



Progression through Geographical Knowledge

Intent: Climate, Cultural and Changing



Children have opportunities to:

- A greater fluency with world knowledge by drawing on an increasing breadth and depth of content and contexts,
- Extend from the familiar and concrete to the unfamiliar and abstract;
- Make greater sense of the world by organising and connecting information and ideas about people, places, processes and environments;
- Work with more complex information about the world, including the relevance of people's attitudes, values and beliefs
- Increase the range and accuracy of pupils' investigative skills, advancing their ability to select and apply these with increasing independence to geographical enquiry.
- An enquiry 'project' based on human impact on the geography of the world so that children
- **Compare British Values with other countries and develop a deeper cultural understanding of countries studied**

This will be underpinned and progressive across Key Stage 1 and 2 through a curriculum that plans for:

- A contextual world knowledge of locations, places and geographical features.
- An understanding of the conditions, processes and interactions that explain features and distributions, patterns and changes over time and space.
- A competence in geographical enquiry, the application of skills in observing, collecting, analysing, mapping and communicating geographical information.

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graph LR; A[Locational, place knowledge (Map skills)] --> B[Human and Physical]; B --> C[Study Environmental impact project 'How are humans impacting?'];
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Locational, place
knowledge
(Map skills)

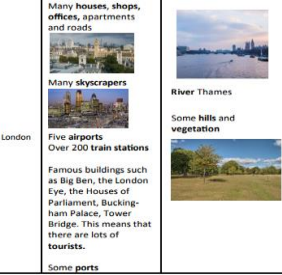
Human and Physical

Study
Environmental impact
project
'How are humans
impacting?'

Year group	NC objectives	Geographical knowledge	Tier 3 Vocabulary
1	<p>Local study</p> <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>There are 2 main areas of study in geography, namely physical geography and human geography. Physical geography looks at the natural processes of the Earth whereas Human geography focuses on the impact of people on the planet. Physical geography features are natural and include; beach, cliff, valley, river, sea, woodland etc. Human geography features show how humans have altered the environment. Such features include towns, cities, factories, houses, roads, schools etc.</p> <p>Compasses are used to help people find their way or to show the position of something. There are four key cardinal points on a compass – North, South, East and West. Alongside simple compass directions, locational and directional language can also be used to describe the location of features and routes on a map. Maps give us information about places. They tell us where places are and help us to identify where things are located. From maps we are able to find roads, schools and other places of interest. A map uses symbols to show where these places are. These symbols are explained in a key.</p> <p>We travel in different ways such as walking, cycling, on a scooter, in a car, on a train or on a bus.</p> <p>We live in a city called Coventry. Some of our local places include Bell Green Library, AT7 Centre, Gallagher Retail Park and The War Memorial Park. The War Memorial Park is a green space.</p> <p>Places can be busy, quiet, loud, fun or boring.</p>	<p>Map Near North, South, East, West: compass points Park Plan Symbol Wild Wood Dunes Forest Key Human Physical near, far, next to, left or right.</p>

		<p>Places in the world that are far away are Bangladesh, America, Australia and Nigeria (contextualise this for year group). We would need to fly on a plane to go there. Maps show us where places are. We have maps on computers, phones and ipads. We use maps to find our way around. For small areas we use a plan. This helps us understand where things are. It's like looking down like a bird flying high and seeing everything.</p>	
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Environmental impact project: school environment and improvement – link to Forest Schools – attracting wild life – migration of birds.

Year group	NC objectives	Geographical knowledge	Tier 3 Vocabulary
2	<p>Wider UK study</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding se</p>  <p>as</p>	<p>Coventry is a city in England. England is a country.</p> <p>There are four countries in the United Kingdom (UK): (England, Scotland, Wales, Northern Ireland).</p> <p>Each of these countries has a capital city, flag and national flower: The UK, is officially known as the United Kingdom of Great Britain and Northern Ireland.</p> <p>The UK includes the island of Great Britain, Northern Ireland and many smaller islands. Great Britain is an island—it is surrounded by seas: Irish Sea, North Sea, English Channel. The Republic of Ireland is not a country of the United Kingdom.</p> <p>Know where the four countries of the United Kingdom are using map skills. The similarities and differences across the UK by comparing the human and physical geographical features of the four countries.</p> <p>Know how to use Google Earth to start at school and zoom out and comment on observations. Use aerial view photographs to observe and know what they show.</p> <p>Know how to use the compass points to describe the countries of the United Kingdom in relation to each other.</p> <p>Know about London: (and compare to Coventry)</p> <p>Environmental impact project: Recycling and its impact on the local area and the UK e.g. plastics</p>	<p>Aerial view</p> <p>Capital city</p> <p>City</p> <p>Coast</p> <p>Compass point</p> <p>Country</p> <p>Flag</p> <p>Human geography</p> <p>Great Britain</p> <p>London</p> <p>Physical geography</p> <p>United Kingdom</p> <p>Vegetation</p> <p>Village</p>

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3	<p>Geography</p> <p>Continents and world oceans</p> <p>Locational knowledge: 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>	<table border="1"> <thead> <tr> <th data-bbox="524 411 647 443">Country</th> <th data-bbox="647 411 770 443">Capital City</th> <th data-bbox="770 411 882 443">Continent</th> <th data-bbox="882 411 1382 443">Human Geography</th> <th data-bbox="1382 411 1803 443">Physical Geography</th> </tr> </thead> <tbody> <tr> <td data-bbox="524 443 647 603">France</td> <td data-bbox="647 443 770 603">Paris</td> <td data-bbox="770 443 882 603">Europe</td> <td data-bbox="882 443 1382 603"> <ul style="list-style-type: none"> • famous landmarks: Eiffel Tower, Disneyland • trade - farming, fashion, wine • high levels of tourism • Main language: French </td> <td data-bbox="1382 443 1803 603"> <ul style="list-style-type: none"> • mountain ranges including the Alps • rivers , including the Seine • warm summers and cool winters (temperate) • has coasts on the English Channel </td> </tr> <tr> <td data-bbox="524 603 647 762">Russia</td> <td data-bbox="647 603 770 762">Moscow</td> <td data-bbox="770 603 882 762">Europe</td> <td data-bbox="882 603 1382 762"> <ul style="list-style-type: none"> • famous landmarks: St Basil's Cathedral • trade - 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<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>Find countries above using a map, an atlas and a globe. Compare the human and physical geographical features of the countries saying how they are similar and different and present this information in different ways (e.g. Carroll and Venn diagrams). Know the different climate zones in each country and research the average temperature for each of the countries and create a chart to show this. Observe aerial view photographs to compare countries and climate zones. Use the compass points to describe the countries in relation to each other.</p> <p>Environmental impact project: Impact of global warming on climate change e.g. ice caps e.g. David Attenborough – create documentary of climate change. How do we impact on climate change?</p>	<p>Tropic of Cancer and the Tropic of Capricorn tundra</p>
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Year group	NC objectives	Geographical knowledge	Tier 3 Vocabulary
4	<p>Earthquakes and Volcanoes Specific focus on continent of Asia and surrounding countries – Ring of Fire</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Volcanoes and earthquakes around the world. Where are the world’s earthquakes and volcanoes? Why are they, where they are? Why don’t some places get them? How are volcanoes formed?</p> <ol style="list-style-type: none"> 1. Magma rises through cracks or weaknesses in the Earth's crust. Pressure builds up inside the Earth. When this pressure is released, e.g. as a result of plate movement, magma explodes to the surface causing a volcanic eruption. The lava from the eruption cools to form new crust. Over time, after several eruptions, the rock builds up and a volcano forms. 2. What causes an earthquake? An earthquake is the shaking and vibration of the Earth's crust due to movement of the Earth's plates (plate tectonics). Earthquakes can happen along any type of plate boundary. Earthquakes occur when tension is released from inside the crust. Plates do not always move smoothly alongside each other and sometimes get stuck. When this happens pressure builds up. When this pressure is eventually released, an earthquake tends to occur. 3. Where are some of the world’s most famous volcanoes? <ul style="list-style-type: none"> • Mount Vesuvius, near Naples, Italy • Krakatoa, Indonesia • Mount St. Helens, Washington, USA • Mount Tambora, Indonesia • Mauna Loa, Hawaii 	<p>Volcano Magma Lava Crater Earth’s crust Eruption Earthquake Earth’s plates Plate tectonics Epicentre Vibration Seismic waves Satellite image 8 compass points Coordinates Boundaries OS Map</p>

- Eyjafjallajökull, Iceland
- Mount Pelée, Martinique, Caribbean

4. Did you know...?

The word volcano originally comes from the name of the Roman god of fire, Vulcan.

The object with the most volcanic activity in our solar system is Io, one of Jupiter's moons. Covered in volcanoes, its surface is constantly changing due to the large amount of volcanic activity.

Volcanic eruptions can send ash high into the air, over 30km (17 miles) above the Earth's surface.

Pumice is a unique volcanic rock (igneous) that can float in water.

Scientists use the different speeds of seismic waves to locate the epicentre (the point on the surface directly above where the earthquake originated) of earthquakes.

The most powerful earthquake ever recorded on Earth was in Valdivia, Chile. Occurring in 1960, it had a magnitude of 9.5.

Environmental impact project: effect of a natural disaster on a community (diet, health) and how to minimise this.

Year group	NC objectives	Geographical knowledge	Tier 3 Vocabulary
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5

America

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

Comparison with
North America but
in detail

5 capital cities in America (North and South)	<ul style="list-style-type: none"> • Canada: Ottawa • USA: Washington • Mexico: Mexico City • Argentina: Buenos Aires • Brazil: Brasilia
5 major countries in North America	<ul style="list-style-type: none"> • USA, Canada, Cuba, Mexico, Panama
5 major countries in South America	<ul style="list-style-type: none"> • Argentina, Brazil, Chile, Paraguay, Peru
The climates of North and South America	<ul style="list-style-type: none"> • South America: hot and humid • North America: arctic tundra to sizzling desert
Major American Mountain ranges	<ul style="list-style-type: none"> • North America: Appalachians, Sierra Nevada, Rocky Mountains • South America: Andes, Brazilian Highlands
Highest mountain peak in Americas	<ul style="list-style-type: none"> • North America: Mount McKinley • South America: Aconcagua
Top 3 busiest airports in Americas	<ul style="list-style-type: none"> • Hartsfield-Jackson Atlanta International Airport • Los Angeles International Airport • Chicago O'Hare International Airport
Largest lake in Americas	<ul style="list-style-type: none"> • Lake Superior (USA and Canada)
Major rivers in Americas	<ul style="list-style-type: none"> • Amazon • Mississippi
Well-known Volcanoes in Americas	<ul style="list-style-type: none"> • Mount St. Helens • Mount Rainier • Cotopaxi
Landmarks in Americas	<ul style="list-style-type: none"> • Machu Picchu in Peru • Easter Island • Christ the Redeemer statue, Rio de Janeiro, Brazil • Niagara Falls • Statue of Liberty

South America is the fourth-largest continent. South America's physical geography, environment and resources, and human geography can be considered separately.

biome
climate
climate change
climate zone
deforestation
distribution
dry
economy
equator
export
import
global
natural resources
palm oil
pollution
supply chain
sustainability
trade
trade route
tropics
tropical
vegetation belts
primary and
secondary sources
8 compass points

South America can be divided into three physical regions: mountains and highlands, river basins, and coastal plains.

South America's extreme geographic variation contributes to the continent's large number of biomes.

A biome is a community of animals and plants that spreads over an area with a relatively uniform climate.

South America's primary mountain system, the Andes, is also the world's longest. The range covers about 8,850 kilometers (5,500 miles).

The Amazon River basin has an area of almost 7 million square kilometers (2.7 million square miles), making it the largest watershed in the world.

The Amazon River is the life force of the equally vast Amazon rain forest, which makes up about half of the rain forest of the entire planet.

More than 2 million species of insects are native to the region, including hundreds of spiders and butterflies. Primates are abundant—howler monkeys, spider monkeys, and capuchin monkeys—along with sloths, snakes, and iguanas. Thousands of native birds include brightly coloured macaws, parrots, toucans, and parakeets.

Environmental impact project: Deforestation and use of palm oil

OS map and symbols

Year group	NC objectives	Geographical knowledge	Tier 3 Vocabulary
6	<p>Geographical skills and fieldwork</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; 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>Explore the main industries of the world (see link) - Linking with local history, map how land use has changed in local area over time.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record 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>Land use in Coventry compared to 100 years ago and impact of this on industry and community.</p>	<p>Arctic circle</p> <p>climate</p> <p>climate zone</p> <p>continent</p> <p>degrees</p> <p>equator</p> <p>human geography</p> <p>humid</p> <p>Greenwich borough of Greater London, England</p> <p>latitude</p> <p>longitude</p> <p>Northern Hemisphere</p> <p>ocean</p> <p>physical geography</p> <p>prime meridian</p> <p>Southern Hemisphere</p> <p>GMT</p> <p>tropics</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>Explore main industries then and now around the world – explore the physical geography of industry in a country.</p> <p>Environmental impact project: How land use has changed? How is Coventry planning to change?</p> <p>Then, Now, Future – What would you suggest for the future and why with the impact of technology?</p> <p>Children make their own 'Shift happens' video.</p>	
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