

**Objectives:**

**Locational knowledge**

1. locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
2. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
3. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

**Place knowledge**

4. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

**Human and physical geography**

5. describe and understand key aspects of:
6. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
7. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

**Geographical skills and fieldwork**

8. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
9. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
10. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Geographical language		Enquiry		Theme		Fieldwork and fieldwork techniques		Map work/ atlas work	
Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
Use geographical language to describe route and direction –8 compass  Points e.g. N, S, E, W, NW, NE, SW, SE  Link words to topic e.g. River/mean der/flood/pl ain/location /Industry/tra nsport	Use geographical language to describe route and Direction linking N/S/E/W  With degrees on the compass  Link words to topic/theme e.g. contour/height/ valley	Ask geographical questions: where is this location? What do you think about it?  Analyse evidence and draw conclusions e.g.  Make comparisons between locations using photos/pictures, temperatures in different locations, population	Ask questions – what is this landscape like? What will it be like in the future?  Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps  Identify and explain	Weather, environment, environmental change, sustainability	E.g. Water and the effects on the environment, settlement, Environmental change, sustainability	Use more detailed field sketches and diagrams	Use more detailed field sketches and diagrams	Draw maps more  Accurately plan view (from above)  Use key accurately  Use contents/index to  Locate page quickly and accurately (ICT)	Locate information / place with speed and accuracy  Use key to make deductions about landscape/ industry/ features etc.

		<p>Identify and explain</p> <p>different views of people</p> <p>Including themselves e.g.</p> <p>views of different sections</p> <p>of community when developing holiday resort/new housing estate</p> <p>Hold geographic al issues</p> <p>through drama role play</p> <p>E.g. Recycling</p> <p>Collect and record</p> <p>evidence: construct</p> <p>questionnai re, use field</p> <p>Sketch, sketch, brainstorm words about a place,</p> <p>Sketch maps (e-learning, atlases)</p> <p>Communic ate in ways</p> <p>appropriate to task and</p> <p>audience creating a</p>	<p>different views of people</p> <p>Including themselves</p> <p>Collect and record</p> <p>evidence: show</p> <p>questionnair e results in</p> <p>simple chart, colour</p> <p>coded maps which</p> <p>demonstrat e patterns</p> <p>Communic ate in ways</p> <p>appropriate to task and</p> <p>audience</p> <p>E.g. Water and the effects on the environmen t, settlement,</p> <p>Environmen tal change, sustainabilit y</p>					
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		<p>sense of place eg. use</p> <p>questionnaires, charts,</p> <p>graphs to show results,</p> <p>write views to local paper</p>							
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**How we achieve these**

**Year 3**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Theme: Inspirational People</b></p> <p><b>Beyond the Magic Kingdom: what is the Sunshine State really like?</b></p> <p>Why is the Magic Kingdom the most popular theme park in the world?</p> <p>Where is the Magic Kingdom?</p> <p>Why do tourists come to the Magic Kingdom from some countries and not others?</p> <p>Why is the state of Florida a peninsula?</p> <p>Why is the Kennedy Space Centre in Florida?</p> <p>Why are sea turtles endangered and what is the Florida Turtle Conservation Society doing to protect them?</p> <p>How and why is the climate of the Sunshine State different from where I live?</p> <p>How do Floridians cope with hurricanes?</p> <p>Assessment</p>	<p>Theme: Stone Age</p>	<p>Theme: Journeys</p>	<p>Theme: Changing Places</p> <p><b>How and why is my local area changing?</b></p> <p>Why do places change?</p> <p>How has my local area changed in the past?</p> <p>How did my local area change as a result of World War I?</p> <p>How and why does the quality of the environment change in my local area?</p> <p>How do NASA satellite images inform us of environmental change on a global scale?</p>	<p>Theme: Who won the race to the moon?</p>	<p>Theme: Mighty metals.</p> <p>Why won't Paula and Richard forget 22 February 2011?</p> <p>How has New Zealand been affected by earthquakes in the past?</p> <p>Why does New Zealand have so many earthquakes?</p> <p>Why do some earthquakes cause more damage than others?</p> <p>Why don't the largest earthquakes always cause the most death and destruction?</p> <p>Why do most volcanoes happen in the same places as earthquakes?</p> <p>Assessment</p>

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<p>regions, key physical and human characteristics, countries, and major cities.</p> <ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</li> </ul> <p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water.</li> </ul> <p><b>Geographical skills</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> </ul> <p>Ge2/1.3a Describe and understand aspects of physical geography</p>			<p>regions, key physical and human characteristics, countries and major cities.</p> <ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul> <p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>		<p>regions, key physical and human characteristics, countries and major cities.</p> <ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul> <p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> <p><b>Geographical skills</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Ge2/1.1a Locate countries using maps</p> <p>Ge2/1.1c Identify latitude and longitude</p>
<p>Skills:</p> <ul style="list-style-type: none"> <li><b>Identify, describe and explain</b> the function and attraction of theme parks around the world and in particular the Magic Kingdom in Florida;</li> </ul>			<p>Skills:</p> <ul style="list-style-type: none"> <li><b>Identify, describe and give reasons</b> for why environments change;</li> <li><b>Explain</b> with examples how some environmental change may be the result of natural events</li> </ul>		<p>Skills:</p> <ul style="list-style-type: none"> <li><b>Locate and describe</b> the effects of the Christchurch earthquake of 2011 from a range of sources;</li> <li><b>Observe and record</b> the distribution of</li> </ul>

<ul style="list-style-type: none"> <li>● <b>Identify, locate, compare and contrast</b> the constituent states of the United States of America and <b>recognise</b> and <b>describe</b> key geographical features of one state other than Florida;</li> <li>● <b>Observe, describe, explain</b> and begin to draw <b>conclusions</b> about the geographical pattern of the origin of visitors to the <i>Magic Kingdom</i> from countries around the world;</li> <li>● <b>Recognise</b> and <b>describe</b> the key geographical features of a peninsula and <b>compare and contrast</b> the Floridian peninsula with a number of peninsulas at different locations around the world;</li> <li>● <b>Recognise</b> the key human and physical features and achievements of the Kennedy Space Centre in Florida and <b>explain</b> the geographical reasons for its location;</li> <li>● <b>Describe</b> and <b>explain</b> why sea turtles which live in the waters around Florida are endangered and reach a <b>judgement</b> as to how they might be conserved for the future;</li> <li>● <b>Compare and contrast</b> the climate of the United Kingdom and Florida and <b>identify</b> and <b>explain</b> the main differences particularly in relation to temperature and sunshine hours;</li> <li>● Reach a <b>conclusion</b> and make a <b>judgement</b> as to the best time climatically for British tourists to holiday in Florida;</li> <li>● <b>Identify, describe</b> and <b>explain</b> how hurricanes form and why they present such a threat to the people of Florida and <b>understand</b> the range of ways in which residents take measures to protect themselves and property from potential damage;</li> <li>● <b>Locate, describe</b> and <b>explain</b> why the Everglades are a National Park.</li> </ul>			<p>whilst other change may be the result of deliberate human activity to improve the quality of life;</p> <ul style="list-style-type: none"> <li>● <b>Observe, record</b> and <b>explain</b> changes that have occurred in the past to the school and its grounds and its immediate environment;</li> <li>● <b>Identify, describe</b> and <b>explain</b> how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development, or the work of a significant individual;</li> <li>● Demonstrate <b>understanding</b> of how the quality of the environment may change within the local area and make <b>judgements to explain observations</b>;</li> <li>● <b>Recognise</b> how remote sensing by satellites and satellite images inform geographers of environmental change on a global scale and <b>identify</b> and <b>explain</b> specific examples of change from NASA images of locations around the world;</li> <li>● <b>Describe</b> and <b>explain</b> the impact of environmental change in one threatened region of the world.</li> </ul>		<p>earthquakes in New Zealand over the past two hundred years;</p> <ul style="list-style-type: none"> <li>● <b>Identify, describe</b> and <b>explain</b> the causes of earthquakes;</li> <li>● <b>Describe</b> and <b>explain</b> why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world;</li> <li>● <b>Understand</b> through <b>explanation</b> and <b>reaching conclusions</b> why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction;</li> <li>● <b>Identify, describe</b> and <b>explain</b> the causes of volcanoes;</li> <li>● <b>Explain</b> why volcanoes often occur at the same location as earthquakes in places such as New Zealand;</li> <li>● <b>Locate, describe</b> and <b>explain</b> why so many earthquakes and volcanoes occur around the Pacific Ring of Fire.</li> </ul>
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<p>Skills:</p> <ul style="list-style-type: none"> <li>● <b>Observe, describe and explain</b> in basic terms the pattern of climate in the United Kingdom;</li> <li>● <b>Identify, describe</b> and begin to offer <b>reasons</b> for the distribution of different types of climate around the world;</li> <li>● <b>Compare and contrast</b> the temperature and rainfall data in different climate graphs to <b>reach conclusions</b> about the climate in different locations in the world;</li> <li>● <b>Construct</b> a climate graph from temperature and rainfall data for their home location and <b>compare and contrast</b> this with climate graphs of other locations to reach <b>conclusions and make judgements</b>;</li> <li>● <b>Understand</b> how climate affects both the landscape of different biomes and the plants and animals that can live there;</li> <li>● <b>Observe, describe and explain</b> why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall;</li> </ul> <p><b>Describe</b> the natural environment of the Atacama Desert and <b>explain</b> why the city of Arica is the driest inhabited place in the world;</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>● <b>Observe, describe and explain</b> in basic terms the pattern of climate in the United Kingdom;</li> <li>● <b>Identify, describe</b> and begin to offer <b>reasons</b> for the distribution of different types of climate around the world;</li> <li>● <b>Compare and contrast</b> the temperature and rainfall data in different climate graphs to <b>reach conclusions</b> about the climate in different locations in the world;</li> <li>● <b>Construct</b> a climate graph from temperature and rainfall data for their home location and <b>compare and contrast</b> these with climate graphs of other locations to reach <b>conclusions and make judgements</b>;</li> <li>● <b>Understand</b> how climate affects both the landscape of different biomes and the plants and animals that can live there;</li> <li>● <b>Observe, describe and explain</b> why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall;</li> </ul> <p><b>Describe</b> the natural environment of the Atacama Desert and <b>explain</b> why the city of Arica is the driest inhabited place in the world;</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>● <b>Describe and explain</b> using examples what living sustainably means;</li> <li>● <b>Identify, describe and explain</b> the differences between renewable and non-renewable resources;</li> <li>● Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to <b>identify and explain</b> priorities to help the school become more sustainable;</li> <li>● <b>Understand</b> in basic terms how solar panels and wind turbines generate electricity;</li> <li>● <b>Identify, describe and offer reasons</b> for how sources of energy used to make electricity in the United Kingdom are changing;</li> <li>● <b>Explain</b> how electricity is generated in hydroelectric power stations;</li> <li>● <b>Understand</b> why creating new habitats for birds are good examples of sustainable development;</li> </ul> <p><b>Describe, observe, explain</b> and make a <b>judgement</b> as to why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable;</p> <ul style="list-style-type: none"> <li>● <b>Recognise and explain</b> ways in which their lives at home could be more environmentally sustainable.</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>● <b>Describe and explain</b> using examples what living sustainably means;</li> <li>● <b>Identify, describe and explain</b> the differences between renewable and non-renewable resources;</li> <li>● Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to <b>identify and explain</b> priorities to help the 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of such high density;</li> <li>● <b>Describe</b> and begin to <b>explain</b> the distribution of megacities across the continents of the world;</li> <li>● <b>Explain</b> some of the <b>reasons</b> why Baghdad was the first city in the world with a million inhabitants;</li> <li>● <b>Identify and locate</b> the top 10 cities in the United Kingdom with the largest populations and <b>compare and contrast</b> these with the top 10 fastest-growing cities in the country;</li> <li>● <b>Understand</b> the main <b>reasons</b> why the population of any city can increase and <b>explain</b> why Milton Keynes in particular is the fastest-growing city in the United Kingdom;</li> <li>● <b>Recognise and locate</b> the largest cities in South America;</li> <li>● <b>Describe</b> and offer <b>reasons</b> for the features of the city of Brasilia, capital of Brazil;</li> </ul> <p><b>Explain and conclude</b> why the Brazilian government built a new capital city in 1960;</p> <ul style="list-style-type: none"> <li>● <b>Compare and contrast</b> the benefits and disadvantages of city life and reach a <b>judgement</b> as to which is most significant;</li> <li>● <b>Identify, describe and explain</b> some of the main geographical features of one of the top 40 megacities in the world.</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>● <b>Observe and describe</b> the key features of cities and suggest <b>reasons</b> for why people live in cities of such high density;</li> <li>● <b>Describe</b> and begin to <b>explain</b> the distribution of megacities across the continents of the world;</li> <li>● <b>Explain</b> some of the <b>reasons</b> why Baghdad was the first city in the world with a million inhabitants;</li> <li>● <b>Identify and locate</b> the top 10 cities in the United Kingdom with the largest populations and <b>compare and contrast</b> these with the top 10 fastest-growing cities in the country;</li> <li>● <b>Understand</b> the main <b>reasons</b> why the population of any 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<p>Vocabulary: weather  temperature  climate  equator  classification  tropic of Capricorn  tropic of cancer  hemisphere  biome  tropical</p>	<p>Vocabulary: humid  jungle  inhabited  drought  desert  savannah  tundra  adaptation  meteorological  Mediterranean</p>	<p>Vocabulary:  sustainable  environment  renewable  finite  infinite  quarrying  forestry  biodiversity  procurement</p>	<p>Vocabulary:  eroded  turbine  hydroelectric  plough  development  settlement  grassland  deforestation  agriculture</p>	<p>Vocabulary:  megacity  density  district  palace  civilisation  inhabitants  empire  economy  landlocked</p>	<p>Vocabulary  commonplace  smog  migration  shanty  favela  architecture  canal  urban  rural</p>



LKS2 Geography Progression



		pollution :		satellite	mountain.
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