Wool CE Primary School
Geography Progression

Overview:
We study geography to give pupils an understanding of the Earth's key physical and human processes and knowledge of the diversity of people, places and natural and human 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.

Aims for the National Curriculum science curriculum:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
  are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Pupils will be taught the following knowledge and skills:

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	EYFS Robins / Puffins	Y1/2 A	Y1 / 2 B	Y3/4 A	Y3/4 B	Y5/6 A	Y5/6 B
Locational Knowledge Where places are	**To know that we live in a country called England.** **To know that our school is in Wool.** To know that London is the capital of England Responds to some spatial and positional language Explores how things look from different viewpoints including things that are near of far away Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints	**Around the world:** **To know the names of, and locate, the world's seven continents on a globe**: Europe, North America, South America, Asia, Africa, Antarctica, and Australasia**.** **To know the names of, and locate, the world's five oceans on a globe**: Atlantic, Pacific, Indian, Arctic, Southern (Antarctic)**.** **To locate hot and cold areas of the world in relation to the equator and the north and south poles.** To know the names of, and locate, countries that fall into hot and cold zones of the world. **Fantastic Jurassic:** **To know that we live in the south of England** (Dorset). **To know the names of, and locate, the UK's surrounding seas:** the English Channel, the North Sea, the Irish Sea, the Atlantic Ocean. **Wool and Cape Town:** **To locate the south of England** (Dorset) **on a map of the UK.** To locate Wool on a map of Dorset and the UK. To locate South Africa on a globe/atlas. To locate Cape Town within a map of South Africa.	**Fantastic Fairy Tales:** To know that our school is in Wool. **Unique UK:** **To know the names of, and locate, the four countries of the United Kingdom on a simple outline map, atlas and globe.** **To know the name of, and locate on a simple map, the four capital cities of England, Wales, Scotland and Northern Ireland** **Brownsea Island:** To know that Brownsea Island is off the coast of Dorset. To locate St. Lucia on a globe/atlas.	**Rainforests:** **To locate Brazil, Colombia, Peru and other South American countries on a globe/atlas – and their capital cities.** To locate the Amazon rainforest within a map of South America. **To identify the position of the Equator, Tropic of Cancer and Tropic of Capricorn.** **Wool and Wareham:** **To know the names of, and locate, Germany, Ukraine, Poland, Sweden, Norway, Finland and other countries within Europe – and their capital cities.** (History link) **To know the names of, and locate, the main counties around Dorset: Hampshire, Somerset, Wiltshire, Devon** **To know the names of, and locate, some of the main towns in Dorset: Bournemouth, Poole, Weymouth, Dorchester, and Christchurch.** To locate Wareham on a map of Dorset and the UK. Taught in History (Year B – Ancient Egypt): **To know the names of, and locate, Egypt and other countries within Africa.**	**Mountains:** **To know the names of, and locate, Greece, France, Italy, Spain.** **To know the capital cities of Greece, France, Italy, Spain and Egypt.** **To know the names of, and locate, the two highest mountains in the world: Everest, K2.** **To know the names of, and locate, two UK mountains: Ben Nevis, Snowdon.** To know the names of, and locate, mountains within Europe: The Alps, Atlas Mountains, Mount Olympus. **Volcanoes:** To know the names of, and locate, volcanoes around the world: Mount Vesuvius, Etna, Mount Fiji, Ring of Fire, (Iceland). **Rivers:** **To know the names of, and locate, the Nile and Amazon and compare with rivers in the UK**: River Frome, River Thames.	**Trade Links and Newfoundland:** **To know the names of, and locate, Russia, Canada, China – and their capital cities.** To locate Newfoundland within a map of Canada. **To identify the position of the Greenwich/Prime Meridian.** **Voyage of Discovery:** To identify the five major types of biomes on a world map. *History Link (YA – WW2):* **To know the names of, and locate, Denmark, Belgium, Netherlands, Switzerland, Austria, Portugal and other countries within Europe – and their capital cities.**	**Extreme Earth:** **To know the names of, and locate, world deserts: Sahara, Gobi, Antarctic and Arctic.** **To identify the position of the Northern and Southern Hemispheres on a globe.** To know the names of, and locate, four countries from each of the southern and northern hemispheres. **To know the names of, and locate, Japan, India, Australia, New Zealand, Ethiopia, Somalia, Turkey, Argentina, Peru – and their capital cities.** To know the names of, and locate, three countries where tsunamis and earthquakes occur. To know the name of, and locate, a country which experiences severe flooding. To know the name of, and locate, a country which experiences severe wild fires. To know the name of, and locate, a country which experiences drought. To know the name of, and locate, a country which experiences tornadoes. **Fantastic Jurassic:** **To know the names of, and locate, Birmingham, Manchester, Liverpool, Newcastle, Swansea, Glasgow, Southampton, Bristol, North Yorkshire, Kent, Cornwall within a map of the UK.** To locate the whole of the Jurassic Coast on a map of the UK. To locate Swanage on a map of Dorset and the UK. *History Link (Year B – Mayans):*

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							To locate Central America, on a world map.

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	EYFS Robins / Puffins	Y1/2 A	Y 1/2 B	Y3/4 A	Y3/4 B	Y5/6 A	Y5/6 B
Place Knowledge What we need to know about the places we are studying	To talk about home experiences of holidays in UK and abroad To explore, compare, contrast, observe, draw and discuss animals native to Africa, UK and Polar regions through the use of stories e.g. going on a bear/lion hunt, one day on our blue planet in the savannah/rain forest. To name the Polar Regions and features of these environments e.g. penguins live in Antarctica, Antarctica is an island covered in ice, the Artic is made of ice. **To know similarities and differences Between hot and cold environments** Enjoys playing with small world reconstructions, choosing what to investigate and building on first-hand experiences, eg visiting farms, garages, train tracks, walking by river or lake Talks about the features of their own immediate environment and how environments might vary from one another Knows about similarities and differences in relation to places, objects, materials and living things	**Around the world:** **To know that the world is separated up into countries of different sizes.** **To know that each country has a border.** **To know that countries are in groups that together form seven continents** *(although Russia is an exception to this, as it sits within two continents: Asia and Europe).* **To know that the UK is part of Europe.** To know that the temperature in areas around the equator is hotter than the temperature in areas around the north and south poles. **Fantastic Jurassic:** To know that the Jurassic Coast stretches across part of the south of England. **To understand that countries can be divided up into sections using compass directions,** *e.g. North, South, East and West.* **Wool and Cape Town:** To know that England is made up of villages, towns and cities and that Wareham, Poole and Bournemouth (e.g. the 'local' area) are both towns, located in the South of England (Dorset). To know that Wool is a village. To know that South Africa is a country within the continent of Africa. To know that Cape Town is the capital city of South Africa.	**Unique UK:** **To know that England, Scotland and Wales together make Great Britain**, which is an example of an island. **To know that each country within the UK has its own border, capital city and distinct physical and human characteristics.** **To know the capital cities of the UK**: England - London, Scotland - Edinburgh, Wales - Cardiff and Northern Ireland – Belfast. To know that some countries' borders are created by the sea /ocean (a natural border). **Brownsea Island:** **To know that a land mass surrounded by water is an island.** To know that St. Lucia is an island in the Caribbean.	**Rainforests:** **To know that the equator divides the Earth into the north and south.** **To know that the Tropic of Cancer is significant because it is the northernmost point where the sun's rays are directly overhead.** **To know that the Tropic of Capricorn is significant because it is the southernmost point where the sun's rays are directly overhead.** **To know that the Amazon Rainforest is the world's largest rainforest and that it is one of the most diverse ecosystems in the world.** **Wool and Wareham:** **To know that there are 27 counties in the UK.** To know that Dorset is bordered by the English Channel (south) and the counties of Devon (west), Hampshire (east), and Somerset and Wiltshire (both north). **To know that Dorset does not have any cities.** To know that Dorchester is the county town of Dorset. **To know that Bournemouth, Poole, Weymouth and Christchurch are best known for being coastal towns.**	**Mountains:** **To know that Mount Everest is a peak in the Himalaya mountain range; that it is considered the tallest point on Earth** (8,849 metres tall). **To know that the highest mountain in the UK is Ben Nevis** (1,345 metres tall) and that The Alps is the highest and longest mountain range that is located entirely in Europe (spreads across 8 countries). To know that Mount Olympus is the highest point in Greece. **Volcanoes:** **To know that most volcanoes are found along a belt called the Ring of Fire**, that encircles the Pacific Ocean. To know that Indonesia has the highest number of active volcanoes in the world. **Rivers:** To know that the Nile and the Amazon are the two longest rivers in the world. To know that the River Nile flows from South to North, with the mouth of the river flowing in to the Mediterranean Sea. To know that the River Thames is one of the longest rivers in the UK.	**Trade Links and Newfoundland:** To know the capital city and borders of Canada. To know that Newfoundland is on the most eastern border of Canada. To know that Newfoundland lies at similar latitudes to Great Britain. **To know that hemisphere means 'half a sphere'.** **To know that the Northern Hemisphere has more land area than the Southern Hemisphere, the majority of the Earth's population and the largest cities in the world.** **To know that the prime meridian is the imaginary line that divides Earth into two equal parts: the Eastern Hemisphere and the Western Hemisphere.** **To know that the Greenwich/Prime Meridian is used as the basis for the world's time zones.** To understand that daylight hours in the polar regions are different to those of the rest of the world. **Voyage of Discovery** **To know that there are five major types of biomes**: aquatic, grassland, forest, desert, and tundra. To know that the Arctic and Antarctic deserts are tundra. To know that a biome can contain many different habitats. To understand that a country / continent can contain more than one biome. To know that the Sahara desert is the world's largest hot desert. To understand that a vegetation belt is all of the plant life within a certain area.	**Extreme Earth:** **To know that the lines of latitude and longitude are significant because they help locate where a place is in the world.** **To know that the equator is the line with 0° latitude.** **To know that the largest numbers of earthquakes and tsunamis occur along 'The Ring of Fire' belt.** To know that India and Bangladesh are flood prone areas due to the monsoon season, which causes heavy rainfall. To know that countries on the equator are more prone to drought. To know that the USA has the most tornadoes of any country due to its location in the world. **Fantastic Jurassic:** **To know that each country has its own border(s), capital city and distinct physical and human characteristics.** To know that there are currently 70 cities in the UK: 52 in England, 7 in Scotland, 6 in Wales, 5 in Northern Ireland. **To know that the United Kingdom is recognised as a single country.** **To know that the capital of the United Kingdom is London.** *History Link (Year B – Mayans):* **To know that there are seven countries within Central America.** - To know that Central America is a land bridge connecting North and South America.

						To know that the four main types of forest in the world are rainforest, temperate, boreal and coniferous.	

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	EYFS Robins / Puffins	Y1/2 A	Y 1/2 B	Y3/4 A	Y3/4 B	Y5/6 A	Y5/6 B
Physical Geography (including weather)	To understand the effect of changing seasons on the natural world around them To describe what they see, hear and feel whilst outside To explore the natural world around them To explore the features of Earth during dinosaur times, e.g. How did the environment differ to now? (Ice age, no houses, no people) **To name features of a seaside town,** e.g. sea, beach, coast, cliff, pier. Enjoys playing with small world reconstructions, choosing what to investigate and building on first-hand experiences, eg visiting farms, garages, train tracks, walking by river or lake Use a variety of questions (eg what, where who) Talks about the features of their own immediate environment and how environments might vary from one another Enjoy making simple maps of familiar and imaginative environments, with landmarks	**<u>Around the world:</u>** To know that the South of England is warmer in summer and colder in winter. **To know that the North Pole and South Pole are cold all year round.** To explain some simple patterns related to physical processes, *e.g. it gets colder at night when dark, or warmer in the summer when there is more sun.* **<u>Fantastic Jurassic:</u>** To understand that the different types of rock on the Jurassic Coast have shaped the way that it looks today, *e.g. Durdle Door, Lulworth Cove, Portland, Chesil Beach.* **To understand that the Jurassic Coast is rich with fossils, which can tell us about the past.** **<u>Wool and Cape Town:</u>** **To know that Wool is a village surrounded by fields and farmland.** To know that Dorset is a flat part of England. To compare similarities and differences between England and South Africa *(landscape, climate, vegetation, landscape, forest).* To know that in Cape Town it is warmest during our winter and coldest in our summer. To know that Cape Town has a Mediterranean climate. To know that Cape Town is built around parts of Table Mountain, as well as lakes, farmland and coast.	**<u>Fantastic Fairytales:</u>** **To know that all places have distinct characteristics that make them similar and different from other places.** To know that the weather in the UK can change daily, but that there are patterns of weather which are linked to our seasons (*e.g. longer shorter days, temperature, rain, sun*). **To understand that symbols can be used to describe the weather.** To know that rainfall is distributed fairly evenly throughout the year, in the UK. To know that the south and east of the UK are drier and the north and west are wetter. **To know that the weather in different countries is influenced by its position in the world** (in relation to the equator). **<u>Unique UK:</u>** **To understand and describe some of the physical characteristics of each of the four countries of the UK.** **<u>Brownsea Island:</u>** **To know that Poole has a natural harbour, sandy beaches and small cliffs, near the town.** To know that Brownsea Island has areas of woodland, heath, marsh, beach and a small harbour. -To know that Brownsea Island is mainly flat. -To know that the northern half of Brownsea Island is a nature reserve. To know that St. Lucia has mountains, rainforest, sandy beaches, coral reefs and a large harbour.	**<u>Rainforests:</u>** To know the key features of a tropical rainforest are very high rainfall, high temperatures, nutrient-poor soil and high levels of biodiversity. **To know that the key aspects of a rainforest climate are that it is very hot, humid and wet.** To know that there are no seasons in tropical rainforests because the weather is consistent all year round. To know the layers of a rainforest: emergent, upper canopy, understory, forest floor. **To know that South America can be divided into three physical regions:** mountains and highlands, river basins and coastal plains. - To know that mountains and coastal plains generally run in a north-south direction, in South America. - To know that highlands and river basins generally run in an east-west direction, in South America. - To know that the Amazon River is the life force of the Amazon rain forest. **<u>Wool and Wareham:</u>** To know that Wareham is built on a low dry island between marshy river plains. To know that Wareham has an established forest to the north. *<u>Taught through History (YB - Ancient Greeks):</u>* To know that Greece has a large mainland, two smaller peninsulas and thousands of islands. To know that Greece's landscape has rugged mountains, forests, and lakes.	**<u>Mountains:</u>** **To know that mountains are elevations on the Earth's surface** *(usually more than 600m high).* **To know that mountains can be created in two ways:** tectonic plates of the earth moving together; mass erosion. To know that a mountain range is a series of mountains connected. **To know the main features of a mountain landscape** (*peak, ridge, moors, rock outcrops, hills, valleys, steep slope, lowland, stream/river).* To know that the temperature on mountains becomes colder the higher the altitude gets, and that the climate is wetter than on the surrounding flat land. To know that Mount Everest still has snow on it in summer, but Ben Nevis does not. **<u>Volcanoes:</u>** **To understand that the earth is made up of four different layers: crust, mantle, outer core, inner core.** To know that volcanic eruptions are caused by a release of pressure, which cause hot gas and magma *(molten rock)* to erupt from the Earth's core. **To know that the Earth's crust is made up of** *(7 major)* **tectonic plates that can move.** **To know that volcanoes are created when tectonic plates move and a weak spot** (fault) **is created.** To understand that soil becomes more fertile after a volcanic eruption has occurred. To know the names of the different parts of a volcano *(magma chamber, main vent, side vent, crater, lava flows).*	**<u>Trade Links and Newfoundland:</u>** **To explain the key similarities and differences in the physical geography of Poole** (a coastal region of the UK) **and Newfoundland,** Canada**.** - To know that Poole is a large coastal town, with a harbour and heathland to the north. -To know that Poole Harbour is the largest natural harbour in Europe. -To know that the River Frome runs through Poole and exits the estuary in to Poole Harbour. -To know that Poole Harbour contains several small islands. -To know that tectonic plates have formed much of the geology of Newfoundland. -To know that Newfoundland has major bays, peninsulas, river systems, lakes and mountain ranges. - To know that there are many islands off the coast of Newfoundland. - To know that Newfoundland and Poole have temperate climates. -To know that, during the first half of each year, the waters off Newfoundland may become covered with pack ice *(frozen seawater).* **<u>Voyage of Discovery</u>** To know that a climate zone is an area of the world that has its own distinct climate. To know that because the Northern hemisphere has more land and less water, its overall climate tends to be cooler than the climate of the Southern hemisphere. To understand that climate zones affect biomes. <u>Deserts:</u> **To know that an arid climate is a dry climate**, *e.g. desert.* To know that the Gobi desert is surrounded by mountain ranges, its land is mostly rocky plains with some hills. -To know that mountain ranges shield the Gobi desert from rain-carrying clouds.	**<u>Extreme Earth:</u>** **To know that earthquakes are created when tectonic plates move together.** To know that tsunamis are a series of long waves that usually occur because of an earthquake below the ocean floor. To know that countries that are on plate boundaries are more susceptible to earthquakes and, therefore, tsunamis. **To understand the impact of earthquakes and tsunamis on the environment, settlements and land use**, *e.g. landslides, destruction, pollution, fatality.* To know that the northern India is prone to flooding due to the mountainous landscape, rivers and plains. To know that northern India recognises six seasons: autumn, winter, spring, summer, cool, rainy. To know that northern India is one of the most climatically diverse regions on Earth. To know that areas of Australia with large grassland and dry forests are prone to wildfires. **<u>Fantastic Jurassic:</u>** **To understand that the sun is responsible for all types of weather across the world**, due to how it heats the Earth unequally, *e.g. warm fronts and cold fronts causing storms, hurricanes etc.* **To know that climate change is a scientifically observable phenomena caused by human behaviours.** - To know that global warming has caused the ice caps to begin to melt, sea levels to rise and habitats to be destroyed.

					To understand the difference between active, dormant and extinct volcanoes. **<u>Rivers:</u>** **To know that without the River Nile most of Egypt would be desert.** To understand that the water can shape the landscape of an area, *e.g. erosion, longshore drift, depositing sediment.* To understand that there are things that can be done to slow down the process of erosion. **To know that all rivers have a mouth, a source and flow to the sea.** **To know that a cycle is a process that is endlessly repeated.** To know the main features of a water cycle (*evaporation, condensation, transpiration, precipitation, sea/river, surface run-off).* To know that reservoirs store water for use in nearby cities.	To know that summer in the Gobi is very hot and winter is cold and harsh. To know that the Gobi desert is home to sparse vegetation but a range of animals. **To know that there are different weather patterns within a continent.** **To know that there are climate zones across the world**: -To know that **polar** climates have countries sitting within the Arctic/Antarctic circles. -To know that **tropical** climates have countries that sit in between the Tropics of Cancer and Capricorn. -To know that **temperate** climates have all other countries. -To know that climate zones are defined by average temperatures and precipitation. - To know that lines can be drawn on maps of the world that depict these climate zones. To know that the climate of the UK is temperate.	- To know that weather is becoming more extreme because of climate change. **To understand some of the natural processes that affect the Jurassic coast.** - To know that the three coastal processes are erosion, deposition and transportation, and some examples of each. -To know that the Purbecks has a ridge made of chalk.
Human Geography	To recognise some environments that are different to the one in which they live. Enjoys playing with small world reconstructions, choosing what to investigate and building on first-hand experiences, eg visiting farms, garages, train tracks, walking by river or lake Talks about the features of their own immediate environment and how environments might vary from one another Enjoy making simple maps of familiar and imaginative environments, with landmarks	**<u>Around the world:</u>** To know that in the Arctic roads, buildings and airports are built on frozen ground. - To know that there are limited resources for people who live in the Arctic. - To understand that modern and traditional ways of life clash in the Arctic. To know that Antarctica is the only continent with no humans living permanently. **<u>Fantastic Jurassic:</u>** To understand that coasts and seaside locations are changed by humans, *e.g. buildings, carparks, playgrounds.* **<u>Wool and Cape Town:</u>** To understand that the characteristics of a place can change over time.	**<u>Unique UK:</u>** **To understand and describe some of the human characteristics of each of the four countries of the UK.** *- England: Big Ben, Houses of Parliament, Buckingham Palace, Angel of the North, Wembley Stadium, M25/M6, Stone Henge, Eden Project, Hadrian's Wall* *- Wales: Cardiff Castle, Snowdon Mountain Railway, Elan Valley dams and reservoirs* *- Scotland: Edinburgh Castle, Forth Bridge, National Gallery, Glenfinnan Viaduct* *- Northern Ireland: Titanic Museum, Dunluce Castle, Belfast City Hall* **<u>Brownsea Island:</u>** To understand that public access is limited in some areas of Brownsea Island to protect wildlife. To know that there are a small community of people who live on Brownsea Island all year round. **To understand that St. Lucia's landscape is what attracts tourists to the island.**	**<u>Rainforests:</u>** To know that tourism within the Amazon Rainforest is increasing as it becomes more affordable. To understand that tourism is having a negative impact on the Amazon Rainforest. **To know that deforestation is the clearing or cutting down of forests.** To know reasons for deforestation: logging, agriculture, cattle ranching, mining, oil extraction, dam building. To know that indigenous cultures are still present in South America, but that numbers are diminishing. **<u>Wool and Wareham:</u>** To know that some human features are distinct to each county/area. **To know that a settlement is a place where people establish a community.**	**<u>Mountains:</u>** To know how mountain land is typically used: tourism, farming, water conservation, forestry. **To explain how tourism has an impact on mountain ranges**, *e.g. economic activity, vegetation clearing, removal of habitats, altering landscapes and water flow, pollution, wildlife relocation.* **<u>Volcanoes:</u>** To know some of the advantages and disadvantages of living near a volcano. To understand that some volcanic eruptions can cause global impact. **<u>Rivers:</u>** **To understand why most large towns and cities are located by a river.**	**<u>Trade Links and Newfoundland:</u>** **To know that people choose to live where they do for different reasons.** - To know that trade is a factor for where people choose to live and set up businesses. - To know that depending on where you live trade can be easier or more difficult. To understand that UK cities are constantly evolving due to population, trade, economic activity and other factors. **To explain the key similarities and differences in the human geography of Poole and Newfoundland** *(location, language, currency, food, population size, predominant settlement type and land uses in the region).* To know that Poole is a tourist resort. To know that Poole has passenger ferry services connecting it to France and other countries.	**<u>Extreme Earth:</u>** **To understand that every place has push and pull factors.** - To know that there are push and pull factors associated with living in regions that are susceptible to volcanic eruptions and earthquakes - To know that some people choose to migrate because of the pull factors of a new place or the push factor of their current place. - To know that the push and pull factors of a place may include: imports, exports, employment, climate, natural resources, key human and physical features. **To know that humans have developed warnings for tectonic activity is detected.** To know that drought occurs due to both natural and manmade causes, such as population pressure, deforestation, over farming. To know that earthquakes can cause homes to be destroyed, transport and communication links to be

		To know that people often live where they were born. To know that a village is a small settlement (houses and buildings) in a country (rural) area. **To know that a town has many houses, roads, people, offices and shops.** To know that a city is usually bigger, busier and more developed than a town. To know that there are similarities and differences between the human features of a town (Poole) and those of a local village (Wool). **To understand the main differences between a small area of the UK** (Wool/Poole) **and that of a place in a non-European country** (Cape Town)*: houses, roads, shops, leisure, schools and daily life.* **To understand that both Cape Town and Poole make money from tourists.**	-To know that St. Lucia is home to many religions, cultures and languages. To know that St. Lucia relies on growing fruit (*such as bananas and mangoes)* to sell. To know that some changes to a place are due to natural processes and some are man-made *e.g. contrasting harbours.*	- To understand that settlements have been built throughout different times in history. **To know what features and resources are important to any successful settlement site,** *e.g. natural resources including energy, food and water; potential for trade links; potential for different uses of the land; climate; biomes and vegetation; rivers and hills/mountains*.	To know some of the ways that rivers are used by humans, *e.g. energy, transportation, leisure, fishing.*	To know that Poole lies at the centre of a green belt region (to prevent towns from spreading). To know that about half of Newfoundland's economy is based on its abundant natural resources: petrol, minerals, forestry and fish. **<u>Voyage of Discovery</u>** To know that the Gobi desert attracts tourists who want to experience its beauty. To know that the Gobi desert is growing (desertification) because of human activity such as overgrazing, deforestation and the reduction of water sources. To understand that China wants to slow down the growth of the Gobi Desert (*one idea is to plant a ring of forest area known as the 'Green Wall of China'*).	disrupted, water pipes to burst and water supplies to be contaminated. To know that the way homes are built has been adapted, in some countries, so that they can withstand earthquakes. To know that tsunamis and tornadoes can destroy homes, change landscapes, hurt economies, spread disease and kill people. **To understand that the effects of flooding in India have been made worse due to human activity**, such as building, urbanisation, river manipulation, construction of bridges and reservoirs, agricultural practices, deforestation, land use changes. **<u>Fantastic Jurassic:</u>** To understand the impact that human activity is having on the Jurassic coast, *e.g. erosion, environmental quality, litter, fires, species disturbance.*
Sustainability	To understand that it is good to help look after our planet. Looks closely at similarities, differences, patterns and change in nature	**<u>Around the world:</u>** To know that ice caps are melting because of climate change caused by humans.	**<u>Unique UK:</u>** **To know that some human behaviours are having a negative impact on the world.** To know that choosing to use less plastic is the first step in addressing negative impacts, *e.g. reduce, reuse and recycle.* To know that the oceans are polluted with plastic from humans and that this is affecting animal life. **To know that food comes from different places around the world and that the distribution of this has environmental impact.**	**<u>Rainforests:</u>** **To know that we need the rainforests to survive, but that humans are cutting them down for wood and farmland.** To understand that there are choices that humans can make to reduce the impact of deforestation. To understand that humans make choices that may lead to destruction of natural resources because of economic activity.	**<u>Rivers:</u>** **To understand the impact that the production of non-renewable forms of energy has on the planet.** - To know that it is important to conserve water and energy supplies. To know that human damage to a habitat affects animal life but that conservation efforts can reduce the impact of human behaviours. To understand that there is an uneven distribution of water on Earth, and the effects that this has on life.	**<u>Trade Links and Newfoundland:</u>** **To know that burning fossil fuels creates carbon dioxide which causes climate change.** To know that most forms of transportation still use fossil fuels and therefore contribute towards climate change *(especially air travel).* To understand that there are more sustainable solutions for energy production, *e.g. wind farms, water turbines, solar panels.*	**<u>Fantastic Jurassic:</u>** **To know that the world's resources are not evenly distributed between different countries.** To know that current human behaviours are not sustainable. To know that individuals can influence the behaviour of others. To understand that climate change increases drought severity, frequency, duration and spatial extent.

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	EYFS Robins / Puffins	Y1	Y2	Y3	Y4	Y5	Y6
Fieldwork Skills	To look at where we live and describe features we see on the way to school. To explore the school grounds and look at features of our school environment Can talk about some of the things they have observed such as plants, animals, natural and found objects Looks closely at similarities, differences, patterns and changes in nature Explains why some things occur, and talks about changes	To identify key features within known locations and places visited, *e.g. school grounds and Brownsea Island.* **To identify seasonal and daily weather patterns in the UK.** To observe changes across the four seasons in the UK. **To measure simple human geographical patterns,** *e.g. number of trees, how our class get to school.* To answer simple questions about straightforward geographical patterns, *e.g. what are the busiest parts of the playground? What is the most frequent method of getting to school?*	To ask questions to a range of people. To make simple measurements in the locality, *e.g. counting traffic at different times, measuring rainfall and comparing seasonal rainfall.* To organise simple data from fieldwork and second hand sources, *e.g. using tables and descriptions.* **To measure and explain simple patterns to do with human activities,** *e.g. suggest why tourists go to Cape Town, suggest why the flow of traffic outside school changes at different times.*	To ask geographical questions about places and environments and express opinions. To record, present and interpret data, e.g. measure using standard units, record using a tally and bar chart. To observe and record changes to landscape (e.g. erosion on a river) using camera, video or audio. **To use a simple database to present findings from fieldwork.** To analyse data, which they have collected from first hand observations and experiences, identifying any patterns.	**To ask and answer questions about places and environments**, to aid investigations and express different opinions in relation to issues. To identify and describe the benefits and limitations of data collection methods. To present data and findings using maps, graphs and digital technology. **To reach a simply explained conclusion to a fieldwork question or prediction.**	To ask questions to carry out an investigation and express the opinions from a range of points of view. To use a camera and locate annotated photographs on a map. **To independently present data and findings using maps, graphs and digital technology to show a conclusion that is supported with evidence.**	To make notes, when asking questions, to express own opinions and recognise why others may have different points of view. **To justify and evaluate data collection methods.**
Using Maps	**To look at maps of Wareham / Corfe / Swanage (paper and Google) explore and discuss the features found ~~on local maps~~** To use atlases to discover places e.g. polar regions and the equator **To know on a map that the blue represents the water and green represents the land** To know that where the land meets the sea is called the coast Begins to follow familiar daily routines with reminders	To know that simple maps and globes can be used to identify the UK and its countries. **To know that the features of an area can be represented as a map.** **To know that maps help the user to know where to locate features of the area.** **To know how to follow a simple picture map.** **To know how to use a simple picture map and globe.** To use directional language to explain a route, *e.g. a route around the school.*	**To know that maps, globes and atlases can be used to locate counties, countries, continents and oceans across the world.** To know that maps, globes and atlases can be used to identify human and physical features**.** **To know that there are symbols on a map which represent key features.** - To know that symbols on a map are called a key. **To know the four points of a compass: North, South, East and West.** **To locate landmarks, human and physical features on aerial photographs.**	**To know that aerial photos and plan perspectives can be used to identify geographical regions and key topographical features.** **To know how to use two-figure grid references.** To understand that basic map symbols have specific meanings. **To know that map websites, on the internet, can be used.** **To know how to use junior atlases.**	**To know how to use four-figure grid references.** To know that each country has a geographic co-ordinate that is generated through its position on the globe. **To know how to follow a route on a large scale map.** **To compare Ordnance Survey maps and aerial/oblique photos.** To know that maps use scale factors to accurately represent the distance between two places. **To know that there are eight points of a compass: North, North-East (NE), East, South-East (SE), South, South-West (SW), West and North, North-West (NW).**	**To know how to use Ordnance Survey map symbols.** - To know that symbols and keys on Ordnance Survey maps can be used to build a knowledge of the United Kingdom, in the past and present. **To know how to use medium scale Ordnance Survey maps.** **To describe a route on an Ordnance Survey map.** To know that a thematic map is a map that focuses on one main theme and uses colours or pictures to show how different places relate to each other.	**To know how to use six-figure grid references for latitude and longitude.** **To understand that the flattened globe can be recognised as a world map.** **To know that maps help to show patterns, cause and effect, relationships and connections.**

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Drawing Maps	To create a 2D/3D map *e.g. link to story Little Red Riding hood going to Grandma's house or small world models* May enjoy making simple maps of familiar and imaginative environments, with landmarks	**To know that objects can be drawn around to make a plan view.** To know that maps can be drawn to show an imaginary place, as well as real places. To know that my own symbols can be made to show features on a map.	**To know that we look down on objects to make a plan view.** **To know how to draw a map of a real place.** **To know that agreed symbols should be used to make a key.** To sketch simple maps.	**To know how to make a map of a short route.** **To know that there are standard symbols that are used in a key.** To draw a simple map of a familiar short route using Ordnance Survey symbols.	**To know how to make a scale drawing.** To draw an accurate map of a short route using a key and a scale.	**To know how to create a simple thematic map.** To draw a sketch map using Ordnance Survey symbols and a key	**To know that a style of thematic map can be chosen to show data.** To draw a variety of maps, sketches and plans with accurate symbols, keys and scale.
Vocabulary	up, down, forwards, backwards, near, far, close to, next to maps, globe, places, locations, playground, houses, buildings, park, shops, bus stop, church, school, home, build, construct hot, cold	country, capital city, border, island Great Britain, United Kingdom, England, Ireland, Scotland, Wales, London, Edinburgh, Cardiff, Belfast, English Channel, North Sea, Irish Sea locality, beach, cliff, harbour, port, town, village, sea, features, human, physical weather, season: weather (sunny, rainy, windy, snowy etc.), seasons (Winter, Autumn, Spring, Summer), time (sun, sunrise, sunset, day length) recycle, reuse, reduce	compass, direction, North, South, East, West, compass point continent, ocean, Pacific, Indian, Atlantic, Southern, Arctic Ocean. Asia, Africa, Europe, North America, South America, Oceania/Australasia, Antarctica aerial view, local area, environment, key, lake, man-made, marsh, natural, photograph, river, city equator, North pole, South pole, icebergs, ice, climate, temperature, explorer, Arctic, desert	border temperature, precipitation, source, bank, bed, canal, current, confluence, downstream, erosion, estuary, floodplain, mouth, meander, fresh water, salt water, stream, tributary, watershed magma, volcano, dormant, active, core, mantle, pumice, lava, eruption, extinct, crust, ash, earth quake, tectonic plate, tsunami, flood, tornado, fault lines, formed top soil, clay, sand, durability, subsoil, base rock, organic matter conservation, conserve	region, location climate zone, polar, tropical, temperate, rainforest, Amazon, Equator, tropics of cancer/Capricorn, rainfall, Brazil, tropical, forest floor, emergent layer, understory, canopy, deforestation, endangered natural, manmade, biome, landscape, natural resources	hemisphere, southern hemisphere, northern hemisphere, prime/ Greenwich meridian, time zones, climate zones, biomes, vegetation belts renewable, non-renewable energy sustainable, sustainability	north east, north west, south east, south west, co-ordinate, longitude, latitude The British Isles, The United Kingdom of Great Britain and Northern Ireland, border dispute, population rocks, fossil, permeable, fossils, arch, coast, backwash, bay, beach, cave, cliff, coastline, corrosion, current, deposition, groyne, headland, stack, stump, spit, erosion, dune, weathering, waves

Substantive concepts to track through school: migration, settlement, distribution, distance, trade, disaster, sustainability, interconnection

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Unit overview: what and when

	EYFS	Y1 / 2		Y3 / 4		Y5 / 6	
		A	B	A	B	A	B
Autumn 1	**Marvellous Me**	**Wool & Cape Town** Contrast Wool and Cape Town Simple maps and keys		**Rainforests** South America: Amazon rainforest Equator and tropics		**Trade Links** Comparing UK (Poole) and North America (Newfoundland): John Cabot (trade links)	**Extreme Earth** Latitude and longitude, time zones Tsunami & earthquakes - Japan Flooding – India Fire – Australia Drought - Ethiopia/Somalia Tornadoes – UK / USA
Autumn 2	**Amazing Animals**	**Around the world** World's continents and oceans Equator, North and South Poles Locate hot and cold areas in the world	**Fantastic Fairy Tales** Seasons and Weather Locational and directional language Study of the school and grounds – maps				
Spring 1	**People Who Help Us**				**Mountains** Comparative study UK: Snowdon, Ben Nevis World: Everest, Atlas Europe: European Alps		
Spring 2	**Dinosaurs**		**Unique UK** Countries of the UK Capital cities of UK– local aerial views of land Comparing food production around the world. Fairtrade		**Volcanoes** Locational and place knowledge, human and physical geography	**Voyage of Discovery** Compare Shackleton & Felicity Aston Gobi Desert (China) / Tundra (Arctic and Antarctic Circles) Hemisphere and biomes	
Summer 1	**Out in the Garden**	**Fantastic Jurassic** Local study: Jurassic coast (fieldwork and map skills) UK's surrounding seas Compass directions			**Rivers** River Frome – map skills and fieldwork Compare to rivers around the world Water Cycle		**The Purbeck Coast** Compass points 6 figure grid references Ordnance Survey maps Coastal processes
Summer 2	**At the Seaside**		**Brownsea Island** Compare Brownsea Island and St. Lucia (Poole Harbour) Aerial photographs	**Wool and Wareham** Wool & Wareham – economic activity & natural resources			