

## HOLY TRINITY CATHOLIC ACADEMY GEOGRAPHY CURRICULUM PROGRESSION

### **Geography Intent:**

Through high quality teaching of the geography curriculum, it is our intention that all pupils will:

- Enjoy and love learning about geography through experiences both in the classroom and in fieldwork and educational visits
- Develop a secure knowledge and understanding of where we live, our world and their role as global citizens
- Develop a curiosity about the diverse places and people in the world within both natural and human environments
- Confidently use maps, globes, compasses to find out about places

**EYFS** – Our Geography curriculum learning journey begins in the Early Years' Foundation Stage's 'Understanding the World' curriculum and all subsequent learning is built upon these foundations. (For further EYFS detail, please see EYFS Medium Term Plans)

### **During Nursery children will be able to:**

Continue developing positive attitudes about the differences between people.

Know that there are different countries in the world and talk about differences they have experienced or seen in photos

### **During F2, children will be able to:**

- Draw information from a simple map
- Understand that some places are special to members of their community
- Recognise some similarities and differences between life in this country and other countries
- Explore the natural world around them
- Describe what they see, hear and feel outside
- Recognise that some environments are different to the ones in which they live
- Understand the changing effects of the seasons on the natural world around them

### **ELG:**

#### **People, Culture and Communities**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different (religious and) cultural communities in this country, drawing on their experiences and what has been read in class;
- 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

The children will have explored this through a variety of means – weekly Forest School sessions, different learning themes, stories and links to the Book of the Week, outdoor learning opportunities, continuous provision, visits etc. Links also will have been made to other aspects of the EYFS curriculum. Refer to the separate EYFS section on the website for further information.

ADVENT TERM UNITS 'WHERE DO I BELONG?'			
YEAR	KEY KNOWLEDGE	KEY VOCABULARY	KEY SKILLS
<b>F1</b> <b>Year B</b> <b>BY THE END</b> <b>OF ADVENT</b> <b>TERM I</b>	<p>I know that I live in Newark</p> <p>I know that Newark is in England</p> <p>I know that we speak English</p> <p>I know that there are other countries in the world</p> <p>I know that countries have flags</p>	<p>Newark</p> <p>England</p> <p>English</p> <p>Country</p> <p>World</p> <p>Flags</p>	<p>I can talk about the differences experienced or seen in photos.</p>
<b>F2</b> <b>Year A</b> <b>BY THE END</b> <b>OF THE</b> <b>ADVENT</b> <b>TERM I</b>	<p>To know that families can come from different countries not just England / the UK – to be able to remember some of the names of these countries pertinent to the year group, eg Poland</p> <p>To know that the town we live in is called Newark</p> <p>To know some of its landmarks: it has a river, a castle, a market</p> <p>To know that Newark is in the United Kingdom</p> <p>To know that the United Kingdom is an island</p>	<p>England</p> <p>United Kingdom</p> <p>island</p> <p>Newark</p> <p>River</p> <p>Castle</p> <p>Market</p>	<p>To be able to make simple maps</p>
<b>F2</b> <b>Year B</b> <b>BY THE END</b> <b>OF ADVENT</b> <b>TERM I</b>	<p>I know where Great Britain / England is on a map</p> <p>I know that Great Britain is an island</p> <p>I know that London is the capital city</p> <p>I know what the Union Jack flag looks like</p> <p>I know that some of my/my friends families live in other countries such as Poland and Lithuania</p> <p>I know that some of my /my friends families live in countries a longer distance away such as India</p> <p>I know that you can travel on a ferry and a car or by aeroplane to get o Poland</p> <p>I know that you travel on an aeroplane to get to India</p>	<p>Great Britain</p> <p>England</p> <p>Island</p> <p>Capital City</p> <p>Flag</p> <p>Poland</p> <p>Lithuania</p> <p>India</p> <p>Aeroplane</p> <p>Ferry</p> <p>Car</p>	<p>I can draw information from a simple map</p>

<p><b>Y1/2 Year A</b></p> <p><b>BY THE END OF THE ADVENT TERM UNIT</b></p>	<p><b>Location Knowledge</b></p> <p><b>Topic: I belong in the UK</b></p> <p><b>To know:</b></p> <ul style="list-style-type: none"> <li>• that England, Scotland, Wales and Northern Ireland are the four countries that make up the United Kingdom</li> <li>• The location of the UK on a world map and to be able to locate the four countries that make up the United Kingdom on a map of the UK</li> <li>• The names of the capital cities of the four countries of the UK and recognise some famous landmarks within them:</li> </ul> <p><input type="checkbox"/> The capital city of England is London (<i>Tower of London, St Paul's Cathedral</i>)</p> <p><input type="checkbox"/> The capital city of Scotland is Edinburgh (<i>Edinburgh Castle</i>)</p> <p><input type="checkbox"/> The capital city of Wales is Cardiff (<i>Cardiff Castle</i>)</p> <p><input type="checkbox"/> The capital city of Northern Ireland is Belfast (<i>Titanic Belfast</i>)</p> <ul style="list-style-type: none"> <li>• the three main seas that surround the United Kingdom (North Sea, Irish Sea, Celtic Sea) and to be able to locate these on a map of the UK</li> </ul>	<p>Ocean - Atlantic Sea – North Sea, Irish Sea, English Channel Continent Capital city Landmark England Scotland Wales Northern Ireland United Kingdom London Tower of London St Paul's Cathedral Scotland Edinburgh Edinburgh Castle Wales Cardiff Cardiff Castle Northern Ireland Belfast Titanic</p>	<p><b>Use maps to name and locate</b> areas of study</p> <p><b>Identify</b> seasonal and daily weather in UK</p> <p>Locate hot and cold areas of the world</p> <p>Use maps to identify UK, continents and oceans and countries etc in area of study</p> <p><b>Use simple compass directions</b></p> <p><b>Describe features</b> and routes on a map</p> <p><b>Compare similarities and differences</b> of UK to an other area</p>
<p><b>Y1/2 Year B</b></p> <p><b>BY THE END OF THE ADVENT TERM UNIT</b></p>	<p><b>Location Knowledge</b></p> <p><b>Topic: I belong to Our World</b></p> <p>To know and name the location of the 7 continents</p> <p>To know and name the location of the 5 Oceans</p>	<p>Earth England Great Britain United Kingdom Northern Ireland Scotland Wales Continent Island Ocean Sea Country Europe Africa Asia</p>	<p><b>Recognise</b> landmarks</p> <p><b>Recognise basic human and physical features</b></p> <p><b>Devise a simple map</b></p> <p><b>Use and construct basic symbols</b></p> <p><b>Use simple observational skills in fieldwork</b></p>

		North America South America Australasia Antarctica Pacific Ocean Atlantic Ocean Indian Ocean Arctic Ocean Southern Ocean	
<p><b>Y3/4 Year A</b></p> <p><b>BY THE END OF THE ADVENT TERM UNIT</b></p>	<p><b>Location Knowledge</b>  <b>Topic: Rivers and our local river - The River Trent</b></p> <p>To know that a river flows from a source and ends at the mouth where it flows into another body of water</p> <p>To know the features of three sections of a river:          upper course- the beginning of a river, when it flows very quickly with lots of energy. The water can cut narrow channels through rocky hills or mountains. We may see waterfalls in the upper course of a river,          middle course - the river starts to slow down. It gets wider, and travels in winding loops called meanders          and lower course - the river is at its slowest and widest as it approaches the sea.</p> <p>To know up to five UK rivers and name at least one city that the river runs through</p> <p>To know where the River Trent is located (source, mouth and the counties it flows through) and be able to identify it on a map of the UK</p> <p>To know what grid references are and use them to locate Newark town lock on an OS map</p> <p>To know that a lock is a physical feature of a river and is used to lower and raise the level of the water.</p>	Source Mouth Course Tributary Stream Meander Current Lock Estuary	<p><b>Use maps to name and locate</b> countries and cities in area of study</p> <p><b>Compare similarities and differences</b></p> <p>Use maps and atlases to <b>identify position</b> of country of study</p> <p><b>Describe keys aspects</b> of area of study</p> <p>To compare land use in rural and urban areas.</p> <p>To create a simple sketch map to show how land is used in our school environment.</p> <p>To compare sketch maps with OS maps.</p> <p>To use a key to find out what the symbols on a map are for</p>

<p><b>Y3/4</b> <b>Year B</b></p> <p><b>BY THE END OF THE ADVENT TERM UNIT</b></p>	<p><b>Location and Human and Physical Geography</b></p> <p><b>Topic: How is land used in my locality?</b></p> <p>To know what a county is.</p> <p>To know that our school is in the county of Nottinghamshire.</p> <p>To know the names of the counties which border Nottinghamshire (Lincolnshire, Derbyshire, Yorkshire, Leicestershire)</p> <p>To know that land can be used for different purposes; urban, rural, residential, recreational, industry, agriculture, retail and give examples of these.</p> <p>To know how to draw and label a sketch map to show how land is used in our local area</p>	<p>Agriculture Cartographer County Key Rural Urban Retail Residential Recreation Industry</p>	
<p><b>Y5/6</b> <b>Year A</b></p> <p><b>BY THE END OF THE ADVENT TERM UNIT</b></p>	<p><b>Place Knowledge</b></p> <p><b>Topic: How does our region compare to another location in Europe?</b></p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (<i>ongoing</i>)</p> <p>To know, name and locate countries, counties (Nottinghamshire, Derbyshire, Lincolnshire &amp; Leicestershire) and cities of the United Kingdom, including London, Nottingham, Birmingham, Manchester etc.</p> <p>To investigate a geographical region of the UK - London and know its human and physical characteristics, including The River Thames, The Thames Tunnel, The Thames Barrier and Tower Bridge.</p> <p>To know key topographical features (including hills, mountains, coasts and rivers), and land-use patterns of a geographical region of the UK</p> <p>To know the location of European countries, using maps (including the location of Russia)</p>	<p>cartographer country county human features physical features landmark population topographical urban rural</p>	<p><b>Use maps and atlases</b> to locate world's countries</p> <p><b>Identify environmental regions, key physical and human characteristics, key topographical features, land use patterns</b></p> <p><b>Understand</b> how these have changed over time</p> <p><b>Compare geographical similarities and differences</b></p> <p><b>Describe and understand key aspects of human geography</b></p> <p><b>Use fieldwork to observe, measure and present human and physical features using sketching maps, plans and graphs and ICT</b></p>

	<p>To investigate a geographical region of Poland - Warsaw and know about its identifying human and physical characteristics, including The River Vistula, The Varso Tower, Krasinski Palace and the Presidential Palace.</p> <p>To know the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in Poland - particularly the main rivers and the landmarks for each region.</p>		
<p><b>Y5/6 Year B</b></p> <p><b>BY THE END OF THE ADVENT TERM UNIT</b></p>	<p><b>Location and Place Knowledge and Physical Geography</b></p> <p>Describe and understand key aspects of physical Geography</p> <p><b>Topic: How does our region compare to the Amazon?</b></p> <p>To know the location North and South America To know the meaning of latitude, longitude, Equator, N/S Hemisphere and Tropics and identify where these are. To know and Identify human and physical characteristics of a country - Brazil e.g. River Amazon, Sugarloaf Mountain, Amazon Rainforest, Rio de Janeiro, land use - farming etc. To know the location of rainforests in the world, including The Amazon Rainforest. To know what the climate is like in the Rainforest and explain why rainforests cannot be found in the UK. To know the sizes of the Amazon (6.7 km squared) and other different rainforests To know the average rainfall in different climate zones, including the rainforest. To know how the vegetation and animal life changes in the different layers of the rainforest. To know the different creatures that inhabit the rainforest, including the jaguar, sloth, toucan, anaconda and poison dart frog To know the effects of climate change and pollution on rainforests. To know how deforestation can impact the Earth.</p>	<p>Biome Climate Climate Change Climate Zones: polar, temperate and tropical Deforestation: Equator South America North Pole South Pole Global Natural Resources: the land, forests, energy sources and minerals Pollution poisonous chemicals Tropics: Tropic of Cancer, 23½° north of the equator, and the Tropic of Capricorn, 23½° south of the equator. Humid climate Vegetation: plants, trees and flowers</p>	

LENT TERM UNITS - LIVES / COMMUNITY THEME			
YEAR	KEY KNOWLEDGE	KEY VOCABULARY	KEY SKILLS
<b>F2</b> <b>Year B</b>  <b>BY THE END OF THE LENT TERM</b>	To know how food grows To know where food comes from by looking at a map of the world	Food Map of the World Countries	
<b>Y1/2</b> <b>Year A</b>  <b>BY THE END OF THE LENT TERM</b>	<b>Human and Physical Geography</b> – linked to the Isle of Struay English text  To know that Human features are man made To know that examples of human features include houses, roads, bridges, churches, ports, shops. To know that physical features are natural To know that examples of physical features include mountains, rivers, deserts and oceans To know the physical and human features identified in the Isle of Struay text	Human features Physical features Locate City Town Village House Port Harbour Shop	<b>Use maps to name and locate</b> areas of study  <b>Identify</b> seasonal and daily weather in UK  Locate hot and cold areas of the world  Use maps to identify UK, continents and oceans and countries etc in area of study  <b>Use simple compass directions</b>  <b>Describe features</b> and routes on a map
<b>Y1/2</b> <b>Year B</b> <b>BY THE END OF THE LENT TERM</b>	<b>Human and Physical Geography</b> To know that the 4 seasons in the year are Spring, Summer, Autumn and Winter To know the UK has a cold and a damp winter and a warm and light summer To know that the 4 seasons in the year are Spring, Summer, Autumn and Winter To know the UK has a cold and a damp winter and a warm and light summer To know that the equator is an imaginary line around the middle of the planet To know countries near the equator like Brazil and Jamaica have hot climates and Greenland and Norway that are further away from the equator have much colder climates To know the Arctic and Antarctic have a cold climate because they are closer the North Pole and South Pole To know the closer to the equator, the hotter the place and the further from the equator, the colder the place	<i>Weather and related vocabulary</i> United Kingdom England Scotland Wales Northern Ireland Equator North Pole Northern Hemisphere South Pole Southern Hemisphere	<b>Compare similarities and differences</b> of UK to an other area  <b>Recognise</b> landmarks  <b>Recognise basic human and physical features</b>  <b>Devise a simple map</b>  <b>Use and construct basic symbols</b>  <b>Use simple observational skills in fieldwork</b>

<p><b>Y5/6 Year A</b></p> <p><b>BY THE END OF THE LENT TERM</b></p>	<p><b>Geographical Skills and Field Work</b></p> <p>To know how to use an atlas confidently to find out various geographical information about a given country;</p> <p>To know, use and understand 4-point and 8-point compass directions;</p> <p>To know how to use grid references to find locations on a map;</p> <p>To know that the National Grid system is a system of geographic grid references used in Great Britain and how it works;</p> <p>To know how to identify the symbols used on OS maps, including roads, motorways, places of worship and schools</p> <p>To know how to use the scale on a map to work out the distance between two locations;</p> <p>To know how to plan a journey using the eight compass points and four or six-figure grid references;</p> <p>To know how land use has changed over time using maps to illustrate my examples e.g. increase in buildings</p>	<p><b>atlas:</b> a collection of maps often of each country in the world</p> <p><b>compass:</b> a tool used for showing direction</p> <p><b>digital map:</b> a map that uses technology such as a satnav</p> <p><b>easting:</b> the numbers used in a grid reference that run west to east</p> <p><b>grid references:</b> the numbered squares on a map used to locate a place</p> <p><b>National Grid:</b> a system used to split Great Britain into 100km squares</p> <p><b>northing:</b> the numbers used in a grid reference that run south to north</p> <p><b>Ordnance Survey maps:</b> detailed maps of Great Britain where each square represents 1km squared (1km<sup>2</sup>)</p> <p><b>symbols:</b> small pictures, letters or lines that represent a feature</p> <p><b>Scale:</b> the ratio between real life distances and how many times it has been shrunk to fit it on the map</p>	<p><b>Use maps and atlases</b> to locate world's countries</p> <p><b>Identify environmental regions, key physical and human characteristics, key topographical features, land use patterns</b></p> <p><b>Understand</b> how these have changed over time</p> <p><b>Compare geographical similarities and differences</b></p> <p><b>Describe and understand key aspects of human geography</b></p> <p><b>Use eight points of a compass, grid references, symbols and keys to build knowledge of areas of study</b></p> <p><b>Understand tropics of cancer, Capricorn, Arctic and Antarctic Circle, Greenwich meridian and time zones</b></p> <p><b>Use fieldwork to observe, measure and present human and physical features using sketching maps, plans and graphs and ICT</b></p>
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<p><b>Y5/6 A</b></p> <p><b>BY THE END OF THE LENT TERM</b></p>	<p><b>Physical Geography - Volcanoes and Earthquakes</b></p> <p>To know a volcano has a rigid outermost shell called the 'crust' and 'upper mantle'</p> <p>To know magma rises through the cracks of the Earth's crust</p> <p>To know pressure builds up inside the Earth, eventually a volcano erupts.</p> <p>To know plates move and the pressure, when released, makes magma explode</p> <p>To know lava from the eruption cools to form a new crust.</p> <p>To know that over time, after several eruptions, the rock builds up to form a new volcano.</p> <p>To know that Mount Vesuvius is situated in Pompeii (Italy). It is regarded as the most dangerous volcano in the world because there are 3,000,000 people living nearby who can be affected by an eruption.</p>	<p><b>Volcano</b> – An opening in the Earth's crust from which lava, ash and hot gases flow or are ejected during an eruption. Usually a cone shaped mountain.</p> <p><b>Magma</b> – Hot fluid or semi-fluid material below or within the earth's crust from which lava and other igneous rock is formed on cooling.</p> <p><b>Lava</b> – Lava is a liquid, that cools into rock, which is a solid.</p> <p><b>Crater</b> – A volcanic crater is a roughly circular depression in the ground caused by volcanic activity. It is typically a bowl-shaped feature within which occurs a vent or vents.</p> <p><b>Earth's Crust</b> – A thin shell on the outside of the Earth.</p> <p><b>Eruption</b> – When magma is released from a volcano</p>	<p><b>Use maps and atlases</b> to locate world's countries</p> <p><b>Identify environmental regions, key physical and human characteristics, key topographical features, land use patterns</b></p> <p><b>Understand</b> how these have changed over time</p> <p><b>Compare geographical similarities and differences</b></p> <p><b>Describe and understand key aspects of human geography</b></p> <p><b>Understand tropics of cancer, Capricorn, Arctic and Antarctic Circle, Greenwich meridian and time zones</b></p>
<p><b>Y5/6 B</b></p> <p><b>BY THE END OF THE LENT TERM</b></p>	<p><b>Human and Physical Geography – North America Trade</b></p> <p>To know what trading means the activity of buying and selling goods and services</p> <p>To know the difference between imports - buying goods and exports - selling goods.</p> <p>To know and locate some countries the UK exports goods to including the USA, France and Italy</p> <p>To know and locate some countries the USA exports to including the UK, France and Italy</p> <p>To know some goods exported from the UK include cars, gold and pharmaceuticals.</p> <p>To know some goods imported to the UK from the USA include food, feed, beverages, oil and gems.</p> <p>To know that the physical geography of a country determines what resources can be provided by a country</p>	<p><b>Economic Activity</b> - a process that, based on inputs, leads to the manufacture of a good or the provision of a service</p> <p><b>Export</b> - send goods or services to another country for sale</p> <p><b>Import</b> - bring goods or services into a country from abroad for sale</p> <p><b>Trade</b> - the action of buying or selling goods</p> <p><b>Energy</b> - power derived from the utilization of physical or chemical resources, especially to provide light and heat or to work machines.</p> <p><b>Minerals</b> - a substance obtained by mining</p> <p><b>Resources</b> - a country's collective means of supporting itself or becoming wealthier, as represented by its reserves of minerals, land, and other natural assets</p>	<p><b>Use fieldwork to observe, measure and present human and physical features using sketching maps, plans and graphs and ICT</b></p>

	To know the three stages of production in the global supply chain are: Primary – Secondary – Tertiary To know and debate the positive and negative impacts of extracting and processing raw materials for products to trade (including farming and crude oil drilling.)		
PENTECOST TERM UNITS OUR LOCALITY / OUR WORLD THEME			
YEAR	KEY KNOWLEDGE	KEY VOCABULARY	KEY SKILLS
<b>F1 YEAR B</b>  <b>BY THE END OF THE PENTECOST TERM UNIT</b>	<b>To know what a jungle is and name the animals that live there</b>  Jungles are similar to forests, but they have less trees and more sunlight. Jungles are in warm places with lots of rainfall. Usually found near the equator. Jungles are full of life: birds, insects, reptiles, monkeys, and often gorillas and other animals. They are dangerous places, even for some of the animals that live there Some animals that live in jungles are tigers, jaguars, elephants, and monkeys.	Jungle Forest Sunlight Birds, insects, reptiles, monkeys, gorillas Dangerous places	
<b>F2 YEAR B</b>  <b>BY THE END OF THE PENTECOST TERM UNIT</b>	<b>Linked with Science unit:</b>  <b>To know that Sherwood Forest is home to lots of different woodland animals and plants</b>  <b>To know that the Amazon Rainforest is in Brazil</b> The Amazon rainforest is the largest forest. It is warm and wet. The Amazon river runs through the rain forest. Much of the rainforest is located in Brazil	Sherwood Forest Amazon Rainforest Amazon River Brazil	
<b>F2 YEAR B</b>  <b>BY THE END OF THE PENTECOST TERM UNIT</b>	<b>Field Work and Map Skills (linked to transport unit /book of the week)</b> To be able to name and identify different types of vehicles. To know that transport can be by land, water or air. <b>To carry out a traffic survey</b> Make maps and plans to represent places Use maps to see where things are in relation to other things Look at maps Create own maps to represent models they've built Create maps of familiar places and places in stories	Maps Transport Air, land, water Vehicle	

<p><b>Y1/2 Year A</b></p> <p><b>BY THE END OF THE PENTECOST TERM UNIT</b></p>	<p><b>Place Knowledge: Newark v Non European Town</b></p> <p>To know that there are 7 continents – North America, South America, Antarctica, Europe, Asia, Africa and Australia</p> <p>To know that Newark is in England. England is in the UK.</p> <p>To know that Newark is our home town. We can find houses, roads, shops and the market, as well as other key landmarks – Newark Castle</p> <p>To know that Sierra Leone and Marala are in Africa. To know that Sierra Leone and Marala are not in the UK.</p> <p>To know that Newark and Marala both have geographical similarities (they are market towns, have hospitals)</p> <p>To know that Sierra Leone and Marala have geographical differences to Newark (weather, buildings, roads)</p>	<p>ocean: large area of salt water continent: large solid area of land human features: things that have been built by people (humans) physical features: things that are natural (would be there even if people were not)</p> <p>Locate: find</p> <p>Similarities: things that are the same or nearly the same</p> <p>Differences: that that are different</p> <p>Year 1:</p> <ul style="list-style-type: none"> <li>• Compass</li> <li>• Direction</li> <li>• Fieldwork</li> <li>• Map</li> <li>• Symbol</li> <li>• House</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>• Sketch map</li> <li>• Key</li> <li>• Compass rose</li> <li>• Map symbol</li> <li>• Route</li> <li>• Compass</li> <li>• Climate</li> <li>• Atlas</li> <li>• Continent</li> <li>• Ocean</li> </ul>	<p><b>Use maps to name and locate</b> areas of study</p> <p>Use maps to identify UK, continents and oceans and countries etc in area of study</p> <p><b>Describe features</b> and routes on a map</p> <p><b>Compare similarities and differences</b> of UK to an other area</p> <p><b>Recognise</b> landmarks</p> <p><b>Recognise basic human and physical features</b></p> <p><b>Use and construct basic symbols</b></p> <p><b>Use simple observational skills in fieldwork</b></p>
<p><b>Y1/2 YEAR B</b></p> <p><b>BY THE END OF THE PENTECOST TERM UNIT</b></p>	<p><b>Place Knowledge – Sherwood Forest v the Rainforest</b></p> <p>To know that Sherwood Forest is in the UK</p> <p>To know that Newark is near Sherwood Forest</p> <p>To know that the rainforest is in South America</p> <p>To know that Tropical rainforests are warm and wet all year long</p> <p>To know that Sherwood forest is not a rainforest and that it is warmer in summer and cooler in autumn and winter (temperate)</p>	<p>Sherwood Forest Newark South America Rainforest <i>Linked to seasonal vocabulary</i> Weather Vegetation</p>	

<p><b>Y3/4 Year A</b></p> <p><b>BY THE END OF THE PENTECOST TERM UNIT</b></p>	<p><b>Location Knowledge &amp; Human and Physical Geography – Mountains</b></p> <p>To know the location of key mountain ranges of the world – Himalayas (Asia), Andes (S America), Alps (Europe), Atlas (Africa), Rocky (N America) Great Dividing Range (Australasia)</p> <p>To know the location of key areas of high ground in the UK Dartmoor, Pennines, Grampians, Brecon Beacons, Sperrin Mountains, Cambrian Mountains</p> <p>To know the names the highest peaks in each of the four countries of the UK - Ben Nevis (Scotland), Scafell Pike (England) Snowdon (Wales) Slieve Donard (N Ireland)</p> <p>To know the key features of a mountain: base, plateau, face, ridge, tree line, summit, snow line, slope</p> <p>To know that the climate gets colder and wetter the higher up a mountain and explain the risks associated with the climate (hypothermia, travel problems, being stranded, power cuts. avalanches, altitude sickness)</p> <p>To know the positive and negative impact of tourism on a mountain region (+ve: investment, employment, -ve: pollution, noise, overcrowding, damage to natural environment)</p>	<p>Mountain Base Summit Face Slope Range Valley Plateau Snow Line Tree Line Climate Ridge</p>	<p><b>Use maps to name and locate</b></p> <p><b>Compare similarities and differences</b></p> <p>Use maps and atlases to <b>identify position</b> of country of study</p> <p><b>Describe keys aspects</b> of area of study</p>
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<p><b>Y3/4 YEAR B</b></p> <p><b>BY THE END OF THE PENTECOST TERM UNIT</b></p>	<p><b>Location Knowledge, Place Knowledge and Physical Geography – Coasts</b></p> <p><b>Grimsby v Skegness – Port v Seaside Town – Human and Economic Activity</b></p> <p>To know the names and locations of coastal towns and cities in both the UK and wider world. (UK: Grimsby, Skegness, Dover, Brighton, Swansea, Blackpool, Bangor, Dundee, Plymouth, Holyhead. Worldwide: Auckland, Barcelona, Sydney, San Francisco, Tokyo, Vancouver, Rio de Janeiro, Marseilles, Goa, Cape Town)</p> <p>To know the key features of a coastal landscape Headland, bay, cave, arch, stack, cliff.</p> <p>To know what erosion is and how it changes a coastal landscape over time.</p> <p>To know that the coastal town of Grimsby is a port which contributes to the UK fishing industry.</p> <p>To know that the coastal town of Skegness is a seaside town which contributes to the UK tourism industry.</p>	<p>Coast Erosion Economic Activity Port Bay Cliff Headland Industry Tourism Stack Arch Cave</p>	<p><b>Use maps and atlases to name and locate</b> coastal town and cities.</p> <p><b>Label features of a coastal landscape.</b></p> <p><b>Describe how erosion takes place over time and the impact this can have on coastal towns.</b></p> <p><b>Compare similarities and differences between the economic activity of coastal towns.</b></p> <p><b>Use observational skills to record findings.</b></p>
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