



## Geography Knowledge Progression Map

	Autumn	Spring	Summer
Year 3	<p><b>Theme: Climate and Weather</b>            Enquiry Question: Why is climate important?            Main Focus: Identify seasonal/daily weather patterns in the UK</p> <p>To recap weather, and start to learn about climate, climate zones and biomes.            To find out about the polar climate zone, and to learn about the tundra biome.            To find out about the hottest, driest places on Earth and the tropical desert climate zone.            To find out about the hottest, wettest places on Earth, and something of the tropical rainforest biome.            To learn about the temperate climate zone and the deciduous forest biome, and to begin to consider climate change.            To produce a report based on how climate and biome affects lives, and to use appropriate geographical vocabulary learned during the topic</p>	<p><b>Theme: Our World</b>            Enquiry Question: Where on Earth are we?            Main Focus: Locate the world's countries using maps</p> <p>To understand that flat 2-D maps and spherical 3-D physical and political globes all represent our world, but in different ways.            To demonstrate the relationship between maps and globes, and explore the idea of addresses.            To be able to identify the position of lines of latitude and name the Equator, Tropics of Cancer and Capricorn, and the Polar circles, Arctic and Antarctic, and the North and South Poles.            To learn more about longitude, and about the Earth's daily rotation and its effects.            To introduce the International Date Line and time around the world            To describe the significance of latitude and longitude, and how they are used to describe the location of points on the Earth's surface.</p>	<p><b>Theme: Coasts</b>            Enquiry Question: Do we like to be beside the seaside?            Main Focus: Name geographical regions and their identifying characteristics in the UK</p> <p>To discover how much the children know about, and have experienced, the seaside, and to locate UK coastal places on a map            To introduce a region of the UK, and discover how varied its coastline is            To describe, compare and contrast natural features found at the coast, using appropriate geographical vocabulary            To introduce family and economic activities that occur around the coast of the UK and use geographical vocabulary to describe built coastal features            To carry out research and prepare a presentation for the Big Finish in Week 6, meeting the given criteria            To extend the children's knowledge and understanding beyond their local area to include a range of places in the UK</p>
Year 4	<p><b>Theme: Earthquakes and Volcanoes</b>            Enquiry Question: How does the Earth shake, rattle and roll?            Main Focus: Describe and understand key aspects of physical geography, including volcanoes</p> <p>To have an understanding of the causes,</p>	<p><b>Theme: The Americas</b>            Enquiry Question: Can you come on a Great American Road Trip?            Main Focus: Locate the world's countries using maps, including North and South America.</p> <p>To use the eight points of the compass, with</p>	<p><b>Theme: Rivers and the Water Cycle</b>            Enquiry Question: How does the water go round and round?            Main Focus: Describe and understand key aspects of physical geography, including the water cycle</p> <p>To introduce the land part of the water cycle</p>



	<p>outcomes and location of earthquakes          To have some understanding of the causes, outcomes and locations of volcanoes          To understand the distribution of earthquakes and volcanoes, and to know where the world's most active earthquake and volcanic zone is today          To discover why people live in the vicinity of volcanoes, and what measures can be taken to make life safer in earthquake zones.          To provide an opportunity to investigate recent earthquakes and volcanic eruptions and the associated issues.          To create a Big Finish by making a working model of a volcano.</p>	<p>an atlas, map and/or Google™ Earth, to locate cities in the continent of North America, and to discover something about (some of) these cities and their states.          To discover something about South American regions, countries and cities, and improve knowledge about the differences between continent, country and city.          To research some countries and cities in North and South America, and identify similarities and differences.          To be able to name, locate and describe some of the main environmental regions of North and South America          To research the historic Route 66 and some of the cities it went/goes through          To complete the unit by making the Big Finish presentation, and to elicit learning through question-and-answer time, and conversation.</p>	<p>using geographical vocabulary          To introduce the sky (atmosphere) and its role in the water cycle.          To learn about a major UK river – the River Thames – and to follow a river from source to mouth.          To explore the ways in which people use and change some of the world's major rivers.          To introduce the land part of the water cycle using geographical vocabulary.          To model a river or stream, and to see how changes in water flow affect the river or stream</p>
Year 5	<p><b>Theme: South America: The Amazon</b>          Enquiry Question: What is life like in the Amazon?          Main Focus: Understand similarities and differences of a region of the UK, and a region within South America</p> <p>To understand what the Amazon is, and where it is located          To understand the Amazon's climate, and how the native animals are adapted to it          To research the Amazonian city of Manaus          To understand what life is like in the Amazon, and how it is changing</p>	<p><b>Theme: Changes in Our Local Environment</b>          Enquiry Question: How is our country changing?          Main Focus: Identify geographical characteristics of the UK, and understand how some have changed over time</p> <p>To name and locate some key topographical features of the UK and your own region.          To understand that local people will have differing opinions about change in their region, and to explain some ways in which development can be sustainable.          To understand that regions change over time</p>	<p><b>Theme: Europe: A Study of the Alpine Region</b>          Enquiry Question: Where should we go on holiday?          Main Focus: Locate the world's countries, using maps</p> <p>To be able to use physical and political maps to identify a region in Europe          To understand how fold mountain ranges are formed, and that mountains form over millions of years because the Earth is continually changing          To understand how homes are designed to suit their physical location</p>



	<p>To understand how the Amazon is being damaged and how it can be protected To understand the value of the Amazon and how it can be protected</p>	<p>and that change is continual To understand that change is happening in the local area, and that changes will continue to happen To explain how the local area has changed and how it might change in the future To understand how the local area has changed and to consider what it might be like in the future</p>	<p>To understand the importance of the tourist industry to Alpine communities and to understand that tourism brings advantages and disadvantages To understand how avalanches have influenced the Alpine landscape To create a resource to inform tourists about the Alpine region</p>
Year 6	<p><b>Theme: Protecting the Environment</b> Enquiry Question: Are we damaging our world? Main Focus: Describe and understand aspects of human geography, including settlement and land use</p> <p>To understand the threats to the health of our planet and some possible solutions To understand what minerals are and question if they can be used sustainably To understand the different types of energy available, and their advantages and disadvantages To understand the importance of protecting the oceans To carry out an enquiry into sustainability To be able to explain how a particular environmental issue has been caused and suggest some possible solutions</p>	<p><b>Theme: Our World in the Future</b> Enquiry Question: How will our world look in the future? Main Focus: Name and locate counties and cities of the UK, and understand how some aspects have changed over time</p> <p>To plan and carry out fieldwork to answer a given enquiry question To understand how and why housing needs change over time To understand the importance of local work opportunities to the community To understand that communities need a range of accessible amenities and public services To understand how the geography of communities affects community spirit To plan for a sustainable future for our area.</p>	<p><b>Theme: Journeys: Trade</b> Enquiry Question: Where does all our stuff come from? Main Focus: Use maps, atlases and digital mapping to locate countries and describe features</p> <p>To understand that our food and clothes can come from all over the world To understand that each type of fruit grows in particular climatic conditions and in a particular season, and that fruit may have to travel long distances to reach our fruit bowl To understand that clothes can be produced fairly and sustainably, and to understand that unwanted clothing may be recycled and processed To investigate locally made and grown products available in our area, and to investigate locally imported products available in our area To understand the perspectives of a range of people on geographical issues, and to understand that what people buy affects the lives of others</p>



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