

Hudson Road Primary School
Geography
Progression of Knowledge, Vocabulary and Skills Document



	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Unit of Study One</u>	The Make-up of Britain	Mapping our Local Area	Our World	Mountains	Brazil and the Rainforest	Brazil - City Study and Trade <i>UK and South America Comparison</i>
<u>Unit of Study Two</u>	Looking After our World	London and Sunderland - <i>A City Comparison</i>	Rivers	Mapping the Wider World	Locating Places in the UK	Sunderland and the Lake District - <i>UK comparison (Urban and Rural Area)</i>
<u>Unit of Study Three</u>	Hot and Cold Places	Bangladesh - <i>UK and Non-European Comparison</i>	Volcanoes and Earthquakes	Greece - <i>UK and European Country Comparison</i>	Our Natural World	Renewable and Non-Renewable Energy

Local and National Geography

	Year 1 The Make-up of Britain	Year 2 Mapping our Local Area
Substantive Knowledge	<ul style="list-style-type: none"> -Name and locate the four countries of the UK. -Identify seasonal and daily weather patterns in the United Kingdom 	<ul style="list-style-type: none"> - Locate Sunderland the River Wear on a map of the United Kingdom and local maps -Identify key features of both human and physical Geography in the local area (fieldwork opportunity) - identify the different uses of building e.g. residential housing, shopping centres, transport links, schools and hospitals -To identify key physical features such as rivers, valleys and coast. - To identify key human features such as office, harbour, port and factory.
Disciplinary Knowledge (Think like a Geographer)	<ul style="list-style-type: none"> - Use world maps, atlases and globes to identify the UK. 	<ul style="list-style-type: none"> -Devise a simple map and use and construct basic symbols in a key -To use map symbols to represent key features of the locality - Use simple fieldwork and observational skills to study the geography of the local area, including key human and physical geography features - Create field sketches
Vocabulary	Country Map Globe Island United Kingdom England Scotland Wales Northern Ireland North Sea Irish Sea English Channel Spring Summer Autumn Winter Season Weather	Local Key Plot River Valley Coast Cliff Office Harbour Port Factory

Specific Geography

	Year 1 Looking After our World	Year 2 London and Sunderland Comparison
Substantive Knowledge	<ul style="list-style-type: none"> -Identify key features of both human and physical geography in towns, cities and villages -Begin to explain the impact people can have on the natural landscape -Describe several ways in which people can protect the natural world (fieldwork opportunity) 	<ul style="list-style-type: none"> -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and their surrounding seas. -Recognise and name key landmarks of the city of London -Suggest differences and similarities between London and Sunderland
Disciplinary Knowledge (Think like a Geographer)	<ul style="list-style-type: none"> - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	<ul style="list-style-type: none"> -Use simple compass directions and locational and directional language to describe the location of features and routes on a map. -Use simple fieldwork and observational skills to study the geography of the local area, including key human and physical geography features - Use aerial photographs and plan perspectives to recognise landmarks.
Vocabulary	City Town Village Human Physical Beach Sea Forest Hill Mountain Farm House Shop Environment Recycle Reuse	London Edinburgh Cardiff Belfast Capital City Aerial view Key Near/Far Symbols Direction Position Route Journey Landmark Compass North East South West

Specific Geography		
	Year 1 Hot and Cold Places	Year 2 Bangladesh
Substantive Knowledge	<ul style="list-style-type: none"> -Name and locate the world's seven continents and five oceans -Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<ul style="list-style-type: none"> Compare the UK with Bangladesh focussing on human and physical geography (a contrasting place in the world). Look at interaction between human and physical processes and land use in Bangladesh.
Disciplinary Knowledge (Think like a Geographer)	<ul style="list-style-type: none"> - Use world maps, atlases and globes to locate the world's seven continents and five oceans. 	<ul style="list-style-type: none"> -Use world maps, atlases and globes to locate Bangladesh. - Use simple compass directions, locational and directional vocabulary to describe the location of features and routes on a map
Vocabulary	<div> <div> Ocean Europe Asia Africa North America South America Antarctica Oceania The Arctic Ocean The Southern Ocean The Indian Ocean The Atlantic Ocean The Pacific Ocean </div> <div> Equator North Pole South Pole </div> </div>	<div> Overseas Flooding Vegetation Soil Dhaka Sundarbans </div>

Local and National Geography

	Year 3 Our World	Year 4 Mountains	Year 5 Brazil - Rainforests	Year 6 Brazil – City Study and Trade
Substantive Knowledge	<ul style="list-style-type: none"> - Name and locate the world's countries, using maps to focus on Europe, North and South America. - Identify the key human and physical characteristics of these countries. - Identify major cities of these countries. 	<ul style="list-style-type: none"> -Name and label the features of a mountain landscape -Understand how mountains are formed. -Understand how weather is affected by altitude and typical weather on mountains -Name and locate Pyrenees, Carpathians, Apennines and Ural mountain ranges of Europe. -The difficulties associated of living on/ next to mountainous landscapes 	<ul style="list-style-type: none"> -Rainforests are located between the Tropic of Cancer and the Tropic of Capricorn -Rainforests are a hot, humid biome. - The climate is characterised by high temperatures and high levels of precipitation. -The majority of the world's tropical rainforests are located in Brazil, South America -Rainforests are structured into emergent layer, canopy, understory and forest floor - -Tropical rainforests are one of the oldest biomes on Earth and therefore have a great variety of animals living there. -Deforestation is the large-scale removal of trees from the rainforest 	<ul style="list-style-type: none"> -Brazil is the largest country in South America and its capital city is Brasilia -The largest city in Brazil is Sao Paulo - Compare types of settlement in Brazil -Compare key human and physical aspects of Brazil and UK e.g. climate, topography, landmarks and economy - Understand Brazil is a developing country and some people live in poverty - Slums in Brazil are called favelas -Brazil exports several resources to the UK and wider world e.g. coffee, cocoa -The economic pressure to export goods cheaply and the rationale behind fair trade
Disciplinary Knowledge (Think like a Geographer)	<ul style="list-style-type: none"> -Use maps, atlases and globes to locate countries and describe features studied - Use the eight points of a compass 	<ul style="list-style-type: none"> - Use relief maps -Use contour lines to understand how height is shown on a map -Interpret legends and heights shown on different maps -Use symbols and keys (including the use of Ordnance Survey maps). 	<ul style="list-style-type: none"> - To use aerial and digital images to explain how land has changed over time - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. 	<ul style="list-style-type: none"> - Use maps, atlases, and digital/computer mapping to locate countries and describe features. - use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the wider world
Vocabulary	Border Land use Rural Urban Settlement	Range Peak Summit Outcrop Ridge Snowline Plateau Foot Altitude Contour Lines Relief Map	Emergent layer Canopy Understory Forest floor Deforestation Tropical Rainforest	Trade Export Produce Slum Favela Fair Trade Income Organic Inequality

Specific Geography					
	Year 3 Rivers		Year 4 Mapping the Wider World	Year 5 Locating Places in the UK	Year 6 UK Comparison Study The Lake District and Sunderland
Substantive Knowledge	<ul style="list-style-type: none"> - Describe and understand the key aspects of the water cycle. -The main processes within the water cycle -Typical physical features found in the upper course of a river -Typical physical features found in the middle course of a river -Typical physical features found in the lower course of a river -How meanders are formed -How waterfalls are formed -The process of erosion and deposition on riverbanks -The benefits and advantages of dams -The risks and disadvantages of dams 		<ul style="list-style-type: none"> - To use an atlas to locate the tropic of Cancer, Capricorn and equator - To use an atlas to locate the Arctic and Antarctic Circle - Understand the difference between lines of latitude and longitude - The Equator, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle are all lines of latitude - Identify the significance and position of the Prime/Greenwich Meridian and that this is a line of longitude. - Understand the significance of the world's time zones. 	<ul style="list-style-type: none"> - Name and locate counties of the UK - Name and locate cities of the UK - Study geographical regions of the UK and their identifying human and physical characteristics and key topographical features e.g. mountains. - Study land-use patterns in the UK and understand how aspects of these have changed over time. 	<ul style="list-style-type: none"> - The Lake District is an area of mountains and lakes in the northwest of England. - The Lake District is a National Park. Discuss the importance of conservation. - The Lake District is a glaciated Landscape. - Study the River Derwent and compare this to the River Wear. - Compare human and physical features of the Lake District and Sunderland (rural compared to urban) area. - Explore the impact of Tourism focussing on Keswick. - Compare land use in lake district to land use in Sunderland.
Disciplinary Knowledge (Think like a Geographer)	<ul style="list-style-type: none"> -Use aerial photographs to categorise rivers -Use fieldwork to compare two local rivers (visit the Wear and Tyne) 		<ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to gain knowledge of the wider world. 	<ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use four grid references, symbols and key to build their knowledge of the wider world 	<ul style="list-style-type: none"> - Use ordnance survey maps including four and six figure grid references to compare two areas of the UK. - Use fieldwork to compare retail on two high streets (visit Keswick and Sunderland high street) - Fieldwork opportunity (visit to River Wear) - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.
Vocabulary	Evaporation Condensation Precipitation Source Upper course Middle course Lower course Erosion Deposition Mouth Weir	Waterfall Meander Tributary Dam Lake Landscape Water Cycle	Northern Hemisphere Southern Hemisphere Latitude Longitude Tropic of Cancer Tropic of Capricorn Arctic Circle Antarctic Circle Prime/Greenwich Meridian Time Zones	Green belt Urban sprawl Industry Residential Developed County Boundary Geographical Region	Glaciers National Park Conservation Rural Urban Tourism Transport Retail Leisure Housing Business Ordnance Survey

Geography Around The World					
	Year 3 Volcanos and Earthquakes		Year 4 European Study - Greece	Year 5 Our Natural World	Year 6 Renewable and Non-Renewable Energy
Substantive Knowledge	<ul style="list-style-type: none"> -The earth is made up of the crust, mantle and core -The core comprises of two sections; inner core which is solid and the outer core which is liquid -The crust is made up of tectonic plates which move on top of the liquid mantle -When tectonic plates move, this causes earthquakes - Earthquakes are most common at the edges of tectonic plates which makes it easier to predict where earthquakes will happen - The point on the ground immediately above the origin of the earthquake is called the epicentre. - Earthquakes are measured using the Richter Scale - To explain how earthquakes impact people's lives -When molten magma reaches the surface as lava, it can form volcanoes -The 'Ring of Fire' is an area of the Pacific Ocean that is shaped like a horseshoe. It is home to 90% of the world's earthquakes and 75% of the world's volcanoes. -Volcanoes can be active, extinct or dormant. -To explain how volcanoes impact upon different people's lives 		<ul style="list-style-type: none"> -Greece is a country located in Southern Europe, between Albania and Turkey. -It borders the Aegean Sea, Ionian Sea and the Mediterranean Sea -Greece consists of mainland, two peninsulas and a series of smaller islands -Greece is mountainous. Mount Olympus is the highest point in Greece. -Greece experiences a Mediterranean climate: mild and wet winters, followed by hot dry summers. -To explain why the physical characteristics of Greece make it an appealing holiday destination -To explain why the human features of Greece make it an appealing holiday destination -To explain how tourism contributes to the country's economy - Compare the similarities of human and physical features of Greece with the features of the UK. 	<ul style="list-style-type: none"> - Understand the difference between weather and climate. - Describe and understand the different climate zones of the world. -To explain how the latitude and longitude of a country affects its climate - Describe and understand the five main biomes worldwide. - Describe and understand vegetation belts. 	<ul style="list-style-type: none"> -There are renewable and non-renewable forms of energy -How renewable energy is produced from wind turbines, solar power and tidal turbines -The environmental impact of non-renewable energy such as oil and coal -The environmental impact of disasters such as oil spills - Actions that we can take to reduce our energy consumption - Extreme weather events are associated with global warming - Global warming is the long-term change in global climate - Distribution of natural resources including energy, food, minerals and water
Disciplinary Knowledge (Think like a Geographer)	<ul style="list-style-type: none"> - Use atlases to find out specific information. -Interpret a range of sources of geographical information including maps, diagrams, globes and aerial photographs to understand physical processes 		Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied	Use maps, atlases, globes and digital/ computer mapping to gain knowledge of the wider world.	-Use fieldwork to observe, measure, record and present attitudes towards renewable energies using a range of methods, including graphs to present their findings
Vocabulary	Lava Magma Molten Crust Active Extinct Dormant Ash Mantle Inner Core Outer Core	Vent Tectonic Plate Aftershock Fertile Crops Richter Scale Epicentre	Peninsula Mainland Tourism Economy Mediterranean Climate	Biome Forest Desert Tundra Aquatic Grassland Polar Temperate Arid Tropical Mediterranean Mountain Climate	Renewable/ non-renewable Sustainable / non-sustainable Solar power Tidal power Nuclear power Conserve Turbines Carbon-footprint Global Warming