

# Inspire Education Community Trust

## Geography Progression of Substantive and Disciplinary Knowledge.

	<b>Locational knowledge</b>	<b>Place Knowledge</b>	<b>Physical Geography</b>	<b>Human Geography</b>	<b>Geographical Skill and fieldwork</b>	<b>Geographical enquiry</b>
Nursery	<ul style="list-style-type: none"> <li>Understand position through words alone. For example, "The bag is under the table," - with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<p>Use all their senses in hands-on exploration of natural materials</p>	<p>Show respect of different cultures.</p>	<p>Observe closely what is around me and make comments on what I see.</p>	
Reception	<ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Look at and talk about where they live</li> <li>Learn that they live in Birmingham, which is in England.</li> <li>Explore maps and make their own maps (often linked to stories such as 'We're Going on a Bear Hunt' 'The Jolly Postman').</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Recognise some environments that are different to the one in which they live</li> <li>Visit their local park to begin their wider knowledge of place</li> <li>Talk about different places that they visit e.g. the museum (Think Tank) park, the beach, the farm, and can talk about some of the similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Explore different places through some of our topics (eg animals - explore the different places they might live; space - learn what it looks like, feels like, what you can see etc; festivals/celebrations</li> <li>Have on display a large map of the world, on which we can link flags of countries from our topics and stories, put labels for land, sea, countries and places of interest that come up in our stories and topics.</li> <li>Developing the knowledge of seasons is progressive across the EYFS-books such as 'Out</li> </ul>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p> <ul style="list-style-type: none"> <li>Listen to stories which are set in different places, particularly different countries - this gives the opportunity to talk about how other countries are similar and different. (see overview)</li> <li>Learn about celebrations in other countries and this country eg Chinese New Year, Diwali, Eid).</li> </ul>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <ul style="list-style-type: none"> <li>Developing language and key vocabulary is of high importance.</li> </ul>	

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			and About'-poetry Shirley Hughes.			
Year 1	<ul style="list-style-type: none"> <li>-use maps to locate key points of the school</li> <li>-identify the location of the school and a range of locations within the school grounds</li> <li>-compare urban to a rural setting</li> <li>-use maps locate the four countries and cities of the UK and its surrounding seas.</li> <li>-locate their own city on the map.</li> <li>-identify the flags of each UK countries</li> <li>-compare their city to the capital cities</li> <li>-to identify characteristics of each country, developing their locational awareness.</li> <li>-locate Birmingham on a map of the UK</li> </ul>	<ul style="list-style-type: none"> <li>-begin to understand physical and human features.</li> <li>-understand geographical similarities and differences through studying the human and physical geography of town and a rural setting</li> <li>-compare town and a rural setting</li> <li>-begin to understand that places be can compared in many ways</li> <li>-understand geographical similarities and differences through studying the human and physical geography of the significant cities of the United Kingdom</li> <li>-Compare their city to the capital cities of the UK</li> <li>-identify the countries and the capital cities of UK</li> <li>-identify Birmingham as the place that that live.</li> <li>-identify and describe seasonal and daily weather patterns</li> <li>-understand some of the effects of weather and the seasons on their immediate environment.</li> </ul>	<ul style="list-style-type: none"> <li>-understand the differences between physical and human features.</li> <li>-Use basic geographical vocabulary to refer to:</li> <li>-the physical features of the school, its grounds and the immediate local and rural area.</li> <li>-begin to express their opinions on these features and can use basic geographical vocabulary to describe them.</li> <li>-Use basic geographical vocabulary to refer to: key physical features, including city, country, UK, building</li> </ul>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to:</li> <li>-the human features of the school, its grounds and the immediate local and rural area.</li> <li>-begin to express their opinions on these features and can use basic geographical vocabulary to describe them.</li> <li>-begin to develop an understanding of some of the physical (e.g. surrounding seas) and human (e.g. capital cities) features of the UK</li> <li>-identify and describe seasonal and daily weather patterns</li> <li>-explain seasonal patterns and changes, including how the weather changes with each season.</li> </ul>	<ul style="list-style-type: none"> <li>- use aerial photos e.g. from Google Maps to identify familiar human and physical features within the school grounds</li> <li>-follow a route on a prepared map/plan of school grounds/the immediate local environment</li> <li>-begin to draw own maps/plans of familiar places/routes followed, using own symbols in simple keys.</li> <li>-Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</li> <li>-use tallies and tables to present findings from fieldwork.</li> <li><b>Enquiry question: What is the same and what are the differences between the town and the countryside?</b></li> <li>Visit to park (start/end of term) collect natural resources. observe and record seasonal changes.</li> <li><b>Presenting findings - class based comparison chart with findings from the visits</b></li> <li><b>Fieldwork skill: identifying human and physical features.</b></li> <li>-use UK maps to locate the countries, capital cities and surrounding seas of the UK</li> <li>-Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</li> <li>-use a range of other sources to find out more about the locations studied.</li> <li>- identify Birmingham as the place in which they live.</li> <li><b>Field work (skills practice) Enquiry question: Is Birmingham the same as London?</b></li> <li>Observe photographs of both cities to compare and contrast.</li> </ul>	<ul style="list-style-type: none"> <li>-To find out about their locality by asking relevant questions</li> <li>-To be able to say what makes each UK country unique</li> <li>-To find out about the weather in their local environment</li> </ul>

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					<p><b>Presenting findings:</b> Use comparison chart.</p> <p><b>Fieldwork skill: finding features</b></p> <p>-observe and record features of weather (e.g. temperature, wind speed and direction, rainfall) in each season</p> <p>-present their findings using tables, charts and drawings.</p> <p><b>Field work (skills practice) Enquiry question: Is the weather the same in the different seasons?</b></p> <p>Investigate different weather conditions through observation and by making and using simple measurement devices. Set up rain gauge and thermometer. Collect data on a weekly basis</p> <p><b>Presenting findings - in a pictogram at the end of the unit.</b></p> <p><b>Fieldwork skill: collecting data</b></p>	
Year 2	<ul style="list-style-type: none"> <li>-use maps locate the continents and oceans</li> <li>-locate their own city, capital cities and countries on the map.</li> <li>-compare different continents and oceans</li> <li>-use maps and globes to name and locate the seven continents of the world and five oceans.</li> <li>-explain different climate zones</li> <li>-recognise the equator and tropics on a world map and the countries which it crosses</li> <li>-identify the continents of these countries</li> <li>-locate the Northern and Southern Hemispheres on a globe and on a world map.</li> </ul>	<ul style="list-style-type: none"> <li>-understand geographical similarities and differences through studying the human and physical geography of the continents of the world</li> <li>-Compare Europe to other continents</li> <li>-identify the continents and oceans of the world as significant places.</li> <li>-understand the equator as an <b>imaginary circle around Earth</b> and that it divides Earth into two equal parts: The Northern Hemisphere and the Southern Hemispheres.</li> <li>-understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and different</li> </ul>	<ul style="list-style-type: none"> <li>-Use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>-key physical features - oceans</li> </ul> </li> <li>-begin to develop an understanding of physical features in continents and countries along the equator</li> <li>-compare these to their local environment.</li> <li>-Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>Use basic geographical vocabulary to:               <ul style="list-style-type: none"> <li>-describe individual locations.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Use basic geographical vocabulary to refer to: key human features, including city, country, UK, continents -</li> <li>Use basic geographical vocabulary to refer to: key human features, including city, town, village, factory, farm, house and shop</li> <li>Use basic geographical vocabulary to:               <ul style="list-style-type: none"> <li>-describe individual locations.</li> <li>-show a developing awareness of more distant locations</li> <li>-identify the key human features of the Arctic to the Antarctic and some of the similarities and differences between these places.</li> <li>-recognise and describe some human features of the polar regions, name the different</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-develop their understanding of world maps and globes and use them to locate the seven continents and five oceans.</li> <li>-use a range of sources to find out more about human and physical features</li> <li>-introduce aerial photographs to recognise basic human and physical features</li> <li>-Use compass directions (North, South, East and West) to describe the location of features and routes on a map</li> <li><b>Fieldwork (skills practice)</b></li> <li><b>Enquiry question: What can we see in school?</b></li> <li>Compass directions around school. Take a walk around school and observe and discuss what children can see.</li> <li><b>Presenting findings - digital photos/field sketches. Bring all compass point findings together for working wall.</b></li> <li><b>Fieldwork skill: Children to create a map of the school. (Progression from Y1 where children follow a map as this time children create their own map).</b></li> </ul>	<ul style="list-style-type: none"> <li>-To find out about the wider world by asking relevant questions</li> <li>-To be able to say what makes each continent and ocean unique</li> <li>-To find out about a locality by asking relevant questions of someone else</li> <li>-To be able compare features of their locality with a different climate zone.</li> <li>-offer reasons and explanations for what they learn about polar regions.</li> <li>-make connections between their own lives and the wider world.</li> <li>-give reasons why some places are colder than others.</li> </ul>

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	<ul style="list-style-type: none"> <li>-locate different climate zones on a world map.</li> <li>-locate the Artic and Antarctica on a world map/globe</li> <li>-identify the polar regions, including the North Pole and South Pole and the Equator correctly</li> <li>-identify extreme types of weather found in the polar regions.</li> <li>-compare polar climate to that of the UK by examining weather maps/charts</li> </ul>	<ul style="list-style-type: none"> <li>countries on and near the equator</li> <li>-explore the physical and human features of different countries on and near the equator and compare to the UK</li> <li>-compare a country's distance from the equator and its climate</li> <li>-identify types of weather</li> <li>-link the word climate to the type of weather patterns</li> <li>-make connections between their own lives and the wider world.</li> <li>-recognise the positive and negative impact that people have on the environment.</li> <li>-understand geographical similarities/differences through studying the human/physical geography of the United Kingdom, and comparing to the polar regions</li> <li>-understand how and why flora and fauna exist in certain parts of the world.</li> </ul>	<ul style="list-style-type: none"> <li>-show a developing awareness of more distant locations</li> <li>-identify the key physical features of the Arctic to the Antarctic and some of the similarities and differences between these places.</li> <li>-recognise and describe some physical features of the polar regions, name the different features created by snow and ice.</li> <li>-recognise how significant events in the past, such as early exploration, have had an influence on the present.</li> <li>- recognise the positive and negative impact that people have on the environment and understand geographical similarities/differences through studying the physical geography of the United Kingdom, and comparing to the polar regions</li> </ul>	<ul style="list-style-type: none"> <li>features created by snow and ice.</li> <li>-recognise how significant events in the past, such as early exploration, have had an influence on the present.</li> <li>- recognise the positive and negative impact that people have on the environment and understand geographical similarities/differences through studying the human geography of the United Kingdom, and comparing to the polar regions</li> </ul>	<ul style="list-style-type: none"> <li>-Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> </ul> <p><b>Main Fieldwork activity</b></p> <p><b>Enquiry question: Are all schools around the world the same?</b></p> <p>Investigate the physical and human features of the school and school grounds: naming and describing what they see (e.g. different areas including playground, car park, field, wildlife area) and how these areas are used. Compare this to a school located on the Equator.</p> <p><b>Fieldwork skill: making annotated drawings to show variations between the schools. (Progression from Y1 as work to be carried out in books and more child led.)</b></p> <ul style="list-style-type: none"> <li>-select and use a range of images, atlases, maps and globes to ask and respond to questions about polar regions and environments.</li> <li>-develop their understanding of world maps by locating the Arctic and the Antarctic and labelling some of the features that can be found there.</li> <li>-select and use a range of images, atlases, maps and globes to ask and respond to questions about polar regions and environments.</li> </ul> <p><b>Fieldwork (skills practice) Use a pictures from the of the poles to discuss</b></p> <p><b>Enquiry question: How would you survive in an extremely cold environment?</b></p> <p><b>Presenting findings - use a photo from the Antarctic to examine - chn to label - what would you need to wear, what was challenging about moving around? Did they face any challenges? (e.g. snow making clothes wet, gloves not thick enough).</b></p> <p><b>Fieldwork skill: investigate different weather conditions through observation and data A map</b></p>
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					<p>of annual mean surface temperature for Antarctica. Download Scientific Diagram ResearchGate.net</p> <p>New Met Office data shows the United Kingdom is warming in line with global trends - Carbon Brief</p>	
Year 3	<ul style="list-style-type: none"> <li>-locate Rainforests on a world map/globe</li> <li>-identify the characteristics of a rainforest</li> <li>-identify weather in which a rainforest would grow</li> <li>-locate the Tropics of Cancer and Capricorn</li> <li>-compare climate to that of the UK by examining local weather station (Netatmo)</li> </ul> <p>Explain where volcanoes are found and where earthquakes and tsunamis happen.</p> <ul style="list-style-type: none"> <li>- begin to understand longitude and latitude._</li> <li>- identify the locations of some of the key human and physical features of the UK.</li> <li>- understand that land use patterns in the UK have changed over time.</li> <li>- identify countries with a temperate, tropical, Mediterranean and arid climate which will be linked to prior learning (location of rainforests, tectonic plates and ring of fire)</li> </ul>	<ul style="list-style-type: none"> <li>-make connections between their own lives and the wider world.</li> <li>-investigate and describe the human and physical features of the United Kingdom and the Amazon Rainforest in Brazil.</li> <li>-recognise the positive and negative impact that people have on the environment.</li> <li>-understand geographical similarities/differences through studying the human/physical geography of the United Kingdom, and comparing to the rainforests</li> <li>-learn about the human impact on the rainforest, including the production of palm oil and its use in everyday resources.</li> <li>-understand how and why flora and fauna exist in these parts of the world.</li> <li>-understand that the rainforest is a significant biome which they can compare to the Arctic tundra</li> </ul> <p>Understand geographical similarities and differences of place where volcanoes, earthquakes, tsunamis and tornados commonly occur.</p>	<ul style="list-style-type: none"> <li>-describe some physical features of the rainforests.</li> <li>-begin to understand the terms 'physical geography' (the study of the natural features of the Earth)</li> <li>-describe the physical geography Amazon rainforest in Brazil.</li> </ul> <p>-Describe and understand key aspects of Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Recognise that there is rock under all surfaces and create/label a cross-section of the Earth and list the layers that make it up. Compare the Earth's structure to a familiar object. Show how tectonic plates move. Explain how a volcano is formed and what happens when a volcano erupts. Name some of the parts of a volcano and use extinct, dormant and active when describing them.</p>	<ul style="list-style-type: none"> <li>-describe some human features of the rainforests.</li> <li>-begin to understand the terms 'human geography' (the study of how human activity affects or is influenced by the Earth's surface and environment).</li> <li>-describe the human and physical geography Amazon rainforest in Brazil.</li> <li>-recognise the significance of actions of humans</li> <li>-understand how to develop a sustainable environment</li> <li>-recognise the significance of actions of humans and begin to understand how to develop a sustainable environment.</li> </ul> <ul style="list-style-type: none"> <li>- Describe natural causes of extreme weather such as tsunamis, and the human and physical effects of them.</li> <li>- show understanding of the links between places, people and environments, for example, why people would settle the places studied in this unit.</li> </ul> <p>List the risks and benefits of living near to a volcano. Explain how to keep safe in an earthquake and tsunami and describe the human impact.</p>	<ul style="list-style-type: none"> <li>-begin to expand map skills to include more non-UK countries.</li> <li>-select and use a range of images, atlases, maps and globes to ask and respond to questions about rainforests</li> <li>-create a collage to show the layers of rainforests - emergent layer, canopy, understory and forest floor.</li> <li>-compare climate to that of the UK by examining local weather and make connections between their environment and rainforests, giving reasons for the climate of rainforests.</li> <li>-create their own biomes in plastic bottles to help them understand the conditions of a rainforest.</li> </ul> <p><b>Fieldwork: Make a biome in a bottle. How To Make A Rainforest in a Bottle   Our Children (ptaourchildren.org)</b></p> <p><b>FW Enquiry question:</b> What makes a tropical environment?</p> <p><b>Presenting findings</b> - Photograph of the biome - chn to label the features that make it a tropical climate within/measure growth weekly</p> <p><b>FW skill:</b> observing overtime</p> <p><b>Resources needed:</b> for each class - Pea gravel, sand, compost, cactus, 2ltr bottles, angel's trumpet seeds (or alternative)</p> <ul style="list-style-type: none"> <li>-Extend use of maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>-Expand map skills to include non-UK countries</li> <li>-Link local observations to wider world to identify patterns.</li> <li>-Conclude fieldwork investigations with explanations and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>-offer reasons and explanations for what they learn about rainforests</li> <li>-make connections between their environment and rainforests</li> <li>-give reasons for the climate of rainforests.</li> <li>-begin to suggest their own questions to investigate when comparing Amazon Rainforest with our home region.</li> <li>-compare their findings and observations with others and offer conclusions based on evidence</li> </ul> <ul style="list-style-type: none"> <li>-Carry out enquiries using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images.</li> <li>-Express and explain opinions, and recognise why others may have different points of view.</li> <li>-Find and discuss possible answers to their own geographical questions.</li> <li>-link local observations to wider world to identify patterns of where volcanoes, earthquakes and tsunamis occur</li> </ul>

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		<p>-Tectonic plates, Earth's core and the ring of fire will be introduced.</p> <p>- make simple comparisons between some human and physical geographical features of the UK and places of Mediterranean, tropical and arid climate.</p> <p>- describe how land use has changed over time in the UK locations studied (Birmingham and Midlands farming region)</p> <p>- identify geographical similarities and differences between these.</p>	<p>Explain why earthquakes happen and compare the strength of earthquakes. Explain what causes a tsunami and describe the physical impact.</p> <p>- identify and describe land use in the UK and understand how this has changed over time in the locations studied (Birmingham and the Midlands farming region).</p>	<p>- identify some examples of the economic activity of the locations studied.</p>	<p>-examine digital images of the ring of fire and the tectonic plates and use this to conclude fieldwork investigations with explanations and evidence.</p> <p>-will be introduced to can use thematic maps.</p> <p><b>Fieldwork: Volcano case study.</b>  <b>enquiry question: Why do people live near a volcano?</b>  <a href="#">Volcano case studies and resources</a>  <a href="#">geography.org.uk</a></p> <p>- introduced to OS maps of the local area and the farm.</p> <p>- secure use of left/right from any perspective (e.g. with an upside-down map)</p> <p>- use eight compass points to describe routes (use map of the local area and the farm).</p> <p><b>Main Fieldwork</b>  <b>Enquiry question: How does food reach your plate?</b>          Visit a farm to find out how food is grown.          Journey sticks - wheat to bread.          Visit a supermarket to find out how bread is made/Make simple bread in school.  <b>Presenting findings</b> - Present a map to show the journey of food - draw/write/use photographs</p>	<p>-Carry out enquiries using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images.</p> <p>-Express and explain opinions, and recognise why others may have different points of view.</p> <p>-Find and discuss possible answers to their own geographical questions.</p> <p>- begin to frame questions and answers in geographically valid ways (e.g. linked to similarities and differences of locations or change over time of land use).</p>
Year 4	<p>- Locate and name principal cities in the UK and explain their significance.</p> <p>-Locate and name the main, regions, counties and cities in/around Birmingham.</p> <p>- Explore and compare local area with another city - London</p> <p>-understand that places in the UK beyond our local area can be compared and</p> <p>-Explore and compare local area with London.</p>	<p>-Name and locate cities and counties of the UK.</p> <p>-Locate and name the main, regions, counties and cities in/around Birmingham.</p> <p>- Explore and compare local area with another city - London</p> <p>-understand that places in the UK beyond our local area can be compared and</p>	<p>-secure understanding of the terms 'physical geography' and apply this to their learning about the UK.</p> <p>-identify physical characteristics of UK regions.</p> <p>- identify the key features of mountains and understand the physical processes that lead to their formation, including</p>	<p>-secure understanding of the terms 'human geography' and apply this to their learning about the UK.</p> <p>-identify types of settlement and land use in the country as well as identifying and comparing human characteristics of UK regions.</p>	<p>- develop understanding of UK mapping, including identifying regions, counties, cities and key features.</p> <p>-With a focus on the Midlands region, begin to measure simple distances between locations and begin to understand the concept of scale on maps and digital maps.</p> <p><b>Clent Hills</b>  <a href="https://www.youtube.com/watch?v=Ki0sYqe9WbE">https://www.youtube.com/watch?v=Ki0sYqe9WbE</a>  <b>Fieldwork: What can I observe from the top of hill?</b></p>	<p>- begin to suggest geographical questions that could be investigated during a fieldwork study of Birmingham.</p> <p>- create sketch maps of routes followed using symbols and keys and begin to use four-figure references to identify locations.</p>

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## Geography Progression of Substantive and Disciplinary Knowledge.

	<ul style="list-style-type: none"> <li>-Locate and name the main counties and cities in/around Birmingham.</li> <li>-identify how land use has changed over time and the impact of this on the location of some of these features.</li> <li>- identify the location of key mountains and mountain ranges in countries not previously studied.</li> <li>-include the location of Mount Everest as the world's highest mountain.</li> <li>-locate the key mountains of the UK and identify the link with rivers.</li> <li>- name and locate the major world rivers and rivers of the UK, our region and local area.</li> <li>- identify the location of the source and mouth of the River Tame.</li> <li>-locate significant coastal areas around the UK and key locations/features of our local coastline.</li> </ul>	<p>contrasted according to their geographical features.</p> <ul style="list-style-type: none"> <li>- investigate the effects of mountains on other physical and human geographical features in the UK (e.g. settlements).</li> <li>- explain the effects of rivers on the human and physical geography of the places they flow through, with a focus in depth on the River Tame and its impact on the West Midlands region.</li> <li>-describe the human and physical geography of a range of significant coastal locations</li> <li>-identify how the coastline is affected by physical processes and human activity.</li> <li>-compare coastal towns to Birmingham.</li> </ul>	<p>an understanding of plate tectonics.</p> <ul style="list-style-type: none"> <li>- understand the water cycle, its associated processes and some of its effects on Earth's geography.</li> <li>-identify how rivers are linked to the water cycle and understand the key features and uses of rivers and how these have changed over time, with a focus on the River Tame.</li> <li>-understand the physical processes associated with the formation of coastal features</li> </ul>	<ul style="list-style-type: none"> <li>-evaluate some of the impacts (both positive and negative) of mountains on human activity, with a focus on mountain ranges in the UK</li> <li>-understand the impact of human activity on these processes.</li> </ul>	<p><b>Journey sticks for map drawing. Observe and find key landmarks from the beacon. Presenting findings. Maps using journey sticks. Field sketches from the beacon, rubbings of topograph.</b></p> <ul style="list-style-type: none"> <li>- use a range of sources to understand the water cycle and present information on this in diagrams and graphs.</li> <li>- draw maps based on descriptions using complex keys and understand how contour lines are used on maps showing the Tame.</li> <li>- make measurements of depth and currents at different parts of the river journey.</li> <li>-continue to use four-figure grid references and eight compass points to identify and describe locations and begin to draw to scale, using scale bars and digital tools to estimate distances.</li> </ul> <p><b>Clent Hills</b>  <a href="https://www.youtube.com/watch?v=Ki0sYqe9WbE">https://www.youtube.com/watch?v=Ki0sYqe9WbE</a>  <b>Fieldwork: What can I observe from the top of hill?</b>  <b>Journey sticks for map drawing. Observe and find key landmarks from the beacon. Presenting findings. Maps using journey sticks. Field sketches from the beacon, rubbings of topograph.</b></p> <ul style="list-style-type: none"> <li>-Following first -hand observations, present findings in a range of ways, including drawing scale maps of areas of the coastline with complex keys and using linear and area measuring tools on digital maps of different scales.</li> <li>-continue to use four-figure references to identify and describe locations.</li> </ul>	<ul style="list-style-type: none"> <li>- begin to use eight compass points to give directions and locations</li> <li>- suggest geographical questions that could be investigated during a fieldwork study of Birmingham.</li> <li>- create sketch maps of routes followed using symbols and keys and use four-figure references to identify locations.</li> <li>- use eight compass points to give directions and locations</li> <li>-use observation, map and questioning skills to investigate the significance and uses of the River Tame over time.</li> <li>-suggest own geographical questions to investigate as part of a study of the physical processes and human activity that have an impact on the coastline.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>-Locate the meridian and explain its purpose</li> <li>-Calculate time in different countries using the time zones</li> </ul>	<ul style="list-style-type: none"> <li>-Name and locate counties where monsoons, typhoons and drought occur</li> </ul>	<ul style="list-style-type: none"> <li>-Describe and understand key aspects of Physical geography, including climate zones and time zones</li> </ul>	<ul style="list-style-type: none"> <li>-Describe and understand key aspects of human geography including cities and land use</li> <li>-Describe the conditions in which monsoons, typhoons and drought occur</li> </ul>	<ul style="list-style-type: none"> <li>-Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</li> <li>-Use fieldwork to observe, measure and record the human and physical features in the local area</li> </ul>	<ul style="list-style-type: none"> <li>-Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps,</li> </ul>



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## Geography Progression of Substantive and Disciplinary Knowledge.

	<ul style="list-style-type: none"> <li>-Identify places where monsoons, typhoons and drought occur</li> <li>-Collect data on weather in local area</li> <li>-locate a range of countries, regions and cities in Europe as well as examples of human and physical characteristics.</li> <li>-locate major rivers and mountain ranges.</li> <li>- Locate the countries of North and South America and use maps to identify major regions, cities and human and physical characteristics of the Americas.</li> <li>-Identify lines of longitude on a world map, including the Prime Meridian</li> <li>-Locate position of time zones within the Americas.</li> </ul>	<ul style="list-style-type: none"> <li>- develop an understanding of Europe as the continent that the UK is located in</li> <li>-describe key aspects of its human and physical geography.</li> <li>- investigate and describe the human and physical geographical features of the regions in Europe.</li> <li>-suggest and evaluate reasons for geographical similarities and differences between locations.</li> <li>- learn that tourism is a major industry which has a human and physical impact on the environment.</li> <li>- Understand the impact of climate zones and biomes on the human and physical geography of the Americas.</li> <li>-Understand and explain how rivers can impact and change the physical and human geography of the locations studied.</li> <li>- Identify, explain and compare the economic activity, land use and distribution of natural resources in the locations studied (Rio de Janeiro and the Amazon Rainforest in Brazil.)</li> </ul>	<ul style="list-style-type: none"> <li>- understand the human and physical geography of Europe, including its countries, cities and key features.</li> <li>- understand and explain how rivers can impact and change the physical geography of the locations studied.</li> <li>- begin to understand the links between the human and physical geography and use this to identify, describe and compare the features of the countries and regions studied.</li> <li>- consider the human and physical impact of tourism on European countries.</li> <li>-Make comparisons between the human and physical geography of the continents of the Americas and UK.</li> <li>-Compare and contrast a range of the human and physical features across North America, identifying similarities and differences.</li> <li>-Suggest and evaluate reasons for geographical similarities and differences between locations.</li> </ul>	<ul style="list-style-type: none"> <li>- understand the human and physical geography of Europe, including its countries, cities and key features.</li> <li>- identify, explain and compare the economic activity, land use and distribution of natural resources in European countries.</li> <li>- identify and understand the impacts over time of key environmental issues in Europe (e.g. pollution, agriculture and industrialisation).</li> <li>-Make comparisons between the human and physical geography of the continents of the Americas and UK.</li> <li>-Compare and contrast a range of the human and physical features across North America, identifying similarities and differences.</li> <li>-Suggest and evaluate reasons for geographical similarities and differences between locations.</li> </ul>	<p>using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p><b>Fieldwork:</b> Collect data on local weather. Present in a method on choice.</p> <ul style="list-style-type: none"> <li>- develop a deeper understanding of the continent of Europe, using a range of maps and other sources to locate countries and key features</li> <li>-consider the impact of tourism in Eastern European countries by analysing data, listening to a first-hand account and examining physical and human changes to these countries.</li> <li>- compare and evaluate maps with different scales and begin to explain ideas using a thematic map for reference.</li> <li>- begin to use six-figure grid references to identify and describe locations.</li> </ul> <p><b>Fieldwork:</b> Main activity Choose to compare schools, houses, play area in a town in Europe with Birmingham. Children complete full fieldwork study.</p> <ul style="list-style-type: none"> <li>-Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</li> <li>-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</li> </ul> <p><b>Fieldwork:</b> Use ariel photos, maps and photos to describe life in an area in the USA. In groups children choose a different climate zone.</p>	<p>atlases, globes, images and aerial photos.</p> <ul style="list-style-type: none"> <li>-Express their opinions and recognise that others may think differently.</li> <li>-Find possible answers to their own geographical questions.</li> <li>-investigate geographical questions and present information and make comparisons in a range of ways.</li> <li>-Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</li> <li>-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</li> <li>-Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos.</li> <li>-Find possible answers to their own geographical questions.</li> </ul>
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						<ul style="list-style-type: none"> <li>-Explain the usefulness, reliability and relevance of information</li> <li>-Begin to understand how geographical 'facts' are often interpreted to support opinions</li> <li>-Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations.</li> <li>-Express their opinions and recognise that others may think differently.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>-Locate and name the countries who trade with the UK on a World Map.</li> <li>-Locate and name and name trade routes around the world</li> <li>-find places on a blank map of the UK by comparing it to an atlas and label the map using a key to show where energy is generated</li> <li>-Locate places from where food is imported and where the UK exports.</li> <li>-draw on all of their locational knowledge and awareness to describe how locations might change over time and identify locations that are key to the sustainability of the planet in the future, for example the rainforests, ice caps,</li> </ul>	<ul style="list-style-type: none"> <li>-Understand geographical similarities and differences through the study of human geography of their local area and the wider world.</li> <li>- explain how energy consumption has changed over time by using thematic maps to study the human geography of developed and developing countries.</li> <li>- identify origins of food and explain why it is imported from there, with reference to climate.</li> <li>- evaluate how places they have previously studied (Amazon, the Poles and the UK) might change in the future by applying their knowledge about the interdependence of human and physical features and</li> </ul>	<ul style="list-style-type: none"> <li>-use knowledge of biomes, climates and regions to explain why the UK imports products from around the world.</li> <li>- explain the methods of power generation and use in the UK, including fossil fuel and renewable energy.</li> <li>- explain the impact of power generation on human and physical geography and understand how electricity is distributed across the UK.</li> <li>- distribution of natural resources including energy, food, minerals and water around the planet and give opinions and suggestions on sustainability in the future.</li> <li>- explore why food shortage is a global problem and explain how changes in our own</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of: <ul style="list-style-type: none"> <li>-Current environmental factors affecting children, (local) housing conditions and -homelessness. (National) work, wages, immigration. (International) War and conflict.</li> <li>-Fair/unfair distribution of resources (Fairtrade).</li> <li>- explain the methods of power generation and use in the UK, including fossil fuel and renewable energy.</li> <li>- explain the impact of power generation on human and physical geography and understand how electricity is distributed across the UK.</li> <li>- distribution of natural resources including energy, food, minerals and water around the planet and give</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Use maps, atlases, globes to locate countries and describe features studied.</li> <li>-Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs.</li> <li><b>Fieldwork enquiry question: Children to design their own questions (What is sold on our High Street?) Before visit ask children what they expect to find. Review after visit.</b></li> <li>Local walk to local high street (physical and virtual). Collect data on the local trade. Discuss outcomes - why are there more 'x' shops than...</li> <li>Present findings: Map of shops with a key to show the different trades, graphs, photos.</li> <li>-interpret data on thematic maps related to energy consumption in the UK.</li> <li>- interpret data related to energy usage in the UK and explain how this might change in the future.</li> <li>Children will consider 'food miles' and explore how they can change their behaviour in reducing this,</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to Investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.</li> <li>- Investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.</li> <li>-Ask geographical questions related to the sustainability of the sources of energy and make suggestions based on this data. As a class, they will consider differing opinions and draw conclusions based on these.</li> </ul>

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	<p>and introduce the Great Barrier Reef.</p>	<p>processes and how these have impacted on the range of places studied.</p> <ul style="list-style-type: none"> <li>-consider the human impact of pollution and waste on their local area, the UK and the world.</li> </ul>	<p>behaviour can have an impact.</p> <ul style="list-style-type: none"> <li>- investigate the effects of climate change in more depth and breadth following their introduction to the topic in Year 2.</li> <li>-explore the effects of pollution and waste on the physical geography of their local area, the UK and the world.</li> </ul>	<p>opinions and suggestions on sustainability in the future.</p> <ul style="list-style-type: none"> <li>- explore why food shortage is a global problem and explain how changes in our own behaviour can have an impact.</li> <li>-explore the human impact of pollution and waste and make suggestions around the changes they and the wider community can make.</li> </ul>	<p>including reducing water and energy consumption.</p> <ul style="list-style-type: none"> <li>- collect data on plastic waste in the local community.</li> <li>-consider how this can be changed and reduced, presenting their findings in a range of ways (data, presentation and blog)</li> </ul> <p><b>Fieldwork enquiry question:</b>  <b>Children to design their own questions (Is our local area sustainable? Is our local area pollution free) Before visit ask children what they expect to find. Review after visit.</b>          Local walk to local area including the park.          Children can either collect data on traffic, litter, bins, etc).          Present findings: Map of shops with a key to show the different trades, graphs, photos.</p>	<ul style="list-style-type: none"> <li>- Investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.</li> <li>-Ask geographical questions related to the sustainability natural resources and make suggestions based on this data.</li> <li>-as a class, consider differing opinions and draw conclusions based on these.</li> </ul>
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