

Geography Progression Overview – UKS2

Cycle A	KS2 National Curriculum Requirements	Year 5/ 6 Autumn Term 1	Year 5/6 Spring 2	Year 5/6 Summer 2
Human and Physical	<p>Describe and understand key aspects of:</p> <p>Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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</p>	<p>How do volcanoes affect the lives of people living on Hiemaey?</p> <p>Children should be able to describe physical geography as the natural environment of a place and human geography as the presence of people and how the way in which they live interacts with that natural environment e.g. they build towns and cities, create farms and fish the seas and oceans.</p> <p>Children should recap their prior knowledge from LKS2 of what a volcano is, how they form and how they affect the lives of the people living in the surrounding areas, Recap link between volcanos and earthquakes and recall knowledge of the Earth's crust and plates. Children should know that a volcano is an opening in the Earth's crust that allows red hot (molten) liquid rock from beneath the crust to reach the surface.</p> <p>Children should understand and correctly use the following vocabulary- molten rock, lava, destructive and creative.</p>	<p>Why is Fairtrade Fair?</p> <p>Children should be able to describe and explain why the Silk Road was the most important trading route in the history of the world – allowing merchants to trade the world's most valuable commodity – silk.</p> <p>Evaluate and reflect upon some of the changes that occurred as a result of the movement of people and commodities along it – such as the growth of Baghdad and the avoidance of the harsh, barren Tarim Basin.</p> <p>Children should be able to explain why and how countries trade with each other, identify and describe the commodities that are most frequently traded and evaluate some benefits and disadvantages of trading – they will discover that China is the UK's biggest single trading partner, importing over \$960 million worth of goods each year.</p> <p>Children should be able to compare and contrast the range of</p>	<p>Who are Britain's National Parks for?</p> <p>Children should be able to observe and record the common key natural features of the National Parks of the UK and explain why they are referred to as the country's 'breathing spaces' – beautiful, open, wild and unspoilt areas of countryside.</p> <p>Children should be able to recognise those other special qualities of National Parks which are referred to as 'cultural heritage' and reflect on the importance of their own cultural heritage in the context of this – for example: castles, viaducts, railway stations, ancient forts, Hadrian's Wall, canals, The Highland Games among countless others.</p> <p>Children should be able to recognise, describe and explain how National Parks actively encourage visitors to enjoy and learn about what makes them special – enticing them with 'must-do' activities to appreciate the grandeur and beauty,</p>

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		<p>Children should know that along with lava, volcanoes also release gases, ash and rock.</p> <p>Know that Archipelago is a geographical term for a group, chain, cluster or collection of islands</p> <p>Children should be able to describe the physical landscape of Hiemaey They should be able to make some comparisons between the physical landscape of Heimaey and what occurs at their own home.</p> <p>Know that climate refers to the average weather conditions of a place, particularly temperature and precipitation.</p> <p>Know that as far back as AD874 up to 60% of Iceland would have been covered in trees. Humans have brought about change to the natural landscape – link to prior knowledge of the Vikings settling in Iceland after leaving Britain.</p> <p>Children should know that Heimeay is the windiest place in Iceland.</p> <p>Children should know that the landscape of Heimaey has changed overtime and should be able to recall</p>	<p>commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and describe and explain the differences – Chinese imports are mostly Apple iPhones, drones and children’s clothing amongst others, whilst the UK export luxury goods such as cars, designer clothing and jewellery to China.</p> <p>Children should be able to describe, explain and reflect on why the terms of international trade are not always fair for some producers of goods in other countries around the world – the children will complete a case study centred around Melvin, a banana grower in St.Lucia, and discover that if one kilogram of bananas sells for 68p, Melvin will receive 6.8p, the packaging and shipping company 20.4p, the wholesaler (someone who buys from the producer and sells to the retailer – a ‘middleman’) 6.8p, and the retailer (the company that owns the shop from which consumers buy things) 34p.</p> <p>Children should be able to explain what Fairtrade is compare and</p>	<p>the culture and heritage and the historical learning that can take place in them.</p>
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		<p>conclusions reached from evidence presented as to how volcanic eruptions have brought change.</p>	<p>contrast the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and evaluate and judge the benefits to be gained from Fairtrade certification; what is Fairtrade? Children will learn that Fairtrade-certified farmers are guaranteed a minimum price for their crop at the beginning of each year so they know what they are going to earn in advance of doing the work, therefore they will know how much money they will receive allowing her to plan ahead e.g. knowing whether they will be able to afford to hire additional casual workers or invest in simple machinery.</p> <p>Secondly, for each box of bananas, they will receive a Fairtrade premium (a little extra money), which goes into a fund to develop the community, such as renovating a school, creating a clean water supply, medicines for the local hospital and college scholarships for young people.</p> <p>Thirdly, Fairtrade farmers are able to set up <i>co-operatives</i>. A co-operative means that all of the small farmers agree to support each other in their farming e.g. by sharing machinery and workers (which means that each individual farmer doesn't have to buy their own) and, most importantly,</p>	
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			when negotiating the price of their bananas with supermarket representatives. Rather than negotiating individually with supermarkets all the small farmers in the co-operative speak with one voice through its chairman. This way they always achieve a better price than trying to negotiate individually.	
Locational knowledge	<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>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), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern</p>	<p>Children should be able to name some countries within Europe and their capital cities.</p> <p>Children should be able to locate Iceland on a map.</p>		<p>Children should be able to identify, locate, describe and explain the distribution of the 15 National Parks in the UK such as the Cairngorms, Exmoor, The Broads and the Pembrokeshire Coast.</p>

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	<p>Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>			
<p>Geography Skills & Fieldwork</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and 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 United Kingdom and the wider world</p> <p>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.</p>	<p>Children should know how to use an atlas to find countries within continents and how to find the capital cities of the countries.</p> <p>Children should be able to use maps to identify archipelagos within Europe. They should retain some names of examples such as the Balearics with which many will be familiar.</p>		

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Place Knowledge	<p>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</p> <p>Human and physical geography.</p>	<p>Know that Hiemaey is an island and explain that Hiemaey is the largest of the 15 islands of Vestmannaeyjar and the only one of the archipelago on which people live</p> <p>Children should know that the land surrounding the Pacific Ocean is referred to as the Pacific Ring of Fire and has a total of 452 active volcanoes.</p> <p>Know that all but three of the world's 25 largest volcanic eruptions of the last 12 000 years have occurred at volcanoes in the Ring of Fire.</p>		
Key Vocabulary		<p>Climate, Trade, Economic Activity, Eruption, Lava, Cliff, Archipelago, Pacific Ring of Fire, Tectonic Plates, Tourism, Processing</p>	<p>Silk Road, Merchant, Transport, Silk Worm, Trade Route, Domestic, International, Import, Export, Container Ship, Profit, Wholesaler, Retailer, Smallholder, Sustainable, Co-operative, Ethical</p>	<p>Distribution, Landscape, Environment, Rural, Urban, Countryside, Heritage, Festivals, Community, Reservoir, Coniferous, Coastline, Tourists, Area of Outstanding Natural Beauty, Contour Lines, Incline, Grassland, Livestock.</p>

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Cycle B	KS2 National Curriculum Requirements	Year 5/6 Autumn Term 1	Year 5/6 Spring 2	Year 5/6 Summer 2
Human and Physical	<p>Describe and understand key aspects of:</p> <p>Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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</p>	<p>Why is Jane’s House Only Worth £1?</p> <p>Identify and describe how physical features of rivers change from source to mouth – for example: the upper, middle and lower course, meanders, ox-box lakes, river cliffs, slip-off slopes, estuaries, river islands and spits.</p> <p>Use OS maps, aerial photographs and GIS to recognise, describe, compare and contrast and explain how physical features change along the course of a river – they will notice that the width and depth of the river gradually increases and that more communities are based around the middle and lower courses of the river owing to its usefulness as a fresh water source in both historic and contemporary settlements.</p>	<p>How is Climate Change Affecting the World?</p> <p>Identify, describe and explain why communities in The Gambia are being affected by changes in weather patterns associated with climate change and evaluate the impact on people – children will discover that inconsistent weather patterns are affecting crops and causing people including children to have to move away from their farms to find urban work.</p> <p>Evaluate a range of evidence, reach a conclusion and make judgements as to the impact on people of changing weather patterns in Victoria in Southeast Australia – the children will discover that the number of heatwaves is increasing, which is leading to a huge rise in forest fires.</p>	<p>They Call Us Newcastle United!</p> <p>The children will create a business plan to sell a product during match days – the children will observe the surrounding areas of the stadium and consider what is potentially missing in order to create a business opportunity.</p> <p>The children will consider how and why St. James Park has grown and evolved over the last century – discovering that this is due to demand for tickets, competition with other clubs and increased accessibility for supporters from all around the world.</p> <p>The children will consider a range of potential new stadium sites for Newcastle United based on the physical geography of these locations and the impact on humans (businesses, transport links, etc) if the stadium were to be re-located.</p>

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		<p>Identify and describe the features of river estuaries and explain why they are such important ecosystems for wildlife – the children will look at a selection of wading birds who scavenge for food in the brackish waters where the river meets the sea.</p> <p>Offer reasons to explain why the course of a river changes as it flows from higher to lower ground – they will learn that rivers carve their own path and that they become deeper and wider owing to the run-off water that seeps into them along their course.</p> <p>Recognise, describe and explain the reasons why the Isle of Dogs developed to become part of the busiest river port in the world due to its location in central London and evaluate the evidence and make a judgement about the causes of its sudden</p>	<p>Understand why some coastal communities are having to make flood resilience plans in order to cope better with changes that are occurring in weather patterns and to sea levels and make judgements about what should be included in them.</p> <p>Reflect upon and evaluate different viewpoints and reach a personal judgement about the implications of changing weather patterns on the people of Greenland – the children will discover that Northern Greenlanders (mostly Inuit people) depend on the snow and ice to keep their hunting practices as safe and predictable as possible, whereas Southern Greenlanders (more urban in their lifestyles) would generally rather see lots of the ice sheets melt in order to gain access to the valuable natural resources that lie beneath them.</p> <p>Identify, describe, compare and contrast and explain how global warming is affecting weather patterns</p>	
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Locational knowledge	<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>Name and locate counties and cities of the United Kingdom, geographical</p>	<p>Interpret a range of geographical evidence to reach a conclusion as to why Bangladesh is at such a risk of serious annual river flooding. Its monsoon season, combined with its low-lying land and the Bay of Bengal being the meeting point for India’s three largest rivers (the Ganges, Meghna and Brahmaputra).</p>		<p>The children will become familiar with the locations of the other 19 Premier League clubs and analyse their distribution across the country.</p> <p>The children will also explore where in the world several of Newcastle United’s squad members come from.</p>

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	<p>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</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>			
<p>Geography Skills & Fieldwork</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and 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 United Kingdom and the wider world</p>	<p>Use a range of fieldwork techniques to measure, record and present and explain changes along a section of a local river and to reach a conclusion as to whether it constitutes a healthy habitat for living things – the children measure depth, bank width, water width, bank height and speed of the water at five locations along the river.</p>	<p>During the topics, the children will draw and analyse a range of line graphs to demonstrate the changing weather patterns on Earth.</p>	<p>The children will use atlases and Internet maps (including Street View) to locate Newcastle United's stadium.</p> <p>They will also research necessary information for visiting supporters of Newcastle United Football Club such as hotels and restaurants repeating this in another city for comparative purposes, in the context of a Newcastle-supporting family planning an away trip.</p>

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	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.			They will research the best route for the coach driver of a another club to follow, in order to reach the stadium on time.
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 geography.		The children will become familiar with the advantages and disadvantages of living in The Gambia, Victoria, Starcross and Iceland as well as the general climate and lifestyles that each place can typically expect.	<p>The children will use Google Street View to describe the stadium and the surrounding area.</p> <p>They will look at photographs to consider how the locality changes during a match day.</p> <p>The children will also delve into the places that some current and former Newcastle players come from and analyse the obstacles that many footballers face in getting to where they are (for example: Kenedy from a Brazilian favela in Minas Gerais experiencing poor hygiene, lawless gang activity and limited places to play football; and De Andre Yedlin from Seattle in USA, where business and enterprise is a much higher priority than sport – particularly football).</p>
Key Vocabulary		Source, mouth, course, meander, bank, river island, undercutting, slip off slope, river cliff, spit, estuary, erosion, hypothesis, validity,	The Gambia, dry season, wet season, drought, crops, trade winds, insurance, hazard, bush fire, natural disaster, heatwave, infrastructure,	Locality, favela, opportunity, route, business, human impact, infrastructure, distribution, evolution.

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		invertebrates, crustaceans, brackish, confluence, ecosystem, monsoon.	flood plan, flood defence, ice cap, precipitation, Inuit, indigenous, global warming, greenhouse gas, renewable, non-renewable, wind power, geothermal heat, hydroelectric power, solar power, bio fuel.	
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