



TEALBY PRIMARY SCHOOL

'Aspire, Believe, Achieve'

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We want to produce collaborators, innovators, leaders and, more than anything else, young people who understand what it is to be human.*

Geography - Progression of Learning		Curriculum	
- Recognise their roles as Global citizens - Communicate their learning in relevant ways - Show empathy		- Recognise that they can impact their environment and community - Show a commitment to justice	
Human and Physical Geography Enquiry	Place Knowledge	Geographical Map & Fieldwork Skills	Locational Knowledge / Environment
NC: By the end of KS2 Describe and understand key aspects of: <i>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i>	NC: By the end of KS2 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	NC: By the end of KS2 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	NC: By the end of KS2 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
Mapping and labelling the seven biomes on a world map. Understanding how biomes are changing in relation to climate. Describing how a river impacts the surrounding landscape and humans. Describing how mountains are formed and where these occur globally. Explain why volcanoes and earthquakes occur. Describe where volcanoes and earthquakes are located globally. Describing and explaining how volcanoes and earthquakes have had an impact upon surrounding communities, using specific examples to support understanding.	Describing and beginning to explain similarities between two regions studied (this could include a mixture of human and physical features such as weather, land features and use/buildings, population/jobs, housing, transport). Describing and beginning to explain differences between two regions studied (this could include a mixture of human and physical features such as weather, land features and use/buildings, population/jobs, housing, transport). Describing how and why humans have responded in different ways to their local environments.	Beginning to use maps at more than one scale (e.g world map, map of Europe). Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features (e.g mountain regions, weather patterns) and human features (e.g population density) in countries studied.	Locating countries in Europe (including Russia) using maps. Locating major cities of the European countries studied. Locating key physical features in European countries studied on a map (e.g mountains/valleys). Locating key human features in European countries studied (e.g cities/trade routes/transport routes). Locating the world's most significant mountain ranges (with an emphasis on those in the UK, Europe and North and South America) on a world map. Locating where volcanoes are on a map and identifying the 'Ring of Fire'.

COURAGE EXCELLENCE DETERMINATION RESPECT INSPIRATION COMPASSION



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	Comparing the climate in a studied region of the UK with that of a region of Europe and discussing how both climates have an impact on trade, land use and settlement.	Using the scale bar on a map to estimate distances.	Locating some of the world's most significant rivers (with an emphasis on those in the UK, Europe and North and South America).
To know that the water cycle is the processes which move water around our Earth. To know the processes of the water cycle (evaporation, condensation and precipitation). To know the key physical features of a river (e.g v-shaped valleys, interlocking spurs, waterfalls, ox-bow lakes). To know the four layers of the Earth (inner core, outer core, mantle and crust) and their key properties. To know that a tectonic plate is a piece of the Earth's crust. To know the three types of plate boundaries; convergent, divergent and transform. To know the three types of mountains (fold, fault-block and volcanic) and how they are formed. To know the features of two types of volcanoes (composite and shield) and how they are formed. To understand the three ways volcanoes are classified (dormant, extinct, active). To know that an earthquake is the intense shaking of the ground. To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. * To know the world's biomes (tropical rainforests, savannah, desert, temperate deciduous forest, boreal forest and tundra). * To know the Amazon rainforest is a tropical rainforest. To know that the hottest biomes such as desert, savannah and tropical forest are found between the Tropics of Cancer and Capricorn. To know the four layers of the rainforest and their properties; forest floor, understory, canopy and emergent. *	Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map.	To know where Europe is on a world map. To know the names of some countries and major cities in Europe. To know the names of some of the world's most significant mountain ranges. To know where North and South America are on a world map. To know that the 'Ring of Fire' is a 'ring' of volcanoes around the rim of the Pacific Ocean. To know the names of some of the world's most significant rivers. To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. To know that biomes are areas of world with similar climates, vegetation and animals. * To know the world's biomes (tropical rainforests, savannah, desert, temperate deciduous forest, boreal forest and tundra). * To know vegetation belts are areas of the world which are home to similar plant species. * To know the four layers of the rainforest and their properties; forest floor, understory, canopy and emergent. To know what 'indigenous' means when referring to people who live in the Amazon rainforest. *

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To know ways that plants have adapted to growing in the Amazon rainforest; drip tip leaves, smooth tree bark, buttress roots and lianas. *			
Human and Physical Geography Enquiry	Place Knowledge	Geographical Map & Fieldwork Skills	Locational Knowledge / Environment
NC: By the end of KS2 Describe and understand key aspects of: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	NC: By the end of KS2 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	NC: By the end of KS2 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	NC: By the end of KS2 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
Describing and understanding types of settlement (e.g size, function) and land use (e.g residential, commercial, port, markets). Explaining why a settlement and community has grown around a river and/or a transport link. Explaining why a locality has different human features (e.g bridge, cathedral). Explaining why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively, using examples to support understanding.	To know the negative effects of living near a volcano (E.g death, forests, farmlands and homes destroyed, Carbon dioxide impacting climate change, ash clouds pollution of rivers and tsunamis and earthquakes). To know the positive effects of living near a volcano (E.g fertile soil, new land created, beautiful landscapes, hot springs & mud, tourism, geothermal energy, mining precious stones). To know the negative effects an earthquake can have on a community (E.g death, damaged buildings, broken roads, tsunamis, no water, gas, or electricity, fires and landslides).	Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to give instructions using the 8 points of a compass. Using a simple key on their own map to show an example of both physical and human features.	Locating some counties in the UK (local to your school). Locating some cities in the UK (local to your school). Beginning to locate the twelve geographical regions of the UK (London, the North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England, South West, Scotland, Wales and Northern Ireland). Identifying key physical and human characteristics of geographical regions in the UK (including topographical features likes hills, mountains and land-use patterns and settlements). Identifying how topographical features studied have changed over time using examples.

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	To know ways in which communities are responding to earthquakes (through modifying buildings, drills, measuring seismic activity and emergency shelters). To know the four layers of the rainforest and their properties; forest floor, understory, canopy and emergent.* To know what 'indigenous' means when referring to people who live in the Amazon rainforest.* To learn how indigenous people use the resources in the Amazon rainforest to survive.	Following a route on a map with some accuracy (e.g cross-curricular with orienteering). Saying which directions are N, S, E, W on an OS map. Making and using a simple route on a map. Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.	Describing how a locality has changed over time, giving examples of both physical and human features. To know the name of some counties in the UK (local to your school). To know the name of some cities in the UK (local to your school). To know the name of the county that they live in and their closest city. To begin to name the twelve geographical regions of the UK (London, the North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England, South West, Scotland, Wales and Northern Ireland). To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).* To know some types of settlement (e.g hamlet, village, town, city, ports, market towns, resorts).*
To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).* To know the different types of settlement (e..g hamlet, village, town, city, ports, market towns, resorts).* To know water is used by humans in a variety of ways (e.g drinking, household, recreation, industry, agriculture and energy). To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside. To learn how indigenous people use the resources in the Amazon rainforest to survive. * To learn about the threats to the Amazon rainforest both on a local and global scale. To learn what changes, in relation to the Amazon rainforest, we can make to help reduce and prevent further global warming.*			
Human and Physical Geography Enquiry	Place Knowledge	Geographical Map & Fieldwork Skills	Locational Knowledge / Environment
NC: By the end of KS2 Describe and understand key aspects of: <i>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i> Describe and understand key aspects of:		NC: By the end of KS2 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	NC: By the end of KS2 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)

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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			
Describing and understanding the key aspects of the six climate zones. Describing and understanding the key aspects of the seven biomes. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the seven biomes, climate and weather. Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.	Describing and explaining similarities between two regions studied (this could include a mixture of human and physical features such as weather, land features and use/buildings, population/jobs, housing, transport). Describing and explaining differences between two regions studied (this could include a mixture of human and physical features such as weather, land features and use/buildings, population/jobs, housing, transport). Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.	Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied. Confidently giving instructions using the 8 points of a compass. Confidently using the key on an OS map to locate and recognise key physical and human features in regions studied.	Finding the position of the Equator and describing how this impacts our environmental regions. Finding lines of latitude and longitude on a globe and explaining why these are important. Identifying the position of the Tropics of Cancer and Capricorn and their significance. Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. Identifying the position and significance of both the Arctic and Antarctic Circle.
To know that climate zones are areas of the world with similar climates.* To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).* To know vegetation belts are areas of world home to similar plant species.* To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, Mediterranean, desert scrub, desert, highland). Describing and understanding economic activity (e.g. demand and supply, wealth of countries) including trade links.	Comparing the climate studied in a region of the UK with that of a region of North and South America and discussing how both climates have an impact on trade, land use and settlement. Using maps to explore wider, global trading routes (ideally inclusive of Europe, North and South America).	Following a short pre-prepared route on an OS map (e.g cross-curricular with orienteering). Identifying the 8 compass points on an OS map. Planning a journey to another part of the world using six figure grid references, OS maps and the eight points of a compass.	To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and its significance.

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Understanding the distribution of natural resources (energy, food, minerals and water) both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and environments (e.g agricultural practices and rising sea levels). Describing and explaining how humans can impact the environment both positively and negatively, using examples to support understanding. To know that a natural resource is something humans use from nature to make energy.			To know the Prime/Greenwich meridian is a line of longitude which goes through 0° and determines the start of the world's time zones. Using longitude and latitude when referencing location in an atlas or on a globe. To know the Tropics of Cancer (north of the Equator) and Capricorn (south of the Equator) are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. To know the Arctic and Antarctic circle experience the least daylight; whilst the Equatorial regions experience the most.
To know how to ask Fieldwork questions To know how to ask closed questions These are where the answer is either yes or no, such as: Do you like to come to the park? Do you think dogs should be allowed in the park? The data you get from closed questions is called quantitative data because you can count the number, or quantity of people who have answered 'yes' and 'no'. This kind of data is easy to make into a graph. Open questions These are where the answer could be anything, such as:			

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What do you like best about the park?

Why do you like to come to the park?

A tally showing qualitative data with a range of answers to the open question about why people like to come to the park.

The data you get from open questions is called qualitative data because it is measured by the quality, not the quantity.

This type of data is hard to make into a graph, unless you make a list of answers to choose from.

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