



Progression Map: Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	<u>Early Learning Goal: People, Culture and Communities</u> <u>Substantive concept-</u> Understanding the world <u>Previous Learning-</u> N/A <u>Big ideas/ Key questions/ Learning foci-</u> Describe their immediate environment using knowledge from observations, discussions, stories, non-fictions texts and maps. Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.			<u>Early Learning Goal: The Natural World</u> <u>Substantive concept-</u> Understanding the world <u>Previous Learning-</u> N/A <u>Big ideas/ Key questions/ Learning foci-</u> Exploring the Natural World around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them, and contrasting environments, drawing on their experiences and what has been read to them.		
	<u>Key Vocabulary-</u> - Geographer - World - Ocean - Country - City - Town - Village - Place - Map - Season		<u>Examples of how this is achieved in Nursery-</u> - Become familiar with the local environment - Explore school grounds- wildlife and spinney - Know about extended family - EAL- knowing about family members in other places - Explore traditions and Christmas - Know about farms and animals		<u>Examples of how this is achieved in EYFS-</u> - Looking at where we live and talking about the features we see on the way to school (shops, roads, parks) - Exploring the school grounds to look at features of the environment - Discussing where extended family members live on a map, including our EAL families' place of birth - Exploring Christmas traditions from around the world	



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	• Weather • Forest • Beach • Mountain • Planet • Space • Earth <u>Linked to communication and language pupils will:</u> • Ask questions to find out more and check they understand what has been said to them • Describe events in some detail • Use new vocabulary in different contexts • Engage in non-fiction books • Listen and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	• Exploring the world through texts such as 'We're going on a bear hunt'	• Features of cities, man-made vs natural • Learning London is the capital city • Learning about Amelia Earhart- Oceans she flew across (locating land and sea on maps) • Black History • Naming features of the world around us (farms, beach, woodland)
Year 1	<u>Topic – Continents (autumn), Oceans (autumn), UK countries (autumn), capital cities (spring) and surrounding seas (spring)</u> <u>Substantive concept-</u> Location, Order, Connection <u>Previous Learning-</u>	<u>Topic – Hot and cold locations (spring and summer)</u> <u>Substantive concept-</u> Location, Environment, Patterns <u>Previous Learning-</u>	<u>Topic – Fieldwork and mapping (summer)</u> <u>Substantive concept-</u> Location, Environment, Patterns <u>Previous learning-</u> Y1:



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ELG: People, Culture and Communities: Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. ELG: The Natural World: Exploring the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them, and contrasting environments, drawing on their experiences and what has been read to them in class. <u>Big ideas/ Key questions/ Learning foci-</u> Continents: What are the 7 continents of the world? Oceans: What are the 5 oceans of the world? Countries: What are the four countries of the United Kingdom? Capital Cities:	<u>Big ideas/ Key questions/ Learning foci-</u> Continents and Oceans: Remember – name and find the 7 continents and 5 oceans of the world Hot and cold places: Where is the equator? Where is hot and where is cold on the Earth? Where are the North and South Poles? What are they like? Where can I find hot countries? What are they like? What I know about hot and cold places: Summary – where are hot and cold places of the world? Continuous Learning: Record the weather using a daily dashboard: • Day • Month • Year • Weather symbols • Temperature symbols • Use tier 2 elaborative vocabulary to describe the weather on sentence strips e.g. Today is bright and sunny/today is wet and gloomy. <u>Tier 2 vocabulary-</u>	Introduce UK countries, capital cities, continents and oceans Y1: Hot and cold locations <u>Big ideas/ Key questions/ Learning foci-</u> Knowing: What is a map? Place and space: How do I make an imaginary map? We're going on a bear hunt What I know about hot and cold places: Summary – where are hot and cold places of the world? How do you show what a place is like? The Storm Whale Fieldwork: How do I make a real map? <u>Tier 2 vocabulary</u> • Built • Human • Imaginary • Natural
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	What are the capital cities of the four kingdoms of the UK? Seas: What seas surround the UK? <u>Tier 2 vocabulary-</u> • Vast • Azure • Rotated • Expanse <u>Tier 3 vocabulary-</u> • Ocean • Continent • Polar • Atlas	• Location • Moist • Misty • Scorched • Freezing • Tropical <u>Tier 3 vocabulary-</u> • Continent • Ocean • Polar • Equator • Temperature • Compass	• Place • Space <u>Tier 3 vocabulary</u> • Aerial • Connected • Environment • Feature • Fieldwork • Location			
Year 2	<u>Topic – Human and Physical features- Local Area Study (autumn)</u> <u>Substantive concept-</u> Location, Order, Environment, Culture, Time, Pattern <u>Previous Learning-</u> EYFS	<u>Topic – Compare a small part of the UK to a non-European location (London and Nairobi) (autumn and spring)</u> <u>Substantive concept-</u> Location, Environment, Culture, Connection <u>Previous Learning-</u> Y1:	<u>Topic – Compare a small part of the UK to a non-European location (London and Nairobi) (autumn and spring)</u> <u>Substantive concept-</u> Location, Environment, Culture, Connection <u>Previous Learning-</u> Y1:	<u>Topic – Fieldwork and map skills (spring and summer)</u> <u>Substantive concept-</u> Location, Environment, Pattern, Similar <u>Previous learning-</u> Y1: Continents and oceans of the world	<u>Topic – Fieldwork and map skills (spring and summer)</u> <u>Substantive concept-</u> Location, Environment, Pattern, Similar <u>Previous learning-</u> Y1: Continents and oceans of the world	<u>Topic – Study a small area of a contrasting non-European country- Yanomami people of the rainforest (summer)</u> <u>Substantive concept-</u> Location, Environment, Culture, Remoteness <u>Previous learning-</u>



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People, Culture and Communities The Natural World Y1: Continents and oceans of the world, UK countries, capital cities and seas Y1: Hot and cold climates, including the equator Y1: Fieldwork and mapping <u>Big ideas/ Key questions/ Learning foci-</u> Human Features: What are human features? Physical Features: What are physical features?	Continents and oceans of the world Y1: UK countries, capital cities and seas Y1: Hot and cold climates, including the equator Y2: Local fieldwork study <u>Big ideas/ Key questions/ Learning foci-</u> Europe United Kingdom Capital cities: Remember countries and capital cities of the UK Africa Kenya and Nairobi: Where is the continent of Africa?	Continents and oceans of the world Y1: UK countries, capital cities and seas Y1: Hot and cold climates, including the equator Y2: Local fieldwork study <u>Big ideas/ Key questions/ Learning foci-</u> Europe United Kingdom Capital cities: Remember countries and capital cities of the UK Africa Kenya and Nairobi: Where is the continent of Africa?	and UK countries, capital cities and seas Y1: Hot and cold climates, including the equator Y2: Comparison study of small and non-European location (UK and Kenya) <u>Big ideas/ Key questions/ Learning foci-</u> Fieldwork, mapping and position: How do we describe a place? Fieldwork, mapping and symbols: What physical features does this place have?	and UK countries, capital cities and seas Y1: Hot and cold climates, including the equator Y2: Comparison study of small and non-European location (UK and Kenya) <u>Big ideas/ Key questions/ Learning foci-</u> Fieldwork, mapping and position: How do we describe a place? Fieldwork, mapping and symbols: What physical features does this place have?	Y1: Continents and oceans of the world and UK countries, capital cities and seas Y1: Hot and cold climates, including the equator Y2: Y2 local fieldwork study <u>Big ideas/ Key questions/ Learning foci-</u> Where? Where are the rainforests? What are they like? Who? How do the Yanomami people live? What is different?
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	Local Area: What features does our local area have? <u>Tier 2 vocabulary-</u> • Increase • Decrease • Align • Symbol • Observe • Sketch <u>Tier 3 vocabulary-</u> • Aerial • Scale • Cardinal point • Valley • Port • Vegetation	Where is Kenya? What are the physical and human features? Where is Nairobi? Describe Nairobi Compare the human and physical similarities and differences: How are London and Nairobi similar? How are London and Nairobi different? <u>Tier 2 vocabulary-</u> • Urban • Sprawling • Contrast • Horizon • Inspiring • Breath-taking • Striking • Cityscape • Majestic • Spectacular • Colossal	Where is Kenya? What are the physical and human features? Where is Nairobi? Describe Nairobi Compare the human and physical similarities and differences: How are London and Nairobi similar? How are London and Nairobi different? <u>Tier 2 vocabulary-</u> • Urban • Sprawling • Contrast • Horizon • Inspiring • Breath-taking • Striking • Cityscape • Majestic • Spectacular • Colossal	What human features does this place have? Mapping and drawing: Map keys: how can we show what a place is like? Sketch map: how can we show what a place is like? Summary: How does the scale of a map tell us what the area around the school is like? <u>Tier 2 vocabulary</u> • Increase • Decrease • Align • Symbol • Observe • Sketch <u>Tier 3 vocabulary</u> • Aerial • Scale	What human features does this place have? Mapping and drawing: Map keys: how can we show what a place is like? Sketch map: how can we show what a place is like? Summary: How does the scale of a map tell us what the area around the school is like? <u>Tier 2 vocabulary</u> • Increase • Decrease • Align • Symbol • Observe • Sketch <u>Tier 3 vocabulary</u> • Aerial • Scale	What is different about my location and the Yanomami? <u>Tier 2 vocabulary</u> • Remote • Isolated • Thrive • Magnificent <u>Tier 3 vocabulary</u> • Stone Age • Indigenous • Sustainable • Eco-system
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		• Scenic <u>Tier 3 vocabulary-</u> • Landmark • Country • Capital • Climate • Feature • Savanna	• Scenic <u>Tier 3 vocabulary-</u> • Landmark • Country • Capital • Climate • Feature • Savanna	• Cardinal point • Valley • Port • Vegetation	• Cardinal point • Valley • Port • Vegetation	
Year 3	<u>Topic – Map and Fieldwork skills- human and physical features</u> <u>Substantive concept-</u> Location, Scale, Proximity <u>Previous Learning-</u> Y1: Name and locate continents and oceans of the world and UK countries, capital cities and seas Y2: UK and non-European location study (London and Nairobi) Y2:	<u>Topic – United Kingdom Study</u> <u>Substantive concept-</u> Location, Order, Environment, Region, Landscape <u>Previous Learning-</u> Y1: UK countries and capital cities Hot and cold location Map skills and fieldwork Y2: UK and non-European location study (London and Nairobi) Y2:	<u>Topic – Revisit UK study including human and physical features (if your class needs it)</u> <u>Substantive concept-</u> Location, Culture, Connection, Interdependence Location, Connection, Process <u>Previous Learning-</u> Y1:	<u>Topic – OS Maps and Scale</u> <u>Substantive concept-</u> Location, Scale, Proximity <u>Previous Learning-</u> Y1: UK countries and capital cities Hot and cold locations Map skills and fieldwork Y2:		



UK and non-European location study (Yanomami tribe) Y2: Y2 local area fieldwork study <u>Big ideas/ Key questions/ Learning foci-</u> Compass: What are the eight points on the compass? Human and physical features: Where are the human and physical features in this place? Apply it: What physical features can you identify in the UK? <u>Tier 2 vocabulary-</u> • Compass • Direction • North • East • South • West • North-east • South-east	UK and non-European location study (Yanomami tribe) Y2: Y2 local area fieldwork study <u>Big ideas/ Key questions/ Learning foci-</u> UK: What are the regions and countries in the UK? Name and locate cities and countries of the UK. Human and physical features: Identify geographical regions by physical and human landmarks of Scotland and England. Identify geographical regions by physical and human landmarks of Wales and Northern Ireland. Geographical patterns and explanations: What are the tropical patterns in the UK? What can I see? <u>Tier 2 vocabulary-</u> • Extensive • Sophisticated • Settlement • Terrain • Wilderness	UK countries and capital cities Hot and cold locations Map skills and fieldwork Y2: Map skills and fieldwork- local area of the school Y2: UK and non-European location study (London and Nairobi) Y2: UK and non-European location study (Yanomami tribe) Y2: Y2 local area fieldwork study <u>Big ideas/ Key questions/ Learning foci-</u> Knowing: What is an Ordnance Survey (OS) map? Large and small-scale maps	Map skills and fieldwork- local area of the school Y2: UK and non-European location study (London and Nairobi) Y2: UK and non-European location study (Yanomami tribe) Y2: Y2 local area fieldwork study <u>Big ideas/ Key questions/ Learning foci-</u> Knowing: What is an Ordnance Survey (OS) map? Large and small-scale maps
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	• North-west • South-west <u>Tier 3 vocabulary-</u> • Cardinal • Intercardinal	• Barren <u>Tier 3 vocabulary-</u> • Topography • Landmarks • Region • Country • Scale • Contour line	Geographical regions Human and Physical characteristics Topographical features <u>Big ideas/ Key questions/ Learning foci-</u> UK: What are the regions and countries in the UK? Name and locate cities and countries of the UK. Human and physical features: Identify geographical regions by human and physical landmarks of Scotland and England. Identify geographical regions by human and physical	How does scale change the way we describe a place? What's the area like just beyond the school? Maps of other places What's the area like beyond the region? <u>Tier 2 vocabulary-</u> • Area • Cardinal • Historical • Landscape • Measuring • Solar <u>Tier 3 vocabulary-</u> • Geographical • Key • Ordnance • Scale • Survey • Sustainable
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			landmarks of Wales and Northern Ireland. Geographical patterns and explanations: What are the tropical patterns in the UK? What can I see? Summarise, present and explain regions, countries, cities and landmarks of the UK. <u>Tier 2 vocabulary-</u> • Extensive • Sophisticated • Settlement • Terrain • Wilderness • Barren <u>Tier 3 vocabulary-</u> • Topography • Landmarks • Region • Country • Scale • Contour line	
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Year 4	Topic – Rivers		Topic – Latitude and longitude (autumn)		Topic – Latitude and longitude (spring)		Topic – Water cycle		Topic – Rivers revisited (if your class needs it)		Topic – Map skills: Environmental regions of Europe, Russia, North and South America	
	Substantive concept- Human and physical geography: Location, Order, Proximity, Region, Landscape, System Place knowledge: Location, Environment, Pattern Previous Learning- Y2: - Map skills and fieldwork - local area of the school - UK and non-European location study (London and Nairobi) - UK and non-European location study (Yanomami tribe) - Y2 local area fieldwork study		Substantive concept- Location, Position, diversity, Time Previous Learning- Y2: - Map skills and fieldwork - local area of the school - UK and non-European location study (London and Nairobi) - UK and non-European location study (Yanomami tribe) - Y2 local area fieldwork study		Substantive concept- Location, Position, diversity, Time Previous Learning- Y2: - Map skills and fieldwork - local area of the school - UK and non-European location study (London and Nairobi) - UK and non-European location study (Yanomami tribe) - Y2 local area fieldwork study		Substantive concept- Environment, Connection, Interaction, Landscape, Process, Cycle Previous Learning- Y3 Science: Plants Y3: - Map and fieldwork skills – compass - UK counties and cities - Geographical regions - Human and Physical characteristics		Substantive concept- Environment, Connection, Interaction, Landscape, Process, Cycle Previous Learning- Y3: - Map and fieldwork skills – compass - UK counties and cities - Geographical regions - Human and Physical characteristics		Substantive concept- Location, Place, Scale, Proximity Previous Learning- Y3: - Map and fieldwork skills – compass - UK counties and cities - Geographical regions - Human and Physical characteristics - Topographical features	



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	- UK and non-European location study (Yanomami tribe) - Y2 local area fieldwork study Y3: - Map and fieldwork skills – compass - UK counties and cities - Geographical regions - Human and Physical characteristics - Topographical features - OS maps and scale Y4: - Rivers <u>Big ideas/ Key questions/ Learning foci-</u> Latitude and longitude: What are the lines of latitude?	Y3: - Map and fieldwork skills – compass - UK counties and cities - Geographical regions - Human and Physical characteristics - Topographical features - OS maps and scale Y4: - Rivers <u>Big ideas/ Key questions/ Learning foci-</u> Latitude and longitude: What are the lines of latitude?	- Topographical features - OS maps and scale Y4: - Rivers - Latitude and longitude <u>Big ideas/ Key questions/ Learning foci-</u> The process: What is the water cycle? The way it works: How does the water cycle work? The things that influence it: What affects the water cycle? <u>Tier 2 vocabulary-</u> - Infiltrate	- Topographical features - OS maps and scale Y4: - Rivers - Latitude and longitude - Water cycle <u>Big ideas/ Key questions/ Learning foci-</u> River features: Remember- what are the features of a river? River study: Where is the river Nile and what features does it have? River Study: Where is the Amazon River and what features does it have?	- OS maps and scale Y4: - Rivers - Latitude and longitude - Water cycle - Revisit rivers <u>Big ideas/ Key questions/ Learning foci-</u> Define: What are environmental regions? Know, compare and contrast: Europe: what are the major environmental regions? Russia: what are the major environmental regions?
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<u>Big ideas/ Key questions/ Learning foci-</u> Features of a river: What are the features of a river? Local rivers: What is our local river? What feature can we see? Where did it come from and where does it flow? <u>Tier 2 vocabulary-</u> • Raging • Tumble • Cascading • Precipice • Iconic • Turbulent <u>Tier 3 vocabulary-</u> • Rivulet	What are the lines of longitude? Location and physical features: How do lines of latitude and longitude tell us what the location is like? How can you find exact locations around the world? Time zones Day and night: What are the time zones and how do they affect us? How does day and night occur? <u>Tier 2 vocabulary-</u> • Co-ordinate • Parallel • Determine • Circumnavigate • Constitutes	What are the lines of longitude? Location and physical features: How do lines of latitude and longitude tell us what the location is like? How can you find exact locations around the world? Time zones Day and night: What are the time zones and how do they affect us? How does day and night occur? <u>Tier 2 vocabulary-</u> • Co-ordinate • Parallel • Determine • Circumnavigate • Constitutes	• Sequence • Reoccurring (recurring) • Pollution • Consequence • Permeate <u>Tier 3 vocabulary-</u> • Ground water • Precipitation • Condensation • Transpiration • Percolation • Evaporation	<u>Tier 2 vocabulary-</u> • Raging • Tumble • Cascading • Precipice • Iconic • Turbulent <u>Tier 3 vocabulary-</u> • Rivulet • Estuary • Flood plain • Tributary • Confluence • Channel	North America: what are the major environmental South America: what are the major environmental Structured assessment task: Apply and show what you know. <u>Tier 2 vocabulary-</u> • Arid • Bountiful • Locality • Major • Rapid • Vibrant <u>Tier 3 vocabulary-</u> • Biome • Climate • Environmental • Equatorial • Mediterranean • Tropic
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	• Estuary • Flood plain • Tributary • Confluence • Channel	• Straddle <u>Tier 3 vocabulary-</u> • Latitude • Longitude • Horizontal • Vertical • Meridian • Equator	• Straddle <u>Tier 3 vocabulary-</u> • Latitude • Longitude • Horizontal • Vertical • Meridian • Equator			
Year 5	<u>Topic – World countries- biomes and vegetation belts</u> <u>Substantive concept-</u> Location, Interdependence, Pattern, Environment, Settlement, Economic <u>Previous Learning-</u> Y3: • Map and fieldwork skills – compass • UK counties and cities • Geographical regions • Human and Physical characteristics • Topographical features • OS maps and scale Y4: • Rivers • Latitude and longitude		<u>Topic – 4 and 6 figure grid references</u> <u>Substantive concept-</u> Location, Absolute position, scale, Settlement <u>Previous Learning-</u> Y3: • Map and fieldwork skills – compass • UK counties and cities • Geographical regions • Human and Physical characteristics • Topographical features • OS maps and scale Y4: • Rivers • Latitude and longitude • Water cycle • Revisit rivers		<u>Topic – OS maps and fieldwork</u> <u>Substantive concept-</u> Location, Scale, Proximity <u>Previous Learning-</u> Y3: • Map and fieldwork skills – compass • UK counties and cities • Geographical regions • Human and Physical characteristics • Topographical features • OS maps and scale Y4: • Rivers • Latitude and longitude • Water cycle • Revisit rivers	



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	• Water cycle • Revisit rivers <u>Big ideas/ Key questions/ Learning foci-</u> Major countries and cities: Where would you find the major countries of the world? Where would you find the major cities of the world? Biomes: What is a biome? (Environmental region) How do biomes change across the world? Human and physical features: What are the human characteristics that define Europe, North and South America? What are the physical characteristics that define Europe, North and South America? <u>Tier 2 vocabulary-</u> • Arid • Fertile • Densely • Exceptional • Craggy • Scenery	Y5: • World countries- biomes and vegetation belts <u>Big ideas/ Key questions/ Learning foci-</u> Finding locations: Why do we need latitude and longitude? Finding locations precisely: What are 4 and 6 figure grid reference and how do we use them? Apply it: Use 4 and 6 figure grid references <u>Tier 2 vocabulary-</u> • Horizontal • Vertical • Parallel • Arctic • Antarctic <u>Tier 3 vocabulary-</u> • Equator • Tropic of Cancer • Tropic of Capricorn	Y5: • World countries- biomes and vegetation belts • 4 and 6 figure grid references <u>Big ideas/ Key questions/ Learning foci-</u> OS maps: Remember: what are OS maps and how do we use them? Map skills and fieldwork: What are four and six figure grid references? What are contour lines? What does the land look in my local area? What is the land like in a contrasting locality? Show what you know: Structured Explanative Assessment Task. <u>Tier 2 vocabulary-</u> • Contrast • Intersect • Slope • Solar farm • Turbine • Undulating
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	<u>Tier 3 vocabulary-</u> - Continent - Latitude - Longitude - Equator - Hemisphere - Biome	- Poles - Meridian line		<u>Tier 3 vocabulary-</u> - Coordinates - Contour line - Eastings - Northings - Plateau - Terrain	
Year 6	<u>Topic – Physical processes: earthquakes, mountains and volcanos</u> <u>Substantive concept-</u> Time, Location, Process, Connection, Environment, System <u>Previous Learning-</u> Y4: - Rivers - Latitude and longitude - Water cycle - Revisit rivers Y5: - World countries- biomes and vegetation belts 4 and 6 figure grid references	<u>Topic – Settlements and relationships</u> <u>Substantive concept-</u> Human and physical geography: Location, Proximity, Landscape, Lived space Place knowledge: Locations, Connection, Economic, Order, Pattern, Remoteness <u>Previous Learning-</u> Y4: Rivers	<u>Topic – Comparison study: UK, Europe, North or South America (spring)</u> <u>Substantive concept-</u> Location, Connection, Economic, Order, Pattern, Remoteness <u>Previous Learning-</u> Y4: - Rivers - Latitude and longitude - Water cycle - Revisit rivers	<u>Topic – Comparison study: UK, Europe, North or South America (summer)</u> <u>Substantive concept-</u> Location, Connection, Economic, Order, Pattern, Remoteness <u>Previous Learning-</u> Y4: - Rivers - Latitude and longitude - Water cycle - Revisit rivers	<u>Topic – Orienterring</u> <u>Substantive concept-</u> Location, Scale, Proximity <u>Previous Learning-</u> Y4: - Rivers - Latitude and longitude - Water cycle - Revisit rivers Y5: - World countries-



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	<u>Big ideas/ Key questions/ Learning foci-</u> The Earth's structure and tectonic plates: What makes up layers of planet Earth? What are tectonic plates and where do you find them? How do tectonic plates move and what happens when they meet or separate? How was the Lake District formed? Earthquakes: What causes an earthquake and what is the effect? Mountains: How are mountains formed? Volcanoes: How do volcanoes work? <u>Tier 2 vocabulary-</u> • Viscous • Churning • Buckle • Disaster • Devastation • Magnitude	• Latitude and longitude • Water cycle • Revisit rivers Y5: • World countries- biomes and vegetation belts • 4 and 6 figure grid references Y6: • Physical processes: Earthquakes, mountains and volcanoes <u>Big ideas/ Key questions/ Learning foci-</u> Settlements: What are settlements and where are they found?	Y5: • World countries- biomes and vegetation belts • 4 and 6 figure grid references <u>Big ideas/ Key questions/ Learning foci-</u> United Kingdom: Where is the Lake District? How was the Lake District formed? Europe: Poland: where can you find the Tetra mountains? What are the Tetra mountains like? North America:	Y5: • World countries- biomes and vegetation belts • 4 and 6 figure grid references <u>Big ideas/ Key questions/ Learning foci-</u> United Kingdom: Where is the Lake District? How was the Lake District formed? Europe: Poland: where can you find the Tetra mountains? What are the Tetra mountains like? North America:	biomes and vegetation belts • 4 and 6 figure grid references Y6: • Physical processes: earthquakes, mountains and volcanoes • Comparison study- UK, Europe, North or South America <u>Big ideas/ Key questions/ Learning foci-</u> Remember: What are 4 and 6 figure grid references? How do we use them?
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	<u>Tier 3 vocabulary-</u> • Epicentre • Fissure • Dormant • Magma • Molten • Mantle	Settlement patterns: Do settlements have a pattern? People and economic patterns: Do people, their movement and economic activity have patterns? <u>Tier 2 vocabulary-</u> • Location • Resource • Distribute • Employ • Production • Consumption <u>Tier 3 vocabulary-</u> • Trade • Economy • Navigate • Lowland • Migrant • Refugee	The Caribbean and Jamaica: what do we know? What is similar and what is different between the Lake District, Tatra mountains and the Caribbean? <u>Tier 2 vocabulary-</u> • Equivalent • Contrast • Erosion • Inhospitable • Moderately • Prosper <u>Tier 3 vocabulary-</u> • Orogeny • Glaciation • Temperate • Tectonic • Summit • Altitude	The Caribbean and Jamaica: what do we know? What is similar and what is different between the Lake District, Tatra mountains and the Caribbean? <u>Tier 2 vocabulary-</u> • Equivalent • Contrast • Erosion • Inhospitable • Moderately • Prosper <u>Tier 3 vocabulary-</u> • Orogeny • Glaciation • Temperate • Tectonic • Summit • Altitude	Introduction to orienteering: What is orienteering? How do I orientate a map? How do I navigate a simple indoor course using controls? Outdoor orienteering courses: How do I navigate a simple course outdoors with controls? Motala: how do I navigate multiple outdoor courses using controls? How do I plan and set up an orienteering course? <u>Tier 2 vocabulary-</u> • Aerial • Appreciate • Coniferous • Distinctive • Participant
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Progression Map: Geography

					• Randomised <u>Tier 3 vocabulary-</u> • Checkpoint • Control • Legend • Navigate • Orientate • Orienteering
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