identify characteristics of the 4	Locate South America on a world map and locate Brazil on a map of South America. To understand how life is different for people living in Telford compared to Rio.	To locate where earthquakes and volcanoes occur and	Locate the northern and southern hemispheres on a globe and explore a country in	Locate the world's biomes and understand they are the world's ecosystems. Explore which continents are most	Explore where people are distributed globally. Locate where clothes and food are produced/grown.

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<p>knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories non-fiction texts and when appropriate - maps.</p> <p>Know some similarities</p>	<p>countries and capital cities of the UK and its surrounding areas.</p> <p>Locate local towns on a simple map (where do we live in UK?).</p> <p>Locate each continent on a map.</p> <p>Distinguish between human and physical features of a small area (e.g. the school) and provide examples</p> <p>Know some of the key human and physical features of</p>	<p>To know which continents have the biggest populations.</p> <p>To understand the differences are between villages, towns and cities.</p> <p>Understand geographical similarities and differences of human and physical geography of Telford and Brazil.</p> <p>To identify what makes an ideal location for a settlement.</p> <p>To know the land uses are found in a city.</p> <p>Understand seasonal weather patterns in Brazil.</p> <p>Use 4 point compass directions (north, south, east and west) and simple locational language to describe features of landscapes (e.g. near and far). Describe the location of features and routes on a map using compass directions.</p> <p>Devise a simple map, including basic symbols in a key (e.g. part of Telford (Lightmoor)). Describe land use and the key human and physical features of the schools surrounding areas using observation and</p>	<p>why (tectonic plates).</p> <p>To identify Europe on a world map and the location of European countries on a map of Europe.</p> <p>Identify North America on a world map and the different countries of North America on a map.</p> <p>To identify the effects and response to the 2018 Guatemala volcano and the 2011 Japan (Tohoku) earthquake.</p> <p>Identify the environmental regions of Europe and the</p>	<p>each. Identify the tropics, longitude and latitude and explain why time is different in different countries.</p> <p>Identify South America on a world map and the countries found in South America.</p> <p>Explain what Migration is, articulate the different types of migration, describe the push and pull factors and explore the positive and negative impacts of migration for the host country.</p> <p>Explore the differences and</p>	<p>diverse in terms of biomes. Explore how human activity affects an ecosystem. Examine the characteristics of tundra and desert and the types of flora and fauna found in both. Explore different ways in which biomes are being protected and preserved.</p> <p>Explore the sustainability of the local area and compare with Freiburg and Curitiba to suggest how the local area could be more sustainability.</p> <p>Identify the human and physical features in different biomes. Examine the different factors that can affect an ecosystem including rainfall, temperature and sunlight. Explain how biomes are threatened by climate change and human activity.</p>	<p>Describe the impacts of population density, examine why slums develop around rapidly growing cities and reflect on how population can become a serious challenge. Examine why life in Rochinha, Kibera and Dharavi is difficult due to population.</p> <p>Explain the impacts of globalisation on humans, the environment and countries.</p> <p>Examine how global population – and the UK - has changed in size and distribution and identify the reasons why death rates and birth rates change. Articulate what an ageing population is and the challenges that come with it.</p> <p>Articulate the global inequality in access to food and the challenges this presents.</p>
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	<p>and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>each continent. To know similarities and differences between Telford and Alaska.</p> <p>Identify basic seasonal weather patterns in the UK. Identify the location of hot and cold areas of the world in relation to the equator and poles (UK in relation to them). Use basic Geographical vocabulary to describe physical features of</p>	<p>fieldwork. Accurately use basic geographical vocabulary to describe physical and human features of places e.g. town, village, river and mountain. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Give routes and directions on a map.</p>	<p>human/physical features of two contrasting European regions and two North American regions. Describe and understand key aspects of physical geography including key topographical features such as mountains, volcanoes, earthquakes and Tsunamis. To understand how cities across the world have taken measures to protect themselves against earthquakes.</p>	<p>similarities between the Arctic and Antarctic reviewing the natural resources and human activity on each. Explain how Chile's access to natural resources Explain what climate change is and how climate change is creating climate refugees. Explain what natural resources are, where the most important ones can be found and the impact of using fossil fuels excessively.</p>	<p>Examine why geographers do fieldwork, the sorts of fieldwork that geographers do, the resources they use to carry it out. Use four figure and six figure grid references. Create a sketch map of the local community using observations and satellite images. Add annotations and symbols to the sketch maps. Carry out a survey or questionnaire and display the data in different ways. Identify a question to answer about transportation in the local area, collect data and present findings.</p>	<p>Explore what globalisation is and when it began. Create a population pyramid to display population data. Analyse maps, satellite images and photographs to explore population density. Create a map setting out where clothes were made and how far they travelled reflecting on the impact of this. Calculate the distance food has travelled and research whether that food is grown/produced in the UK.</p>
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	<p>the school, grounds and surrounding environment. Describe the location of features and routes on maps (UK). Devise simple picture maps (e.g. school grounds). Use photographs to recognise landmarks and basic human and physical features (in the UK). Use simple fieldwork and observational skills to study the</p>		<p>Explain what the water cycle is, where the Earth's water is found and articulate how water moves. Explain what a river is, where they are found and the features of a river. Explain how the Earth's tilt creates seasons and how seasons are different in different hemispheres. Use maps, atlases, globes and digital/computer mapping to locate countries. Describe features studied using geographical</p>	<p>Explore the physical and human features of South America. Use the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including graphs and digital technology.</p>		
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		geography of their school and its grounds. Use world maps, atlases and globes to identify the United Kingdom and its countries.		vocabulary. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including tables, sketch maps and plans.			
Enrichment	<p>Visit from important person in the community</p> <p>Walk around local community</p>	<p>Visit to a Telford Landmark (The Wrekin, Telford Town Park, Ironbridge)</p> <p>Severn Trent Visit to talk about water pollution.</p>	<p>City visit for comparison. (Birmingham) or countryside visit at Edgmond Hall Countryside explorers.</p> <p>Visit from local cartographer.</p>	<p>Visit to a local river (River Severn – Severn valley country park).</p> <p>Severn Trent visit to talk about rivers and the water cycle.</p> <p>Visit to Wales (Snowdonia).</p>	<p>Visit from a migrant to discuss their reasons for leaving. – Push and Pull factors.</p>	<p>Visit from a geographer (Cartographer, Residential surveyor or Environmental consultant)</p> <p>Field Studies Council – Bishop’s wood.</p>	<p>Visit to Arthog – Sustainability.</p> <p>Bryony Carter – Shropshire Wildlife Trust</p>
Reading and storytelling across Geography	<p>The Journey</p> <p>The Town Mouse and the</p>	<p>https://www.booksfortopics.com/africa</p> <p>https://www.booksfortopics.com/seaside</p>	<p>https://www.booksfortopics.com/rairforests</p>	<p>https://www.booksfortopics.com/mountains-and-volcanoes</p>	<p>https://www.booksfortopics.com/rairforests</p>	<p>https://www.booksfortopics.com/environment</p>	<p>https://www.booksfortopics.com/environment</p>

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