

## St George's CE Primary Hyde - Geography Progression

<b>Foundation Stage</b>	Autumn <i>What if we were all the same?</i>	Spring <i>What if I could be a hero?</i>	Summer <i>What if everything were black and white?</i>
	<p>To become an Inquisitive Investigator who can show curiosity about the world around them, understand similarities and differences in countries, communities and cultures, can ask questions to find out more, and explore how things work.</p> <p>To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why Hyde is special, have an awareness of and respect for people's differing cultures and beliefs.</p>		

## St George's CE Primary Hyde - Geography Progression

Year 1		
Autumn	<p><b>Enquiry question:</b> <b>Where do I live?</b> (make sure it's a geography answer)</p> <p><b>Content:</b> Where are we in the UK? Introduce geographical vocab - go for a local walk - identify human and physical features of where we live - develop further looking at maps of the UK (link to Year 3 locality). Look at N S E W in relation to where our school is and where we go for a walk - make a simple map</p> <p><b>Locational knowledge</b> Name, locate and identify characteristics of the 4 countries and the capital cities of the UK</p> <p><b>Human and physical</b> Use basic geographical vocabulary to refer to human and physical features</p> <p><b>Geographical skills and fieldwork</b> Use world maps, atlases and globes to identify the UK and its countries Use simple compass directions NSEW to describe the location Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features FIELDWORK- walk around local area and create a simple map of the area.</p> <p>This LC follows Receptions units - know where their school is, where their house is and that they live in Hyde. They also know some landmarks such as Asda, the Mosque, the church, canal, park</p> <p>The knowledge acquired through this LC will support learning in Year 2 - geography: areas in the UK; Year 3 - mapping river and mountains in the UK and locality; Year 4 - compare the UK to Spain; Year 6 - comparison study</p> <p><b>Key knowledge to be learnt</b> Know where the UK is on a world map Know the names four countries of the UK - England, Northern Ireland, Scotland and Wales. Know the capital cities of the UK</p>	<p><b>Vocabulary</b> Canal, physical, human, house, office, shop, park etc Human, physical features, location, landmarks, coast, mountain, sea, ocean, hills, river, city, town, house, factory</p>

## St George's CE Primary Hyde - Geography Progression

	<p>Name some of the human features of our local area          Name some of the physical features of our local area          Know the 4 compass points</p>	
<p><b>Spring</b></p>	<p>Enquiry question: <b>How is a farm different to Hyde?</b></p> <p><b>Content:</b> Take a trip to the countryside with your class and explore a working farm. Go on a trip to Smithills? Find out about arable, livestock and dairy farms and the difference between them, before taking a closer look at a fictional farm that does a little of everything! The children will learn about the features of a farm and use a map to navigate around a farm, as well as thinking about the differences between life in the country and life in a busy town. Using compass directions e.g. direct the cows to the field.</p> <p>Compare features of a farm to local area (Hyde)</p> <p><b>Place knowledge</b>          Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom          Understand geographical similarities and differences through studying contrasting locations</p> <p><b>Human and physical</b>          Identify seasonal and daily weather patterns in the United Kingdom (link to Science- Seasons)          Use basic geographical vocabulary to refer to human and physical features.</p> <p><b>Geographical skills and fieldwork</b>          Use aerial photographs to recognise basic human and physical features; devise a simple map; and use and construct basic symbols in a key          Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map (look at Planbee)</p> <p><b>Key knowledge to be learnt</b></p>	<p>Arable, livestock, working farm, dairy farm, country, town, contrasting, rural, farm animals, navigate, route, map, weather patterns, north, south, east, west, hill, soil, vegetation, season, weather, village,</p>

## St George's CE Primary Hyde - Geography Progression

	<p>Farms are important for food, jobs and trade          There are different types of farms          Most working farms are found in rural places          Know the 4 compass points</p> <p><b>Misconceptions</b>          All farmers are men          All farms have cows (animals on them)          Farms are far away</p>	
<p><b>Summer</b></p>	<p><b>Enquiry question:</b> <i>How does Antarctica compare to the UK?</i>          (make sure the comparison between the UK and Antarctica is done at the end of the LC)          Make links to where the Equator is in comparison to the North and South Poles. Compare locations.</p> <p><b>Content:</b> Revise where the UK is and name the 7 continents. They will be able to locate these places on a map and revise compass directions to compare where the places are in relation to each other. They will learn about the North and South Poles (identify and label this on a map). Children will be taught about Antarctica and be introduced to the vocabulary linked to landscapes, animals and jobs.</p> <p><i>Locational knowledge</i>          Name and locate the world's seven continents and five oceans (revision)</p> <p><i>Place knowledge</i>          Understand geographical similarities and differences through studying contrasting locations</p> <p><i>Human and physical</i>          Identify seasonal and daily weather patterns in the United Kingdom and the location of cold areas of the world (Antarctica) in relation to the Equator and the North and South Poles          Use basic geographical vocabulary to refer to key physical and human features</p> <p><i>Geographical skills and fieldwork</i>          Use world maps, atlases and globes to identify the continents and oceans          Use simple compass directions</p>	<p>Antarctica, UK, Equator, North and South Poles, snow, continent, penguins, explorers, landscape, seals, whales, cold, blizzard, ice, research station</p>

## St George's CE Primary Hyde - Geography Progression

The knowledge acquired through this LC will support learning in Year 2 - small area of the UK; Year 3 - Geography: UK and Maps; Year 4 - Geography: Comparing UK to Spain; Year 5 - Geography- Rainforest; Year 6- Geography- N. America

### **Key knowledge to be learnt**

No-one lives on Antarctica

Antarctica is a continent

The weather is very different to the UK

Sometimes there's no daylight and sometimes there's no night-time

Penguins live in Antarctica and not at the North Pole

### **Misconceptions:**

Nothing lives in the cold climate

The ice disappears in the summer months

## St George's CE Primary Hyde - Geography Progression

Year 2		
Autumn	<p><b>Enquiry question:</b> <b>What's it like to live in Australia?</b></p> <p><b>Content:</b> Looking at world maps and using songs to help to learn the 7 continents and 5 oceans. We will focus on Australasia (Oceania - make sure the children are aware that they are called both) and Africa looking at key human and physical features of each continent. We will look at landscapes, buildings, weather and animals → child led            Use maps, atlases, globes to find out which countries are on the equator line.            Look at the location of Africa and Australasia against the equator line.            What is the weather like? Look at the Great Barrier Reef.</p> <p><b>Locational knowledge</b>            Name and locate the world's seven continents and five oceans</p> <p><b>Human and physical</b>            Identify the Equator            Use basic geographical vocabulary to refer to key physical and human features</p> <p><b>Geographical skills and fieldwork</b>            Use world maps, atlases and globes to identify the continents and oceans            Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>The knowledge acquired through this LC will support learning in Year 2 - small area of the UK; Year 3 - Geography: UK and Maps; Year 4 - Geography: Comparing UK to Spain; Year 5 - Geography- London; Year 6- Geography- N. America</p> <p><b>Key knowledge to be learnt</b>            There are 7 continents.            There are 5 oceans.            Land is divided into continents, which are very large areas of land.            The biggest continent is Asia.</p>	<p><b>Vocabulary</b></p> <p>Know the names of the surrounding seas/oceans - Irish Sea, English Channel, Atlantic Ocean, North Sea, Australia, mountain, coasts, beach, forest, sea, valley, seasons, weather, city, town, harbour, port</p>

## St George's CE Primary Hyde - Geography Progression

	<p>The smallest continent is Australia.          The biggest ocean is the Pacific.          The smallest ocean is the Arctic Ocean.          The equator is the imaginary line halfway between the North and South Poles.</p> <p><b>Misconceptions:</b>          The equator is an actual line          That the whole continent is hot</p>	
<p><b>Spring</b></p>	<p><b>Enquiry question:</b> <b>How does Bangladesh compare to the UK?</b>          (make sure the comparison between the UK and Bangladesh is done at the end of the LC.          This moves on from learning about a cold place in Y1 to a hot place.</p> <p><b>Content:</b> We will focus on Bangladesh looking at key human and physical features of the country and its location. We will look at landscapes (farming), buildings, weather, culture and religion (make sure the children realise that it's not just Muslim people who live there - many religions including Christianity) → child led - where are our children's families from??? Find out!!!          Look at the location of Bangladesh and the UK and also against the equator line.          What is the weather like? Look at the flooding and its impact.</p> <p><b>Locational knowledge</b>          Name and locate the world's seven continents and five oceans (revision)</p> <p><b>Human and physical</b>          Identify the Equator (revision)          Use basic geographical vocabulary to refer to key physical and human features</p> <p><b>Geographical skills and fieldwork</b>          Use world maps, atlases and globes to identify the continents and oceans and countries          Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p><b>Place knowledge</b></p>	<p>Bangladesh, Asia, UK,          farm, land, Muslim, hot,          climate, population,          capital city, Dhaka,          mosques, Bengali, tea,          cricket, rice, rivers,          humid, tigers, valley,          vegetation, season,          weather, city, town</p>

## St George's CE Primary Hyde - Geography Progression

	<p>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</p> <p><b>Key Knowledge to be learnt</b>          Bangladesh is in Asia.          Locate Bangladesh on a world map.          Explain that Bangladesh is a hot country because it is near to the equator          Weather patterns in Bangladesh are very mixed.          The capital city of Bangladesh is Dhaka.          Bangladesh is very flat and prone to frequent flooding.          Most people in Bangladesh work in farming to produce food.</p> <p><b>Misconceptions</b>          Everyone is a Muslim who lives there.</p>	
<p><b>Summer</b></p>	<p><b>Enquiry question:</b> <b>Would you like to live beside the seaside?</b>      <b><u>GO TO THE BEACH</u></b>          (make sure it's a geography answer)</p> <p><b>Content:</b> We will focus Blackpool/St Anne's as a coastal contrasting location to Hyde. Look at the physical and human features - compare and contrast to Hyde - single bubble, double bubble. Look at tourism (link to previous LC about Australia), weather patterns, building knowledge - hotels, B&amp;B's etc          Once been to Blackpool draw the route taken on a map and use symbols for a key. Locate landmarks and basic human and physical features on map of the area. (Pier, Dunes, train track, tramline etc)          On return from trip, compare the locality of school and its ground -focus on human and physical features.</p> <p><b>Human and physical</b>          Identify daily weather patterns in Blackpool</p>	<p>Sea, sand, houses, lighthouse, beach, pier, port, sand dunes, cliffs, shoreline, waves, caves, bay, rockpool, ice-cream, life-guard, boats, bucket and spade, deck chair, pebbles, shells, beach hut, harbour, tourism, holiday, illuminations</p>

## St George's CE Primary Hyde - Geography Progression

Use basic geographical vocabulary referring to physical and human features

### Geographical skills and fieldwork

Use fieldwork to study the human and physical features of the locality of school and its grounds and the key human and physical features of its surrounding environment

Devise a simple map and use and construct basic symbols in a key

### Place knowledge

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom

This will be a follow on from the comparison unit about Bangladesh but looking at a small area of the UK.

### Key Knowledge to be learnt

Blackpool is located in the Northwest of England

It has a coastal location

Blackpool has a tower and a pleasure beach which are tourist attractions

Blackpool has popular illuminations

### Misconceptions:

It is very far away

It is sunny all the time

## St George's CE Primary Hyde - Geography Progression

Year 3		Vocabulary
Autumn	<p><b>Enquiry question: What makes a river?</b></p> <p>This builds on from drawing maps in Year 1 and 2 and will be prior learning for Year 3 mountains and study of local area, Year 4 - rivers in Spain, natural disasters (flooding), Year 5 - London (Thames) and the rainforest, Year 6 - N America</p> <p><b>Content:</b> Identify features of a river and label. Looking at where rivers start and end. Local walk to the River Tame - can they identify the feature? Use local maps to find the source and follow its journey until it reaches the sea. Identify physical and human features of what they can see. Make links between the River Tame and the borough Tameside - which towns does it pass through? Look at rivers in the UK - child led (own research) - choose 2 and find out about the surrounding villages - maybe choose a river that has flooded recently? (not the River Thames as Year 5 will look at this).</p> <p>Think about what rivers are used for: tourism, food and travel.</p> <p>Include the water cycle - learn the song to help embed this (Year 4 also cover this in Science) Make sure the children know and understand how rivers are formed.</p> <p><b>Locational knowledge</b> Name and locate geographical regions and their identifying human and physical characteristics, key topographical features rivers; and understand how some of these aspects have changed over time</p> <p><b>Human and physical</b> Describe and understand key aspects of physical geography, including rivers and the water cycle</p> <p><b>Geographical skills and fieldwork</b> Use fieldwork to observe, record and present the human and physical features in the local area using a range of methods, including sketch maps, and digital technologies.</p> <p><b>Key knowledge to be learnt</b> Rivers start at a source Rivers end at the mouth A bend in a river is called a meander</p>	<p>Mouth, meander, source, confluence, water cycle, erosion and deposition, oxbow lake, bank, basin, bed, canal, estuary, silt, stream, tributary</p>

## St George's CE Primary Hyde - Geography Progression

	<p>Where 2 rivers or more meet, it is called a confluence  Rivers can change its course depending on the weather  Rivers always flow downhill</p> <p><b>Misconceptions</b>  Rivers start at the sea and come into the land  You can drink river water</p>	
<p><b>Spring</b></p>	<p><b>Enquiry question: What makes a mountain?</b>  This builds on from drawing maps in Year 1 (Snowdon) and Year 2, and will also be looked at in Year 4 - Europe (Spanish Mountains) and Year 6 (N America)</p> <p><b>Content:</b> What is a mountain? It is a landform that makes up part of the Earth's surface. Identify features of a mountain and label. Looking at where mountains are in the UK. Local walk to Werneth Low (this isn't a mountain but will be the closest thing for our children to experience). Use local maps of the UK to find where mountains are. Name the highest mountains in the UK (3 Peaks). Identify physical and human features of what they can see - use Google maps. Look at mountains of the world. Learn about the 2 main types of mountains- fold and volcanic. Investigate the climate of a mountain environment.</p> <p><b>Locational knowledge</b>  Name and locate geographical regions and their identifying human and physical characteristics, key topographical features mountains; and understand how some of these aspects have changed over time.</p> <p><b>Human and physical</b>  Describe and understand key aspects of physical geography, including mountains.</p> <p><b>Geographical skills and fieldwork</b>  Use fieldwork to observe, record and present the human and physical features in the local area using a range of methods, including sketch maps, and digital technologies.</p>	<p>Mountain, ridge, range, summit, base camp, avalanche, environment, landscape, tourism, Snowdon, Scafell Pike, Ben Nevis, Everest, K2, Kilimanjaro</p>

## St George's CE Primary Hyde - Geography Progression

	<p><b>Key knowledge to be learnt</b>          There are 2 types of mountains fold and volcanic          Names of the 3 Peaks in the UK- Ben Nevis, Scafell Pike and Snowdon          Mount Everest is the world's tallest mountain          Mountain climates are colder due to their high altitude.</p> <p><b>Misconceptions</b>          Mountains are sharp          Mountains are far away in other countries          Mountains are steep to climb          Mountains and hills are the same          There is always snow at the top of a mountain</p>	
<p><b>Summer</b></p>	<p><b>Enquiry question: Why would you visit Hyde?</b>          This builds on from drawing maps in Year 1 and 2 and especially in Year 1- Where do I live? and will also be looked at in Year 5- OS maps and symbols and London (town/city sims and diffs). Including Y2 Transport- history.</p> <p><b>Content:</b> Where is Hyde? Name other places in the borough. Locate these on a map. Discuss what local means. Use OS maps (Digimaps) to locate key features of the area such as buildings, transport links, physical features etc. Go out in the area and conduct fieldwork investigating land use of the area around school (shops, houses, parks, schools, garages, cash and carry, fire station, churches, mosques). Record this on an enlarged OS map using 4 figure grid references. Create keys to show findings. Make own map of the area and use the 8 points on a compass to describe the position of land use.</p> <p>After carrying out research of the area and what is in it, pupils can create a written response to the LC question making sure it includes geographical facts and vocabulary.</p>	<p>Hyde, River Tames, borough, Tameside, OS maps, grid references, town, city, school, home, house, fieldwork, north, south, east, west, NW, NE, SE, SW, compass, locate, route, map, settlement, shop, bus station, train station, library</p>

## St George's CE Primary Hyde - Geography Progression

### Locational knowledge

Name and locate Hyde within 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

### Place knowledge

Understand geographical similarities and differences through studying the human and physical geography of Hyde.

### Human and physical

Describe and understand key aspects of physical and human geography including types of settlement and land use.

### Geographical skills and fieldwork

Use fieldwork to observe, record and present the human and physical features in the local area using a range of methods, including sketch maps, and digital technologies.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

### Key knowledge to be learnt:

Hyde is in the NW of England.

It is in the borough of Tameside

It is called Tameside because of the River Tame which flows through it.

There are many places of worship in Hyde to provide for the diversity of the area

There are different transport links in Hyde to get you to other areas. These have changed over time.

### Misconceptions:

Hyde is a big town

Hyde is not just Market St, Asda, the Mosque and the Mall

## St George's CE Primary Hyde - Geography Progression

<p><b>Year 4</b></p> <p><b>Autumn</b></p>	<p><b>Enquiry question:</b> <b>What is the impact of our angry earth?</b> → <u>make a link to courageous advocacy?</u>          (use current news to influence main focus of learning e.g. if there's a flood, focus more on floods, if there's an earthquake, focus more on earthquakes)          This builds on from Year 1 and 2 - weather patterns in other continents and the UK, Year 3- Mountains.</p> <p><b>Content:</b> Discuss what is a disaster and an emergency. Who helps us out during these times? Look at the physical structure of the earth. What is under our feet? Create a 3D image of the earth's layers and label. Look at the main plate boundaries on a map of the world. What does the term 'plate tectonics' mean? Describe 3 ways in which plate tectonics move and what happens as a result. Do we live near a main plate tectonic? How does our life differ to those who do live near them? How are earthquakes and volcanoes formed? What is the impact of earthquakes and volcanoes? Make links with plate tectonics and learn how earthquakes, mountains and volcanoes are formed.          Complete double page spreads on earthquakes and volcanic eruptions. <b>FOCUS-</b> Earthquake- What happens? Why? How can we measure the magnitude of earthquakes? What should you do if you experience an earthquake? Identify places on a map of world where natural earthquake disasters have happened? <b>FOCUS-</b> Volcanic eruption- Draw and label a cross section of a volcano. What happens? Why? What kinds of volcanoes are there? What should you do if you experience a volcanic eruption? Identify places on a map of the world where natural volcanic disasters have happened/ are happening.          What is the ring of fire?</p> <p><b>Locational knowledge</b>          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          Key topographical features (including hills, mountains, coasts and rivers)</p> <p><b>Human and physical</b>          Describe and understand key aspects of physical and human geography- volcanoes and earthquakes.</p>	<p>disaster, emergency, human, natural, physical, earthquakes, volcanoes, erupt, crust, mantle, outer/inner core, plate tectonics, dormant, active, extinct, collision, Richter scale, magnitude, tsunami, tornados, hurricanes, floods, drought, landslide, avalanche, monsoon, blizzard, impact</p>
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## St George's CE Primary Hyde - Geography Progression

	<p><i>Geographical skills and fieldwork</i> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>Key knowledge to be learnt:</b> Natural disasters can be tornados, hurricanes, floods, drought, landslide, avalanche, monsoon and blizzards. The Earth has an <b>inner</b> and <b>outer core</b>, a <b>mantle</b> and a <b>core</b>. The crust has cracks in it and is in pieces. Earthquakes and volcanoes can be found near the plate boundaries. Know what the Pacific Ring of Fire is and where it is. 90% of the world's volcanoes happen around the Pacific Ring of Fire.</p> <p><b>Misconceptions:</b> All volcanoes spew out lava and ash</p>	
<p><b>Spring</b></p>	<p><b>Enquiry question: Why would you visit Spain?</b> This builds on from Year 3 local area question, Year 1- continents and Year 2- seaside. Links in with key physical and human features of places covered so far in KS1.</p> <p><b>Content:</b> Where is Spain? Recap on Europe and see if they can name some of the capital cities of countries. On a map, can they find rivers and mountains of Spain? Have any natural disasters happened in Spain? Look at maps and identify physical features of the landscape in Spain. Look at weather patterns and some of the tourist attractions in Spain. Do people only go when it is hot? Research famous Spanish cultural festivals: San-Fermin in Pamplona- Bull running; La Tomatina in Bunol; research bullfighting as a cultural experience. Discuss what happens when tourists visit areas (economic activity, trade) Look at persuasive writing for bullfighting. Hold a class debate. Have a Spanish experience- pupils dress in Spanish colours/clothes and prepare tapas tasting food to eat. Pupils will link in work on cultural reasons why people go to Spain by looking at Spanish artwork.</p>	<p>landmass, languages, Europe, countries, borders, continent, population, rivers, mountains, international tourism, physical geography, human geography, international, tourism, culture, diversity, historical, seasonality, Spain, culture, festival, food, tradition, cruelty, fair,</p>

## St George's CE Primary Hyde - Geography Progression

<p><b>Locational knowledge</b>          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><b>Place knowledge</b>          Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere          Understand geographical similarities and differences through the study of human and physical geography of a region in a European country</p> <p><b>Human and physical</b>          Describe and understand key aspects of physical and human geography- economic activity (tourism)</p> <p><b>Geographical skills and fieldwork</b>          Use the eight points of a compass and four figure grid references to locate places on a map of Spain          Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>Key knowledge to be learnt:</b>          Madrid is the capital city of Spain          People travel to Spain for tourism.          Spain has many attractions such as beaches, cities, mountainous areas, football clubs which attract tourists.          Spain has a warmer climate zone because it is closer to the equator.          Traditionally, Spanish people think bullfighting is an entertaining sport          Some of the traditional Spanish food is paella, patatas bravas, olives and churros.</p> <p><b>Misconceptions:</b>          Barcelona is the capital city of Spain</p>	<p>bulls, arena, history, tourism, weather, location, attractions, controversial</p>
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## St George's CE Primary Hyde - Geography Progression

<p><b>Summer</b></p>	<p><b>Enquiry question:</b> <b>How can I be a good citizen of the world?</b> → <u>make a link to courageous advocacy?</u></p> <p>(use current news to influence main focus of learning e.g. if something occurs in Newsround for example) This will be built on in Year 5- Rainforests and in Year 6- where our food comes from.</p> <p><b>Content:</b> Discuss what sustainable development means. What do they know already about how to look after the world? Use knowledge gained from Newsround. What environmental issues are facing our planet and what are the solutions?</p> <p>Focus: OVER-USE OF NATURAL RESOURCES: Deforestation. (Not too much detail as Y5 learn about Rainforests)</p> <p>Focus: POLLUTION- water, land and air.</p> <p>Focus: CLIMATE CHANGE. Look at other forms of renewable energy which will help us become more sustainable- wind, tidal, wave, solar. Which countries/ continents are the biggest polluters? Videos and photo images will support this visualisation.</p> <p>Pupils will also consider other ways of being good citizens of the world and think about using Fairtrade products. Create a speech to finish off the learning challenge inspired by Martin Luther King- I have a Dream...</p> <p><b>Locational knowledge</b></p> <p>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><b>Human and physical</b></p> <p>Describe and understand key aspects of physical and human geography including the distribution of natural resources including energy, food, minerals and water.</p> <p><b>Geographical skills and fieldwork</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>sustainable development, environment, issues, planet, solutions, pollution, natural resources, overpopulation, deforestation, water shortages, climate change, alternative energy, landfill, greenhouse gases, carbon dioxide, fossil fuels, wind turbines, solar farms, hydroelectric power, wave and tidal power, Fairtrade, citizen</p>
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## St George's CE Primary Hyde - Geography Progression

	<p><b>Key knowledge to be learnt:</b> Our world is facing many environmental issues such as pollution, deforestation and climate change. Some countries cause the most environmental issues, and this can be located on a map. The greenhouse effect is when gases in the Earth's atmosphere trap the Sun's heat and it is warming up the earth. We need to be using renewable sources of energy such as wind turbines, solar farms, hydroelectric power, wave and tidal power.</p> <p><b>Misconceptions:</b> We have a never-ending supply of fossil fuels Because we can't see the effects of climate change, it isn't happening.</p>	
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## St George's CE Primary Hyde - Geography Progression

<p><b>Year 5</b></p> <p><b>Autumn</b></p>	<p><b>Enquiry question: Why are biomes important to the world? (Arctic/Antarctica/Polar regions)</b>          (links back to Year 1- How is Antarctica similar and different to the UK? And Year 4- How can I be a good citizen of the world?) It also links to the later learning challenge in Year 5 on Rainforests.</p> <p><b>Content:</b>          Identify the climate zones p148 - Chris Quigley Geography Companion          Introduce the vocabulary for longitude and latitude, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and recap the Equator and identify these on a map.          Climate is the average weather expected in a place (weather is the day-to day conditions in a place).          Earth has seven zones of expected climate: polar, subpolar, temperate, tropical, sub-tropical, equatorial and sub-equatorial. Biomes are directly linked to climate zones.</p> <p>Introduce the children to what a biome is and allow them to explore the earth's biomes p148 Chris Quigley Geography Companion - there are 10 biomes.          Biomes are a way to categorise the Earth's surface. These categories are based on climate patterns, soil types and the animals and plants that inhabit an area. There are terrestrial biomes and aquatic biomes. Every part of the Earth's surface is a part of one or more biomes. There are ten biomes: tropical rainforest, temperate deciduous forest, desert, tundra, taiga, grassland, savannah, marine, freshwater and ice.</p> <p>Focus on the Polar Regions - teach the children lines of longitude and latitude. <b>Biome (ice biome) and climate (polar zone) of this area.</b>          How do human processes affect biomes? - Look at The Arctic - who lives there? Why are there no inhabitants in Antarctica? Jobs - climate? Food? Education? Land-use? Why is the biome so important? Is the biome changing? Why? Are we affecting the climates?</p> <p><b>Locational knowledge</b>          Name and locate land-use patterns          Identify the position and significance of longitude and latitude, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p>	<p>Biome, longitude, latitude, categorise, inhabit, terrestrial, aquatic, climate, conditions, affect, zones, Arctic Circle, Tropic of Cancer, Tropic of Capricorn, Antarctic Circle, Equator, permafrost, microscopic, diverse</p>
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## St George's CE Primary Hyde - Geography Progression

	<p>Understand how some aspect shave changed overtime.</p> <p><b>Human and physical</b></p> <p>Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.</p> <p>Describe and understand key aspects of human geography including types of settlement and land-use</p> <p><b>Geographical skills and fieldwork</b></p> <p>Use maps, atlases, globes and digital/ computer mapping to describe features studied</p> <p><b>Key knowledge:</b></p> <p>Identify some biomes on a map</p> <p>Identify some climate zones on a map</p> <p>Label the Greenwich Meridian</p> <p>Label the Tropics of Cancer and Capricorn</p> <p>Label the Arctic and Antarctic Circles</p> <p><b>Misconceptions:</b></p>	
<p><b>Spring</b></p>	<p><b>Enquiry question:</b> <b>Why would you visit London?</b> <u>GO TO LONDON</u></p> <p>This builds on from drawing maps in Year 1 and 2 and especially in Year 1- Where do I live? And the Great Fire of London- history and in Year 2- Transport- history.</p> <p><b>Content:</b> Before starting the LC, pupils will create a quick study about the UK in focused geographical skills lessons. They will use maps and atlases to revise where London is and identify the counties and major cities within the UK. They will look at OS maps and use the eight points of a compass and symbols to develop locational knowledge of key topographical features including mountains, hills, coasts and rivers. Perhaps create a booklet to show their new facts about the UK using the correct geographical vocabulary? Twinkl has a lot of good resources for stimulus.</p> <p>After looking at the UK, they will focus on London. Discuss location and why it is our capital city. Pupils will have an understanding of London because of the Queen and everything that has happened in the capital with the Jubilee and the death of the Queen in September 2022. Use Chris Quigley</p>	<p>All tourist attraction names, parliament, capital city, government, business, cultural, population, symbols, scale, key, 4 figure grid references, tourism</p>

## St George's CE Primary Hyde - Geography Progression

Page 48 for simple key facts.

Look at the culture of London: official language, population, landmarks and major religions. Use a map of London, Digimaps and Google Earth to identify some of the topographical features found. Identify the use of transport around the capital. POP TASKS- List the main types of transport used in London and their main advantages and disadvantages.

Create a list of the human and physical features of the location. They will notice the River Thames, Big Ben, London Eye, the Gherkin, the National Gallery, St Paul's Cathedral, Tower Bridge, Buckingham Palace, the Shard, Houses of Parliament, Westminster Abbey and Nelson's Column. Draw a sketch map of the skyline.

Why is London a popular tourist attraction? What are the advantages and disadvantages of this? Hold a class debate. Would you like to live there? Why or why not? Visit London and see the sights they have researched. On return they will be able to answer the question having evidence to support their opinions.

### Locational knowledge

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)

### Human and physical

Describe and understand key aspects of human geography- (settlements and land use) and physical geography- (rivers)

### Geographical skills and fieldwork

Use maps, atlases, globes and digital/ computer mapping to describe features studied

Use the eight points of a compass, symbols and OS map keys to build their knowledge of the UK

Use fieldwork to observe and create sketch maps.

### Key knowledge:

London is the capital city of England in the southeast of the UK

It is very diverse.

## St George's CE Primary Hyde - Geography Progression

	<p>It is the main residence of the monarchy.          The River Thames runs through London.          There are many popular tourist attractions.          There are many different ways to travel around London.</p> <p><b>Misconceptions:</b>          London is a really big place. It is not. Greater London is a big place but not the City of London.</p>	
<p><b>Summer</b></p>	<p><b>Enquiry question: Why are biomes important to the world? (Rainforests)</b>          This learning is a continuation of the biomes already learnt in Y5. It will focus on the continent of <b>South America</b>.</p> <p><b>Content:</b> Pupils will have already learnt about the biomes linked to the Arctic/Antarctica/Polar regions so they should have an understanding about what a biome is and the different types of biomes around the Earth. Pupils will revise the biomes already learnt and see which climate zone the tropical rainforest occurs. Look at Chris Quigley P149 for a quick summary and facts linked to location, physical features, human processes and diversity.</p> <p>Revise the use of maps and recap on the locational knowledge of the tropical rainforest. Revise position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere and the Tropics of Cancer and Capricorn. Pupils should recap on their place knowledge of the continents. Focus on the rainforests in South America after locating others on a map of the world too.</p> <p>Questions to consider: Where are the rainforests? What is life like in the rainforest? What does the rainforest look like? (layers) What lives in the rainforest? (vegetation belts) What does the rainforest produce? (trade) How is the rainforest being destroyed? (landuse)</p> <p>Watch clips about deforestation. How are human processes affecting the world's climate? Hold a debate linked to deforestation and create some persuasive writing to support their views. POP TASK-</p>	<p>Rainforest, biome, longitude, latitude, categorise, inhabit, terrestrial, climate, conditions, affect, zones, Tropic of Cancer, Tropic of Capricorn, Equator, diverse, equatorial, sub-equatorial, precipitation, emergence, canopy, under storey, shrub layer, forest floor, deforestation, location, diverse, tropical, hemispheres, continents, vegetation belts, trade, landuse</p>

## St George's CE Primary Hyde - Geography Progression

Describe how human processes affect biomes.

End LC by comparing different biomes they have looked at. POP TASK- Could be a written outcome comparing the Polar biome to the Tropical rainforest one? Or you could create a single bubble, double bubble showing similarities and differences?

### Locational knowledge

Name and locate land-use patterns

Understand how some aspect shave changed overtime.

Identify the position and significance of longitude and latitude, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle

### Human and physical

Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.

Describe and understand key aspects of human geography including types of settlement and land-use

### Geographical skills and fieldwork

Use maps, atlases, globes and digital/ computer mapping to describe features studied

### Place knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within South America

### Key knowledge:

Tropical Rainforests are rainforests that occur in equatorial and sub-equatorial climate zones.

They are very hot, wet places with high levels of precipitation.

There are 5 layers of the Rainforest: emergent layer, canopy, understory, shrub layer and forest floor.

The Rainforest is a very diverse place: many animals and plants live there.

We get many items of food from the Rainforest and medicines come from plants there.

Deforestation is a major world problem for the world's climate.

## St George's CE Primary Hyde - Geography Progression

	<p><b>Misconceptions:</b> Most trees are cut down for wood- wrong. It is for agricultural use mostly. We can't do anything about it because we live in the UK.</p>	
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## St George's CE Primary Hyde - Geography Progression

<p><b>Year 6</b></p> <p><b>Autumn</b></p>	<p><b>Enquiry question:</b> <i>Why would you visit Mexico?</i></p> <p>This links to Y5 South America and other places in the wider world (Spain, Arctic, UK) Pupils will revise Year 4 tectonic plate boundaries as it is positioned near the Ring of Fire. It also links Rivers and Mountains in Year 3.</p> <p><b>Content:</b> Pupils will complete an in-depth study of Mexico focusing on significant human and physical features. What is the geography of Mexico- where is it positioned in the world? Label a map of the countries in North America and the surrounding oceans. Chris Quigley P161 -168. Twinkl 'All about Mexico' PP.</p> <p>What are the geographical features of Mexico? Identify major rivers and mountains. Revise how to identify these on a topographical map of the world. Compare and contrast a topographic map to a political map. What are the advantages of using one rather than the other? When would it be useful to use both? Revise the position of Mexico and the Pacific Ring of Fire. What do they remember from Y4?</p> <p>What is the climate like in Mexico? Revise the climate zones and biomes found there (revision from Y5).</p> <p>What are the famous landmarks of Mexico? Why do people travel to see them? Name some historical landmarks but don't go into too much historical details.</p> <p>What is the culture of Mexico like (link to D&amp;T food)? What language do they speak? What is the flag like? What food do they eat? What religions are prominent? Do they have any traditions? Why do people travel there? End LC with an answer to the questions linking in all information gathered.</p> <p><i>Locational knowledge</i></p> <p>Locate the world's countries using maps to focus on North America.</p> <p>Identify the topographical features of the area.</p> <p>Identify the position and significance of longitude and latitude, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p><i>Place knowledge</i></p>	<p>Climate zones, biome, longitude, latitude, categorise, inhabit, conditions, affect, zones, Tropic of Cancer, Tropic of Capricorn, Equator, diverse, agricultural, Canada, United States, Mexico, Greenland, Hemisphere (northern and western), borders, Arctic, Pacific, Atlantic Oceans, Caribbean Sea, rivers, mountains, topographic map, culture, landmarks, tradition, tourism</p>
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## St George's CE Primary Hyde - Geography Progression

	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North America</p> <p><b>Human and physical</b></p> <p>Describe and understand key aspects of physical geography including climate zones, biomes, rivers, mountains, volcanoes and earthquakes.</p> <p>Describe and understand key aspects of human geography including types of settlement and land use and economic activity.</p> <p><b>Geographical skills and fieldwork</b></p> <p>Use maps, atlases, globes and digital/ computer mapping to describe features studied</p> <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 wider world</p> <p><b>Key knowledge:</b></p> <p>Mexico is in North America, the third largest continent.</p> <p>It is very diverse (biomes): the northern part of Mexico is a desert and Southern Mexico is a tropical rain forest.</p> <p>Its official language is Spanish.</p> <p>Can name some famous landmarks.</p> <p><b>Misconceptions:</b> It is a poor country</p>	
<p><b>Spring</b></p>	<p><b>Enquiry question:</b> <i>Where does our food come from? (trade- Fairtrade Fortnight)</i></p> <p>This links to Year 1- How is a farm different to Hyde? and Year 5 Biomes and Tropical Rainforest learning challenges. It builds on Year 4- How can I be a good citizen of the world?</p> <p><b>Content:</b> Pupils will make links between the question and Fairtrade Fortnight. Use Chris Quigley Pages 116-119 for knowledge bursts.</p> <p><b>Where does our food come from?</b> (Fairtrade link) Show children a small selection of items from a supermarket shopping basket. Where has this food all come from? Has it been grown in the UK? If not, how do we get the food? Talk backwards through the supply chain to each item's producer.</p>	<p>Trade, transport links, food mile, biomes, climate zone, 6-figure grid references, import, export, beverages, international, destination, cargo, network,</p>

## St George's CE Primary Hyde - Geography Progression

Where was the item produced? How can we find out? Which countries are the main producers for which foods? Locate this on a map of the world. Why are some countries more suitable to grow different food? (climate zone revision and link to trading) Look at the seasonality of foods.  
**How are foods transported?** POP TASK- list the pros and cons of transporting food goods.  
Introduce Prime/Greenwich Meridian and time zones. Why is this important when transporting food?  
**Food Miles: What do you think food miles are?** Explain the idea that food miles are the distance an item has travelled from where it was produced to where it was consumed, including all the miles in the supply chain process. Why should we worry about food miles? (The further an item travels, the more CO<sub>2</sub> is likely to be released into the atmosphere, contributing to climate change.) Food miles difficult to calculate accurately, but we can use the information on food labels to give us an idea of how far an item might have travelled.

### Locational knowledge

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 in the context of food miles.

### Place knowledge

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

Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts

Describe and understand key aspects of human geography 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

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features

## St George's CE Primary Hyde - Geography Progression

	<p>studied</p> <p><b>Key knowledge:</b> Explain where some of the food around the world comes from Explain what a food mile is. Give examples of the advantages and disadvantages of transporting goods. Explain why we should support Fairtrade.</p> <p><b>Misconceptions:</b> All food is available all year round Only hot countries produce food</p>	
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