

**Foston CE, Terrington CE VA & Stillington Primary Schools Progression Map**  
**'Love, Learn & Grow Together'**



Subject: Geography

**Subject Intent:**

An extensive base of geographical knowledge and vocabulary.  
 An excellent knowledge of where places are and what they are like.  
 An excellent understanding of how human and physical environments are interrelated.  
 Highly developed fieldwork.  
 A passion and curiosity for finding out about the world and people who live there.  
 An awareness of current issues in the environment.

**Enhancers:**

Sustainability  
 Creativity  
 Diversity  
 Community

| Golden Thread        | Key Concept        | Overview         | EYFS  | Key Stage 1   | Key Stage 2- Cycle A / C  | Key Stage 2- Cycle B/ D   |
|----------------------|--------------------|------------------|---|---|---|---|
| Investigating places | Location Knowledge |                  | <b>Polar Habitats</b>   | <b>7 continents</b>   | <b>Building Locational Knowledge – North America</b>  | <b>Building Locational Knowledge Hemisphere and Tropics</b>   |
|                      | Place Knowledge    | Objectives<br>NC | Recognise some environments that are different to the one in which they live. | Name and locate the world's seven continents and five oceans. | Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities | 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) |

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|  |  | Milestones | ELG – Know some similarities and differences between the natural world around them and contrasting environments.   | Name and locate the world’s continents and oceans.<br><br>Use world maps, atlases and globes to identify countries, continents and oceans studied.  | 3/4: Describe geographical similarities and differences between countries.   | 5/6: Name and locate the countries of North and South America and identify their main physical and human characteristics. | 3/4 Name and locate the equator/northern and southern hemisphere, tropics of cancer/Capricorn/arctic and Antarctic. Date and Time Zones. Describe some of the characteristics of these geographical areas. | 5/6 Identify and describe the geographical significance of latitude and longitude, equator, northern and southern hemisphere, tropics of cancer/Capricorn/arctic and Antarctic and time zones.                       |
|  |  | Knowledge  | <ul style="list-style-type: none"> <li>-To know polar habitats are in the Arctic and Antarctica.</li> <li>-To know the features of the habitat are that they are freezing, cold and windy with lots of snow and ice.</li> <li>-What animals are in a polar habitat – Polar Bears in Arctic, Penguins in Antarctica.</li> </ul> | <ul style="list-style-type: none"> <li>-To understand the definition of a continent (a large solid area of land), --</li> <li>-To know all 7 continents (Asia- Africa, North America- South America- Antarctica- Europe-, Australia- and can order them in size.</li> <li>-To make a comparison between 2 places in different continents and</li> </ul> | Skill <ul style="list-style-type: none"> <li>-To identify North America on a map and the countries within and major cities, (Canada-Toronto USA-New York, Mexico-Mexico City) as well as its environmental regions (Desert lands and Canadian Shields)</li> <li>-To identify the surrounding oceans (Arctic, Atlantic, Pacific).</li> <li>-To identify a major human landmark in each city (CN Tower, Statue of Liberty, Chichen Itza).</li> </ul> |   | To locate the northern and southern hemispheres and describe the significance of the equator.<br><br>Know that time is different in different countries and why ( Australia and England)                   | (It takes 24 hours for the Earth to rotate once on its axis. We split the globe into time zones using imaginary lines called meridians. They run from the North Pole to the South Pole, crossing lines of latitude.) |

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|  |  |            |   | <p>explain how they are different (Alaska and York).</p> <p><u>Skills</u></p> <p>-To name and locate all 7 continents on a map and identify each by its shape.</p> <p>- To locate the northern and southern hemisphere.</p>   | <p>Identify North America's economic activity and natural resources – agriculture, forestry and mining.</p>   | <p>Identify the tropics of cancer and Capricorn and understand longitude and latitude and the differences and similarities between the Antarctic and Arctic.</p>   |
|  |  | Vocabulary | <p>Habitat</p> <p>Polar</p> <p>Adapt</p> <p>Ocean</p> <p>North Pole</p> <p>South Pole</p> | <p>Continents</p> <p>Northern Hemisphere</p> <p>Southern Hemisphere</p> <p>Equator</p> <p>Europe</p> <p>North America</p> <p>South America</p> <p>Africa</p> <p>Antarctica</p> <p>Asia</p> <p>Australia</p> <p>Human Features</p> <p>Physical Features</p> <p>Country</p> | <p>North America</p> <p>Continent</p> <p>Human Features</p> <p>Physical Features</p> <p>Environmental Regions</p> <p>Economic Activity</p> <p>Natural Resources</p> <p>Arctic ocean</p> <p>Atlantic ocean</p> <p>Pacific Ocean</p> <p>Desert lands</p> <p>Canadian Shields</p> <p>CN Tower,</p> <p>Statue of Liberty,</p> <p>Chichen Itza</p> | <p>Axis</p> <p>Meridians</p> <p>Tropics of Cancer</p> <p>Tropics of Capricorn</p> <p>Date Line</p> <p>Longitude</p> <p>Latitude</p> <p>Greenwich Meridian Time</p> <p>meridian line</p> <p>Northern Hemisphere</p> <p>Southern Hemisphere</p> <p>Equator</p> |

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| <b>Investigating places</b> | Place Knowledge              |                | <b>Woodland (Local Area)</b>  | <b>Understanding Brazil</b>   | <b>Building Locational Knowledge – South America</b>  |   | <b>*Building Locational Knowledge – Europe cycle d</b>  |   |
|                             | Locational knowledge         | Objectives N/C | R- explore the natural world around them.<br><br>R- describe what they see, hear and feel whilst outside<br><br>ELG- Explore the natural world around them, making observations and drawing pictures of animals and plants; | understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country | 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. |   | 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. |   |
|                             | Human and physical knowledge |                |   |   |   |   |   |   |
|                             | Fieldwork                    | Milestones     |   | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.                 | 3/4: Use a range of resources to identify the key physical and human features of a location   | 5/6: Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand | 3/4: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.<br><br>•   | 5/6: Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. |

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|  |  |           |  |  |   | how some of these aspects have changed over time. |   |  |
|  |  | Knowledge | <p>To identify animal that live in a forest.<br/>Owl, fox squirrel</p> <p>To understand a habitat is a place that an animal lives.</p> <p>To identify what habitats minibeasts like.</p> <p>To know that an animal needs food to survive.</p> <p>To visit local woodland/ school grounds to find minibeasts.</p> | <p>-To be able to locate Brazil on a world map</p> <p>-To know and describe the key human and physical features of Brazil – ( Amazon Rainforest, christ the redeemer )</p> <p>-To be able to compare the climate of Brazil and the UK</p> <p><b>Brazil</b></p> <p>Lots of different climate zones<br/>Higher temperatures<br/>More rainfall than the uk</p> <p><b>UK</b></p> <p>Climate similar across the country<br/>Lower temperature<br/>Less rainfall</p> | <p>To Identify South America on a map and the countries within and major cities, (Argentina- Buenos Aires , chile- Santiago Brazil- Rio de Janeiro)</p> <p>To identify the key physical and human features of south America</p> <p><b>Physical</b></p> <p>Amazon rainforest, Andes mountain range, salt flats, rivers and waterfalls.</p> <p><b>Human</b></p> <p>Machu Picchu, rio carnival, christ the redeemr .</p> <p>To describe how land is used in South America- agriculture- beef farming, potatoes and coffee.</p> |   | <p>Identify and locate countries in Europe on map</p> <p>Identify environmental regions of Europe (Western Uplands, North European Plain, Central Uplands and Alphine Mountains) mountains and rivers and their features in Europe<br/>Identify and describe Europe’s major cities and natural resources</p> <p><b>Locational uk</b></p> <p>Identify and locate countries in uk on a map</p> <p>Identify human and physical features on each of the uk countries.</p> <p>Identify human and physical features of each of the 4 countries on uk.</p> |  |

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|  |  |            |   |  | Oil , forestry and fishing , mining , tourism.  |   |
|  |  | Vocabulary | Woodland<br>Habitat<br>Minibeast<br>Bug hotel<br>Shelter<br>Food<br>Survive | Brazil<br>South America<br>Human features<br>Physical features<br>Tempreture<br>Rainfall<br>Weather Pattern<br>climate<br>Amazon Rainforest<br>Christ the redeeemer statue | South America:<br>Continent<br>City<br>Human Features<br>Physical Features<br>Environmental Regions<br>Economic Activity<br>Natural Resources<br><br>Amazon rainforest, Andes mountain range, salt flats, rivers and waterfalls.<br><br>Machu Picchu, rio carnival, christ the redeemr .<br><br>(Argentina- Buenos Aires , chile- Santiago    Brazil- Rio de Janeiro) | Lochs/Lakes<br>Islands<br>Agriculture<br>National Parks<br>Human Settlements<br>Human Features<br>Physical Features<br>England<br>Northern Ireland<br>Wales<br>Scotland<br>Coastline<br>Valleys<br>Land use (Rural and Urban) |

| Settlements            | Human And Physical Knowledge | Topic            | My Community   | Villages, Towns, Cities   | Energy and sustainability  |  | Natural Resources  |  |
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| Geographical fieldwork |                              | Objectives<br>NC | <p>Draw information from a simple map. Understand some places that are special to member of their community.</p> <p>ELG<br/>Describe their immediate environment using knowledge from observation/discussion/stories/non-fiction text/maps</p> | <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> | <p>To describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> |  | <p>To describe and understand the key aspects of human geography including types of settlements and land use, economic activity include trade links and the distribution of natural resources including energy. Food minerals and water.</p> |  |
|                        |                              | Milestones       | <p>Walk around local village to identify places they notice different to a house.</p>  | <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p><b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</p> <p>Use compass directions (north, south, east and</p>                                   | <p>¼: Describe key aspects of: <b>human geography</b>, including: settlements and land use.</p>  | <p>5/6 Identify and describe how the physical features affect the human activity within a location</p> | <p>¼: Describe key aspects of: <b>human geography</b>, including: settlements and land use.</p>  | <p>5/6 Identify and describe how the physical features affect the human activity within a location</p> |

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|  |            |  | <p>west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <ul style="list-style-type: none"> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul> <p>To walk around the local area to gather key features to devise a simple map.</p> |  |  |   |  |
|  | Knowledge  |  | <p>Name the human and physical features in a settlement. Know the differences between villages, towns and cities and how settlements were have changed. Be able to sketch a map and give directions and routes.</p>  | <p>To describe the term sustainability.</p> <p>To understand how energy is produced in different countries. To describe how sustainable my own community is compared to <b>Curitiba</b> the capital of the southern Brazilian state of Paraná.</p> |  | <p>-to describe the worlds natural resources. To describe how the worlds natural resources are used.</p> <p>To compare the UK's natural resources to <b>Chile</b> and discuss its effect on the environment and people.</p> |  |
|  | Vocabulary |  | <p>Human features<br/>Physical features</p>  | <p>Sustainability<br/>Poverty</p>  |  | <p>Natural resources<br/>exhaustible</p>  |  |



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|                    |  |                   |  | Settlement<br>Natural resources<br>Population<br>Village<br>Town/city<br>Map<br>Symbols<br>Key<br>Direction  | Development<br>Resources<br>Economy<br>Fossil Fuels<br>non-renewable energy<br>renewable energy<br>power<br>Energy<br>fossil fuels<br>economy   | renewable<br>consumption<br>projection<br>human overpopulation<br>mining<br>Coal<br>Pressure<br>Extraction<br>Deforestation<br>Recycling<br>disposable<br>Resource exploitation   |   |  |
| <b>Settlements</b> | Human<br>And<br>Physical<br>Knowledge<br>Geographi<br>cal<br>fieldwork | Topic             |  | <b>London and The<br/>United Kingdom</b>   | <b>Migration (sensitivity may be<br/>required )</b>   | <b>Population</b>   |   |  |
|                    |  | Objectives<br>N/C |  | Name, locate and<br>identify<br>characteristics of the<br>four countries and<br>capital cities of the<br>United Kingdom and<br>its surrounding seas. | describe and understand key<br>aspects of: human geography,<br>including: types of settlement and<br>land use, economic activity<br>including trade links, and the<br>distribution of natural resources<br>including energy, food, minerals<br>and water<br>use maps, atlases, globes and<br>digital/computer mapping to<br>locate countries and describe<br>features studied | describe and understand key aspects<br>of: human geography, including: types<br>of settlement and land use, economic<br>activity<br>including trade links, and the<br>distribution of natural resources<br>including energy, food, minerals and<br>water<br>use maps, atlases, globes and<br>digital/computer mapping to locate<br>countries and describe features<br>studied |   |  |
|                    |  | Milestones        |  | Name, locate and<br>identify<br>characteristics of the   | Describe key<br>aspects of:<br><b>human</b>   | Identify and<br>describe how<br>the physical  | Describe key<br>aspects of: <b>human<br/>geography,</b> | Identify and<br>describe how<br>the physical |

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|  |  |           |  | four countries and capital cities of the United Kingdom and its surrounding seas.   | <b>geography,</b> including: settlements and land use. Describe geographical similarities and differences between countries.   | features affect the human activity within a location. Understand some of the reasons for geographical similarities and differences between countries. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). | including: settlements and land use. Describe geographical similarities and differences between countries.   | features affect the human activity within a location. Understand some of the reasons for geographical similarities and differences between countries. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). |
|  |  | Knowledge |  | To articulate that the United Kingdom is made up of 4 countries (England, Northern Ireland, Scotland and Wales) and surrounding seas (Irish Sea, English Channel, North Sea) To locate London on a map and understand | To explain what migration is and how it affects us.<br>To explore the reasons why people migrate.<br>To understand how migration effects the UK.<br>To explain what economic migration is and its impact on Europe.<br>Explain what a refugee is and why some people are refugees. <b>(if appropriate)</b> |   | To understand how populations have changed over time (growing and ageing) and the challenges that changing populations can have on an area, and on food production.<br>To be able to use our knowledge to research population change and density in the UK |   |

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|                            |                              |                  |   | London is England's capital city. To name and Identify London landmark – Buckingham Palace and Houses of Parliament. -To know different methods of transport in London. Underground, red bus, river taxi. |   |   |
|                            |                              | Vocabulary       |   | United Kingdom<br>England<br>Ireland<br>Scotland<br>Wales<br>Capital City<br>London<br>Transport<br>Underground<br>River taxi.<br>Tourist<br>Landmark<br>Buckingham Palace<br>Houses of Parliament.       | Migration<br>Refugee<br>Climate refugee<br>Push and pull factors<br>Asylum seeker<br>Economic refugee<br>Civil war<br>Draught | Global Population<br>Population Density<br>Distribution<br>Birth and death rate<br>Population Pyramid<br>Slums<br>Challenges<br>Ageing population<br>Food production<br>Global inequality |
| <b>The Earths Features</b> | Human and Physical Knowledge | Topic            | <b>Under the sea</b>  | <b>Oceans and seas</b>  | <b>Rivers</b>   | <b>Mountains, volcanos and earthquakes</b>  |
|                            |                              | Objectives<br>NC | ELGs - Explore the natural world around them, making observations and | name and locate the world's seven continents and five oceans  | Describe and understand key aspects of: physical geography, including: climate zones, biomes and                              | describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers,  |

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|  |            |  | <p>drawing pictures of animals and plants;<br/>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> |   | <p>vegetation belts, <b>rivers</b>, mountains, volcanoes and earthquakes, and the <b>water cycle</b></p>   | <p>mountains, volcanoes and earthquakes, and the water cycle</p>   |   |  |
|  | Milestones |  | <p>similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p>   | <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Name and locate the world's continents and oceans.</p> | <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, <b>rivers</b>, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> | <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, <b>rivers</b>, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> | <p>Describe key aspects of:<br/>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</p> | <p>Describe and understand key aspects of:<br/>• <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> |
|  | Knowledge  |  | <p>To identify different creatures that live under the sea. Identify some of those creatures and the features that allow them to survive in</p>   | <p>To know what an ocean is (in contrast to a sea) and to identify the world's 5 oceans on a map, their location, importance,</p>   | <p>To name and locate famous rivers and why they are important. <b>Nile, amazon river and Volga river</b></p> <p>To explain erosion and the concepts of transportation and deposition.</p>   | <p>To know the structure of the earth, where volcanoes and mountain ranges are located and how they vary.<br/><b>Himalayas –Mount Everest</b><br/><b>Mount Vesuvius</b></p>  |   |  |

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|                           |  |               | an underwater habitat.   | differences and how we can protect them   | To explain the landforms rivers, create.  | To understand where earthquakes occur and why, what happens and how we can protect against them.<br><b>Tohoku, Japan 2011:case study</b>   |
|                           |  | Vocabulary    | Sea<br>Sea Creature<br>Saltwater<br>Habitat<br>Coral<br>Underwater Cave  | Oceans<br>Pacific<br>Southern<br>Arctic<br>Atlantic<br>Indian<br>Layers<br>Abyss<br>Trench<br>Deep<br>Habitat<br>Transportation<br>Overfishing<br>Harmful | Source<br>Mouth<br>Meander<br>Transportation<br>Deposition<br>Sediment<br>Amazon river<br>Volga river<br>The river Nile<br>Erosion<br>Interlocking spurs<br>Oxbow lake                    | Crust<br>Mantle<br>Outer Core<br>Inner Core<br>Mountain Ranges<br>Fold mountains<br>Tectonic Plate<br>Volcano<br>Earthquakes<br>Stratovolcanoes<br>Tsunami<br>Himalayas<br>Mount Everest<br>Mount Vesuvius<br>Tohoku Japan |
| <b>Our Changing World</b> | Human And Physical Knowledge Geographical fieldwork<br><a href="#">Local fieldwork</a> | Topic         | <b>Seasons and weather (throughout year)</b>   |   | <b>Water, weather and climate</b>   | <b>Biomes</b>  |
|                           |  | Objective N/C | R- Describe what they see, hear and feel whilst outside.<br><br>ELG-Understand some important processes and changes in the natural world |   | Describe and understand key aspects of:<br>. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | Describe and understand key aspects of:<br>. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle                                  |
|                           |  | Milestones    |  |   | Describe and understand key aspects of:   | Describe and understand key aspects of:  |

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|  |  |            | around them, including the seasons and changing states of matter   |  | <ul style="list-style-type: none"> <li>• <b>physical geography</b>, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle etc.</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>physical geography</b>, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle etc.</li> </ul>                        |
|  |  | Knowledge  | <p>To know the four season are Spring, Summer, Autumn and Winter.</p> <p>To observe and explain changes that happen in changing of seasons.</p> <p>To understand the difference between hot and cold weather and what clothes we wear for each season.</p> |  | <p>To explain the water cycle through states of matter (solid, liquid and gas).</p> <p>To define climate as the average weather for an area.</p> <p>To define weather as the conditions on a given day.</p> <p>To know the UK has weather that is subject to change very quickly and this is referred to as “wild weather”</p> <p>To explain that the four seasons happen because of the tilt of the Earth's axis as it orbits the sun.</p> <p>To explain the human contribution to climate change by deforestation and burning of fossil fuels.</p> <p>Observe measure and record the amount of rainfall in a certain area in local environment.</p> | <p>To understand that biomes are large ecosystems.</p> <p>To Explore how biomes have distinct climatic conditions. - flora and fauna.</p> <p>To explore how human activity and climate change affects an ecosystem.</p> |
|  |  | Vocabulary | <p>Seasons</p> <p>Spring</p> <p>Summer</p> <p>Autumn</p> <p>Winter</p> <p>Hot</p> <p>Cold</p> <p>Weather</p>   |  | <p>Evaporation</p> <p>Condensation</p> <p>Precipitation</p> <p>Humidity</p> <p>Temperature</p> <p>Climate change</p> <p>Deforestation</p> <p>Atmosphere</p> <p>Fossil fuels</p> <p>Seasons</p> <p>Axis</p>  | <p>Biome</p> <p>Flora</p> <p>Fauna</p> <p>Diverse</p> <p>Ecosystem</p> <p>Tundra</p> <p>Taiga</p> <p>Grassland</p> <p>Threat</p> <p>Fragility</p> <p>Conservation</p>   |

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|  |  | Topic              |  |  | <b>Globalisation</b>  |   |
|  |  | Objectives-<br>N/C |  |  | describe and understand key aspects of: 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 |   |
|  |  | Milestone          |  |  | Describe key aspects of: <b>human geography</b> , including: settlements and land use.  | Describe and understand key aspects of: <b>human geography</b> , including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. |
|  |  | Knowledge          |  |  | To know the features of globalisation are: Trade, communication and people.<br>To be able to define their roles in globalisation.   |   |

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|                               |                                       |                    |  |  | <p>To explain “fast fashion” and understand why clothes come from certain countries.</p> <p>To explain what a TNC (Trans-national corporation) is and understand that many food and drink suppliers are owned by one of ten TNC’s. <b>nestle, pepsi, heinz</b></p> <p>To explain the term “food miles” and understand food comes from different countries because of climate and costs.</p> <p>To compare <b>China and England</b> trading and manufacturing .</p> |   |
|                               |                                       | <b>Vocabulary</b>  |  |  | <p><b>Globalisation</b></p> <p><b>Communication</b></p> <p><b>Trade</b></p> <p><b>Fashion (Clothing Industry)</b></p> <p><b>Fast fashion</b></p> <p><b>TNC</b></p> <p><b>Inequality</b></p> <p><b>Food Production</b></p>  |   |
| <b>Local fieldwork topics</b> | Physical geography<br>human geography | Topic              |  | <b>Where in the world do I live ? (links to History topic)</b>   |  | <b>Rivers fieldwork</b>   |
|                               | Fieldwork<br><br>Locational geography | Objectives-<br>N/C |  | Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand |  | Describe and understand key aspects of:<br>physical geography, including: climate zones, biomes and vegetation belts, <b>rivers,</b> mountains, volcanoes and earthquakes, and the <b>water cycle</b> |



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|  |  |           |  | basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness |  |  |  |
|  |  | Milestone |  | Understand geographical similarities and differences through studying the human and physical geography of a small area (school village)  |  |  | <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, <b>rivers</b>, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, <b>rivers</b>, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul> |

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|  |  | <b>Vocab</b>     |  | world; map; globe;<br>land; sea; ocean;<br>continent; country;<br>island; capital<br>city; city; town;<br>village<br>countryside;<br>rural<br>urban<br>map<br>north, south, east<br>west. compass |  | Data collection<br>Analyse<br>Fieldwork<br>Results<br>Quantative date<br>Qualitative data<br>Water wheel<br>Canal<br>Human<br>Physical   |
|  |  | <b>Knowledge</b> |  |   |  | Describe and understand key aspects of physical geography (rivers) and human geography (waterwheel, canal)<br><br>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 and plans.<br><br>To know how to plan appropriately for fieldwork. |