










# GEOGRAPHY CURRICULUM PROGRESSION MAP

Knowledge categories symbol	Knowledge categories	Definition
	<p style="text-align: center;">Location</p>	<p>Understanding geographical location is an essential part of geography. Aspects of knowledge that may be included in this category are: • continents • oceans • regions • countries • capital cities • global position, e.g. northern and southern hemispheres, the equator and the tropics • compass directions • distances</p>
	<p style="text-align: center;">Physical features</p>	<p>Physical features are the naturally occurring landforms of environments. They include: • hills • mountains • valleys • bodies of water, e.g. streams, becks, tarns, rivers, lakes, seas, oceans, lagoons • natural resources, e.g. the site of copper, tin, zinc, cobalt (although mines that are created to extract them are human features).</p>
	<p style="text-align: center;">Human features</p>	<p>Human features are the things made by or altered by people. They include: • urban and suburban settlements, e.g. cities and towns • rural settlements, e.g. hamlets and villages • leisure facilities • manufacturing facilities, e.g. factories and workshops • transport hubs, e.g. bus stops, stations, railway stations, airports and ferry ports • transport infrastructure, e.g. roads, railways and canals • commerce sites, e.g. offices • financial institutions • retail outlets • farming and agriculture • reservoirs and dams • power stations and the power grid • any aspects of an environment that have been put there by people, e.g. pavements, street furniture and signs.</p>

	<h2 style="text-align: center;">Diversity</h2>	<p>Geographical diversity involves looking at how physical, human and cultural elements are differentiated from each other. This is noticeable at a variety of scales: global to local. Even places that are relatively near to each other can have a great deal of geographical diversity. Some aspects of diversity that may be included in this knowledge category are:</p> <ul style="list-style-type: none"> <li>• various physical characteristics of a region or space, e.g. climate, vegetation, fauna, bodies of water, existing types of relief and landscape</li> <li>• various human characteristics of a region or space, e.g. population density, ethnicity, the nature of the built environment and poverty levels</li> </ul>
	<h2 style="text-align: center;">Physical processes</h2>	<p>The world is shaped by physical processes which give rise to the physical features we see in spaces and environments. It is important that pupils understand that these processes sometimes take millennia to happen and that they are ongoing. Some important processes that may be included in this knowledge category are:</p> <ul style="list-style-type: none"> <li>• erosion and deposition associated with rivers and coasts</li> <li>• the water cycle</li> <li>• ocean circulation</li> <li>• climate change</li> <li>• earthquakes and volcanoes.</li> </ul>
	<h2 style="text-align: center;">Human processes</h2>	<p>Human processes both influence and are influenced by the physical features of environments which offer both possibilities for and constraints to human activity. In this knowledge category it is important to make links between the two as often as possible so as to explore interconnection, connection and change. Some of the human processes that may be explored are:</p> <ul style="list-style-type: none"> <li>• transport</li> <li>• trade</li> <li>• migration</li> </ul>

		settlements • industry • travel • leisure and tourism • pollution.
	<h2>Techniques</h2>	<p>Geographical techniques are a way of both finding out geographical information and communicating it. Some of the geographical techniques that may be included in this knowledge category are:</p> <ul style="list-style-type: none"> <li>• fieldwork: observation, measuring and recording using various types of sketch maps and more formal mapping, e.g. land use maps</li> <li>• secondary geographical sources: atlases and other research materials</li> <li>• map reading, e.g. symbols, grid references and keys</li> <li>• using Geographic Information Systems (GIS), e.g. applications that show cartographic data, photographic data, digital data or data in spreadsheets.</li> </ul>

Geography intent

At Belthorn Academy Primary we aim to 'light the spark' to enable all children to be excellent Geographers by gaining enthusiasm, interest and wonder for the amazing world we are helping to prepare them to go out and explore, whether that be near or far.

By the end of EYFS we want the children to have a solid grasp on who they are and where they live in the immediate environment.

By the end of Key Stage 1 we want the children to know where they live and where that is in relation to the whole world. We want them to begin to compare their location to one further afield by looking and asking questions and, beginning to think about their own impact on the world.

By the end of Key Stage 2 we want the children to have a deeper knowledge of where they live and many contrasting localities. We want the children to realise that the world is forever changing and how we can have a positive impact on the changes ahead for people and the planet

Character Education

Our school values seek to ensure that through our curriculum we teach our children to be ambitious, passionate, kind, confident, happy, safe, valued, resilient and accepting. These values permeate through everything we do as a school.

We promote Character Education through the following:

- Respect – for cultures, people, countries and differences between ourselves and other people and cultures
- Responsibility – to look for the future and the growing human impact on the world and how we can improve climate change
- Fairness – between cultures, countries and resources
- Caring- for the ever changing world around us
- Citizenship - the impact of people politically and socially within countries
- Trustworthiness – believing in people points of views and ideas

All taught through fieldwork, class lessons, visitors, assemblies, daily Newsround, Extra-curricular activities and class trips.

Concept Curriculum Questions			
	Autumn – Discover (history)	Spring - Explore (Geography and DT)	Summer – Create (art)
Nursery	What do you celebrate?	What grows like a beanstalk?	Is outdoors the place to be?
Reception	What makes me unique?	What makes the world around us?	Can you tell a tale?
Year 1	Was the past a blast?	Where can Disney take us?	Do we live in a wonderful world?
Year 2	Does being brave make you stronger?	What does it mean to belong?	Can you create the feeling of Hakuna Matata?
Year 3	How did people from the past shape the world?	Are we stewards of the world?	Would you rather stand out or fit in?
Year 4	How much power is too much power?	Is Europe a great continent?	Is it right to always to the right thing?
Year 5	What makes Britain great?	Do we always appreciate everything we've got?	What is true beauty according to you?
Year 6	Is change always a good thing?	What makes the Earth angry?	Does everyone's opinion matter?

Geography Programme of Study : National Curriculum aims.

EYFS Understanding The World	People, Culture and Communities.	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• 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.</li> </ul>
	The Natural World	<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>

Geography programme of study - KS1 and KS2 National Curriculum:

All pupils will be inspired to be curious and fascinated about the world and its people. Pupils will acquire knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Pupils growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Place knowledge	Locational Knowledge	Human and physical geography	Fieldwork and geographical skills			
Pre-School - Geography is taught all year in EYFS; the children are constantly understanding the world around them.						
Term	Unit Name	Curriculum Content Skills and knowledge	Key vocabulary	Authentic outcome	Cultural Capital/ SMSC / British Values	Evidence
Autumn	Understanding The World: skills and knowledge taught when strong links can be made. Welly Walk Wednesday allows opportunity to explore the local environment weekly and observe changes over time.					
Spring	What grows like a beanstalk? Trust Truth Friendship	Welly Walk Wednesday allows opportunity to explore the local environment weekly and observe changes over time.  To begin to understand the affect their behaviour can have on the environment.  To notice detailed features of objects in their environment at home and in the Preschool setting both inside and outside.  To talk about things, they have observed such	Pre school Home Little Bells Belthorn Toilets Inside Outside Hall Play ground Field Road Park Shop Street	The authentic outcome will be for the children to perform an assembly about the traditional tales they have learnt about during a stay and play session.	<u>British Values</u> Democracy Rule of law Respect and Tolerance Individual Liberty.  Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence. • Getting out into the	Within our EYFS unit we record the progress of the children in different ways.  Staff within the EYFS Unit know the children extremely well, ensuring that they have a deep understanding of the child's progress. Progression is recorded through our Class Dojo and ... We also show our learning through our



		<p>as plants, animals, natural and found objects.</p> <p>To look at the immediate environment and photos sent from home of their houses and compare to peers.</p> <p>In pretend play use small world to imitate actions.</p> <p>To enjoy playing with small world reconstructions, building on first hand experiences e.g. visiting farms, garages, train tracks, walking by rivers or lake.</p> <p>To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world 'my life, my friends or my life.'</p> <p>To use geographical vocab to say what they see and draw on personal experiences.</p>			<p>local area i.e. the school ground and beyond.</p> <ul style="list-style-type: none"> <li>• Awareness of school trips and allowing for contrasting places to our school's locations.</li> <li>• Fiction and non-fiction books.</li> <li>• Daily Newsround.</li> <li>• World map highlighted children's visits to places around the world.</li> </ul>	<p>detailed displays which includes;</p> <ul style="list-style-type: none"> <li>- Pictures</li> <li>- Vocabulary</li> <li>- Pupil voices</li> </ul> <p>An overview of the session taught.</p>
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		To know about 'my' in the sense of 'my house, my school, my street, my park and my shops.'				
Summer	Is outdoor the place to be?	<p>The World skills and knowledge taught when strong links can be made.</p> <p>Welly Walk Wednesday allows opportunity to explore the local environment weekly and observe changes over time.</p>				

**Reception** – Geography is taught all year in EYFS as the children are constantly understanding the world around them.

Term	Unit Name	Curriculum Content Skills and knowledge	Key vocabulary	Authentic outcome	Cultural Capital/ SMSC / British Values	Evidence
Autumn	What makes me unique?	Understanding The World: skills and knowledge taught when strong links can be made.  Welly Walk Wednesday allows opportunity to explore the local environment weekly and observe changes over time.				
Spring	What makes the world around us? <i>Diversity</i> <i>Transformation</i> <i>Community</i> <i>Influence</i> <i>Rights</i>	<p>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>To 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>Welly Walk Wednesday and</p>	Map Village Belthorn Academy Primary School Field World Earth Countries Animals Habitats England Blackburn	We will be looking to transport the children around the world on an imaginary flight. They will experience some different foods and cultures and maybe even pick up a bit of the local lingo along the way! We will also have an opportunity to parents to come in and play and have a look at some of the things the	<p><u>British Values</u> Democracy Rule of law Respect and Tolerance Individual Liberty.</p> <p>Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence.</p> <ul style="list-style-type: none"> <li>Getting out into the local area i.e. the school</li> </ul>	<p>Within our EYFS unit we record the progress of the children in different ways.</p> <p>Staff within the EYFS Unit know the children extremely well, ensuring that they have a deep understanding of the child's progress. Progression is recorded through our Class Dojo and ... We also show our learning through our detailed displays which includes;</p> <ul style="list-style-type: none"> <li>- Pictures</li> </ul>

		<p>explore outside provision regarding the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>To describe their immediate environment of Belthorn, Belthorn School and its grounds using knowledge from observations, discussions, stories, non fiction texts and maps.</p> <p>To know about similarities and differences between the natural world around them and contrasting</p>		<p>children have been doing.</p>	<p>ground and beyond.</p> <ul style="list-style-type: none"> <li>• Awareness of school trips and allowing for contrasting places to our schools locations.</li> <li>• Fiction and non fiction books.</li> <li>• Daily Newsround.</li> <li>• World map highlighted children's visits to places around the world.</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary</li> <li>- Pupil voices</li> </ul> <p>An overview of the session taught.</p>
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		<p>environments, drawing on their experiences and what has been read in class.</p> <p>To talk about the lives of people around them and their role in the local community and society.</p>				
Summer	Can you tell a tale?	<p>Understanding The World: skills and knowledge taught when strong links can be made.</p> <p>Welly Walk Wednesday allows opportunity to explore the local environment weekly and observe changes over time.</p>				

Year 1 - Geography Companion mile stone 1

Term	Unit Name	Procedural Knowledge	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values
Autumn	History focus Was the past a blast?	Geographical skills and knowledge taught when strong links can be made.				
Spring	Where can Disney take us? Love Care Friendship Responsibility Spirituality	<p>To ask simple geographical questions e.g. What is it like to live in this place? Investigating hot and cold locations.</p> <p>To look at simple maps of the local area and to make own maps and plans including simple symbols for a key.</p> <p>To use simple observational skills to study the geography of the school and its grounds.</p>	<p>To know how to describe locations, features and routes using a growing geographical vocabulary.</p> <p>To know that some places are linked to other places e.g. roads, trains and that they link different towns and places.</p> <p>To learn about the features of a</p>	<p>Atlas Local Plan Same Different Town City Village Country Seasons United Kingdom Europe River Sea</p>	<p>Building on knowledge gained throughout the term the children will create their own treasure hunt throughout the village which can be completed by families during the Easter holidays.</p>	<p><u>British Values</u> Democracy Rule of law Respect and Tolerance Individual Liberty.</p> <p>Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence.</p> <ul style="list-style-type: none"> <li>• Getting out into the local area i.e. the school ground and beyond.</li> <li>• Awareness of school trips and allowing for contrasting places to our school's locations.</li> <li>• Fiction and non-fiction books.</li> <li>• Daily Newsround.</li> </ul>

		<p>To identify different names of places familiar to me and my surroundings.</p> <p>To talk about and describe seasonal weather changes.</p> <p>To give opinions of Belthorn using Geographical vocabulary.</p> <p>To name, describe and compare familiar places within Belthorn, Blackburn and children's home areas.</p> <p>To identify and discuss similarities and differences between the UK</p>	<p>contrasting locality.</p> <p>To know that each season is different and know about each of them and its features.</p>			<ul style="list-style-type: none"> <li>World map highlighted children's visits to places around the world.</li> </ul>
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		<p>and another contrasting country.</p> <p>To link my home with other places in my local community.</p>				
<p>Summer</p>	<p>Create Unit: Do we live in a wonderful world?          Geographical skills and knowledge taught when strong links can be made.</p>					



Year 2 - Geography Companion mile stone 1						
Term	Unit Name	Procedural knowledge	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values
Autumn	History Unit – Geographical skills and knowledge taught when strong links can be made.					
Spring	<p>What does it mean to belong?</p> <p><i>Friendship</i> <i>Care</i> <i>Love</i> <i>Choice</i> <i>Responsibility</i></p>	<p>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</p> <p>To use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.</p>	<p>To know how to use simple fieldwork and observational skills to study the key human and physical features of my surrounding environment.</p> <p>To know how to use directional language and understand its meaning.</p>	<p>Route Location North Pole South Pole Equator Soil Valley Harbour Coast Cliff Beach Continents Oceans Directional language – left, right</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>city, town, village, factory, farm, house,</p>	<p>Travel Agent talk from visitor Children create their own Travel Agency and link to work in other areas – literacy and IT. Parent event – children showcase learning.</p>	<p><u>British Values</u> Democracy Rule of law Respect and Tolerance Individual Liberty.</p> <p>Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence.</p> <ul style="list-style-type: none"> <li>• Getting out into the local area i.e. the school ground and beyond.</li> <li>• Awareness of school trips and allowing for contrasting places to our school's locations.</li> <li>• Fiction and non-fiction books.</li> <li>• Daily Newsround.</li> </ul>

		<p>To identify and describe features of countries in the UK.</p> <p>To use an atlas or globe to identify features such as oceans and countries/places of interest.</p> <p>To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>To use geographical vocabulary to describe</p>	<p>To know the names of the world's seven continents and five oceans.</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom as well as the seas surrounding them.</p> <p>To know how to use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>To know how to use basic geographical vocabulary to refer to key human features, including:</p>	<p>office, port, harbour and shop.</p>		<ul style="list-style-type: none"> <li>• World map highlighted children's visits to places around the world.</li> <li>• Awareness of food from different cultures</li> </ul>
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		<p>physical and human features of locations</p> <p>To suggest ideas for improving the school environment.</p>	<p>city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>To know about some present changes that are happening in the local environment e.g. at school, home or journey to school.</p>			
Summer	<p>Create unit – Can you create the feeling of Hakuna Mattata?          Geographical skills and knowledge taught when strong links can be made.</p>					

Year 3- Geography Companion mile stone 2						
Term	Unit Name	Procedural knowledge	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values
Autumn	History unit how did people from the past shape the world? Geographical skills and knowledge taught when strong links can be made.					
Spring	<p>Are we stewards of the world?</p> <p><i>Stewardship</i> <i>Cohesion</i> <i>Community</i> <i>Sustainability</i> <i>Protest</i></p>	<p>To analyse evidence, draw conclusions and make comparisons between locations using aerial photos/pictures such as populations, temperatures etc.</p> <p>To express opinions on environmental issues and how people can have a positive and negative affect on the environment.</p>	<p>To know how to ask and respond to geographical questions.</p> <p>To know how to use a wide range of geographical terms and can use basic geographical vocabulary.</p>	<p>Location Map Globe Atlas Keys Erosion Deposition Transportation Volcanoes Earthquakes Landscape</p>	<p>Fieldwork trip</p> <p>The children will walk down the fields to Tinkler's Brook, carrying out tests such as how fast the water travels and how deep it is in the stream.</p>	<p><u>British Values</u> Democracy Rule of law Respect and Tolerance Individual Liberty.</p> <p>Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence.</p> <ul style="list-style-type: none"> <li>• Getting out into the local area i.e. the school ground and beyond.</li> <li>• Awareness of school trips and allowing for contrasting places to our schools locations.</li> <li>• Fiction and non fiction books.</li> </ul>

		<p>To use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features.</p> <p>To use four figure grid references, use the 8 points of a compass and make plans and maps using symbols and keys.</p> <p>To use fieldwork instruments e.g. camera, rain gauge.</p> <p>To identify where countries are within the UK and the key topographical features.</p>	<p>To know the names and locations of cities in the UK and wider world and the features of a city/town/village and how they differ.</p> <p>To know about and can explain why weather conditions/patterns change around the UK and parts of the Europe over time.</p> <p>To know why there are similarities and differences between places and can discuss these features.</p>			<ul style="list-style-type: none"> <li>• Daily Newsround.</li> <li>• World map highlighted children's visits to places around the world.</li> </ul>
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		<p>To identify physical and human features of the locality and beyond.</p> <p>To show an awareness of how places relate to each other, within the UK and beyond.</p>				
<p>Summer</p>	<p>Create unit – Would you rather stand out or fit in? Geographical skills and knowledge taught when strong links can be made.</p>					

Year 4 - Geography Companion mile stone 2

Term	Unit Name	Procedural Knowledge	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values
Autumn	History unit – How much power is too much power? Geographical skills and knowledge taught when strong links can be made.					
Spring	<p>Is Europe a great continent?</p> <p><i>Identity</i> <i>Pride</i> <i>Integration</i> <i>Diversity</i> <i>Wealth</i></p>	<p>To measure straight line distances using the appropriate scale.</p> <p>To explore features on maps using 6 figure grid references.</p> <p>To draw accurate maps with more complex keys.</p> <p>To plan the steps and strategies for an enquiry.</p>	<p>To know how to use a widening range of geographical terms e.g. specific topic vocabulary such as erosion, deposition, transportation, headland, volcanoes, earthquakes.</p> <p>To express opinions on environmental issues and recognise other people may think differently.</p> <p>To know about and can identify</p>	<p>Analyse Conclusion Population Temperature Scale Grid reference Accurate Symbols Enquiry Continents</p>	<p>Links to IT and MFL Contact with French speaking school via email and create pen pals</p>	<p><u>British Values</u> Democracy Rule of law Respect and Tolerance Individual Liberty.</p> <p>Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence.</p> <ul style="list-style-type: none"> <li>• Getting out into the local area i.e. the school ground and beyond.</li> <li>• Awareness of school trips and allowing for contrasting places to our school's locations.</li> <li>• Fiction and non-fiction books.</li> <li>• Daily Newsround.</li> </ul>

		<p>To recognise the different shapes of the continents.</p> <p>To demonstrate knowledge of features about familiar places within the UK and Europe.</p> <p>To recognise that people, have differing qualities of life living in different locations and environments.</p> <p>To describe human features of the UK and European regions, cities and/or counties.</p> <p>To describe how people have been affected by changes in the environment.</p>	<p>where countries are within Europe.</p> <p>To know how the locality is set within a wider geographical context.</p> <p>To understand the effect of landscape features on the development of a locality.</p> <p>To know how to explain about natural resources.</p> <p>I know about weather patterns around parts of the world.</p> <p>To know about the wider context of places – region, country.</p>			<ul style="list-style-type: none"> <li>World map highlighted children's visits to places around the world.</li> </ul>
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		To demonstrate an understanding as to why there are similarities and differences between places.				
Summer	Create unit: Is it right to always do the right thing? Geographical skills and knowledge taught when strong links can be made.					

Year 5 - Geography Companion mile stone 3

Term	Unit Name	Procedural Knowledge	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values
Autumn	History unit – What makes Britain Great? Geographical skills and knowledge taught when strong links can be made.					
Spring	Do we always appreciate what we've got? <i>Consequences</i> <i>Stewardship</i> <i>Trust</i> <i>Care</i> <i>Media</i>	<p>To use a few geographical resources to give descriptions and opinions of the characteristic features of a location.</p> <p>To use different types of fieldwork to observe, measure and record the human and physical features in the local area.</p> <p>To record the results in different ways.</p> <p>To talk about the effectiveness</p>	<p>know how to use a widening range of geographical terms e.g. specific to use a widening range of geographical terms e.g. specific topic vocabulary such as climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle.</p> <p>To express opinions on environmental issues and recognise other</p>	<p>Settlements</p> <p>Time zones</p> <p>Observe</p> <p>Measure</p> <p>Record Maps</p> <p>Urban Rural</p> <p>North America</p> <p>Characteristics</p> <p>Topography</p>	<p>The children will write letters to various companies asking how they are helping with climate change and other issues that affect our planet.</p>	<p><u>British Values</u></p> <p>Democracy</p> <p>Rule of law</p> <p>Respect and Tolerance</p> <p>Individual Liberty.</p> <p>Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence.</p> <ul style="list-style-type: none"> <li>Getting out into the local area i.e. the school ground and beyond.</li> <li>Awareness of school trips and allowing for contrasting places to our school's locations.</li> </ul>

		<p>of different geographical representations of a location.</p> <p>To use the eight point compass of United Kingdom and the wider world. Create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land. points of a compass, four to six-figure grid references, symbols and keys to build my knowledge of the wider world.</p> <p>To create maps of locations, identifying patterns such as: land use, climate zones, population</p>	<p>people may think differently.</p>			<ul style="list-style-type: none"> <li>• Fiction and non-fiction books.</li> <li>• Daily Newsround.</li> <li>• World map highlighted children's visits to places around the world.</li> </ul>
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		<p>densities and height of land.</p> <p>To identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day.</p> <p>To recognise the different shapes of countries.</p> <p>To identify the physical characteristics and key topographical features of the countries within South America.</p> <p>To describe how humans, affect the environment over time.</p>	<p>To know about the wider context of places e.g. county, region, country.</p> <p>To know and describe where a variety of places are in relation to physical and human features.</p> <p>To know the location of: capital cities of countries in the British Isles and UK, seas around the UK, European Union countries with high populations and large areas</p>			
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		<p>To say why people, seek to manage and sustain their environment.</p> <p>To compare the physical and human features of a region of the UK and a region of South America, identifying similarities and differences.</p>	<p>and the largest cities in each continent.</p> <p>To know about changes to the world environments over time.</p> <p>To know how the UK differs to the wider world and other countries which are similar and contrasting.</p>			
Summer	<p>Create unit: What is true beauty according to you? Geographical skills and knowledge taught when strong links can be made.</p>					

Year 6 - Geography Companion mile stone 3 (Green Schools Project)

Term	Unit Name	Skills	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values
Autumn	History unit - Taught discretely Geographical skills and knowledge taught when strong links can be made.					
Spring	<p>What makes the earth angry?</p> <p><i>Sacrifice</i> <i>Common Good</i> <i>Fairness</i> <i>Sustainability</i> <i>Prejudice</i> <i>Oppression</i></p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>To use the eight points of a compass, four and six figure grid references, symbols and keys to build on my knowledge of the United Kingdom and the wider world.</p> <p>To use maps, charts etc. to support decision making about</p>	<p>To 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.</p> <p>To know how to use a widening range of geographical terms e.g. specific topic vocabulary such as urban, rural, land, use, sustainability, tributary, trade links.</p>	<p>Climate zones Northern Hemisphere Southern Hemisphere Arctic Circle Antarctic circle Europe British Isles South America Characteristics Latitude Longitude Equator</p>	<p>Zero carbon School Project – assembly to an audience and food tasting</p>	<p><u>British Values</u> Democracy Rule of law Respect and Tolerance Individual Liberty.</p> <p>Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence.</p> <ul style="list-style-type: none"> <li>• Getting out into the local area i.e. the school ground and beyond.</li> <li>• Awareness of school trips and allowing for contrasting places to our school's locations.</li> <li>• Fiction and non-fiction books.</li> <li>• Daily Newsround.</li> </ul>

		<p>the location of places e.g. new bypass.</p> <p>To 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.</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key</p>	<p>To know about and can 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)</p>			<ul style="list-style-type: none"> <li>World map highlighted children's visits to places around the world.</li> </ul>
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		<p>topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>To research and understand key aspects of physical and human geography and identify how their features differ.</p>	<p>To know how to describe key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>To know how to describe key aspects of human geography, including: types of settlement and land use, economic activity</p>			
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		<p>To identify the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America.</p>	<p>including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>To know about features of the UK, other European countries and North or South America.</p>			
Summer	<p>Create unit – Does everyone’s opinion matter? Geographical skills and knowledge taught when strong links can be made.</p>					

<b>Impact</b>
<p>Key Vocabulary will be clearly understood by the end of the unit by most children. Key vocabulary will be remembered from previous year groups Mapping skills will be evident in all year groups Children are able to make links to other subjects with geographical knowledge of both physical and human geography Whole class discussions/ group work/ paired responses</p>

