













## Geography Progression Map



	Topic - Themes and Concepts	Substantive Knowledge	Geographical Skills	
Year 1 - Autumn	 <p>My home - Where am I?</p> <p><b>Substantive Knowledge:</b> Locational Knowledge, Place Knowledge, Geography Skills and Fieldwork  <b>Concepts:</b> Place, Space, Scale and Physical Processes</p>	<ul style="list-style-type: none"> <li>To know they live in the town of Mansfield</li> <li>To know that Mansfield is in England</li> <li>To know some human features (city, town, village, factory, farm, house, office, port harbour, shop)</li> <li>To know some physical features (beach, cliff, valley, forest, hill, mountain, river, soil, ocean, vegetation)</li> <li>To know their street address</li> <li>To know different types of settlements</li> <li>To know that the UK is made up of England, Scotland, Wales and Northern Ireland</li> <li>To know there are four seasons:- Winter, Spring, Summer, Autumn and identify some differences</li> <li>To know some differences between hot and cold climates</li> </ul>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>To understand how my local area fits within the United Kingdom.</li> <li>To understand that the world has seven continents and five oceans.</li> <li>To understand that the UK is split into countries.</li> </ul> <p><u>Human geography</u></p> <ul style="list-style-type: none"> <li>To use basic geographical vocabulary to refer to human features (city, town, village, factory, farm, house, office, port, harbour and shop)</li> </ul> <p><u>Physical geography</u></p> <ul style="list-style-type: none"> <li>To use basic geographical vocabulary to refer to physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather)</li> <li>To identify seasonal and daily weather patterns in the United Kingdom</li> </ul> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>To create a map of the classroom</li> <li>To use ariel photographs</li> <li>To locate the UK on a world map</li> <li>To locate the seven continents</li> </ul>	<p>atlas, beach, capital, city, climate, coast, continent, country, factory, farm, forest, hill, house, landmark, land use, location, map, mountains, ocean, office, plan perspective, river, seasonal, shop, town, trade, valley, village, volcano, weather</p>
<p><b>Potential Misconceptions</b> - Understand that countries and continents are different. Understand that the United Kingdom has four countries. Understand that different weather happens in different seasons, but sometimes summer can have cold/rainy days.</p>				
Year 1 - Spring	 <p>Our School Grounds Field Work</p> <p><b>Substantive Knowledge:</b> Locational Knowledge, Place Knowledge, Human and Physical Geography, Geography Skills and Fieldwork  <b>Concepts:</b> Place, Space, Scale, Physical and Human Processes</p>	<ul style="list-style-type: none"> <li>To know fieldwork is how we find out about places</li> <li>To know and use forward and backwards</li> <li>To know and use left and right with support</li> <li>To know human features of the school grounds (Classrooms)</li> <li>To know physical features of the school grounds (Soil, vegetation)</li> <li>To know what a key is for (map)</li> </ul>	<p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>To conduct fieldwork to collect data</li> <li>To draw a sketch map of school grounds using fieldwork information</li> <li>To create a key for a map</li> <li>To use directional language</li> <li>To use maps and compass directions with support</li> </ul> <p><u>Human geography</u></p> <ul style="list-style-type: none"> <li>To use basic geographical vocabulary to refer to human features of the school</li> </ul> <p><u>Physical geography</u></p> <ul style="list-style-type: none"> <li>To use basic geographical vocabulary to refer to physical features of the school</li> </ul>	<p>aerial view, cardinal points, collection methods, compass, data, direction, facilities, fieldwork, human features, investigation, journey, maps, observations, physical features, pictogram, plant life, position, record, route, symbols, tally chart</p>
<p><b>Potential Misconceptions</b> - Misunderstanding the differences between human and physical features. Misunderstanding that a map will include every detail of an area or place. Misunderstanding that maps look the same and hold the same information. Misunderstanding how to use a compass and how to find the north. Misunderstanding between wildlife and plant life. A singular tree is not a physical feature this need to be forests/woods</p>				



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 1 - Summer</p>	 <p style="text-align: center;">Our Local Park Field Work</p> <p><b>Substantive Knowledge:</b> Place Knowledge, Human and Physical Geography, Geography Skills and Fieldwork <b>Concepts:</b> Place, Space, Scale, Physical and Human Processes</p>	<ul style="list-style-type: none"> <li>○ To know fieldwork is how we find out about places</li> <li>○ To know and use forward and backwards</li> <li>○ To know and use left and right with support</li> <li>○ To know what a pictogram is</li> <li>○ To know human features of the park</li> <li>○ To know physical features of the park</li> </ul>	<p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>❖ To locate my local park on a map.</li> <li>❖ To use technology and maps to plan a route to my local park.</li> <li>❖ To use directional language</li> <li>❖ To conduct fieldwork to collect data</li> <li>❖ To present data using a pictogram</li> <li>❖ To analyse data</li> </ul> <p><u>Human geography</u></p> <ul style="list-style-type: none"> <li>❖ To use basic geographical vocabulary to refer to human features of the park</li> </ul> <p><u>Physical geography</u></p> <ul style="list-style-type: none"> <li>❖ To use basic geographical vocabulary to refer to physical features of the park</li> </ul>	<p>aerial view, cardinal points, collection methods, compass, data, direction, facilities, features, fieldwork, human features, investigation, journey, local, maps, observations, physical features, pictogram, position, record, route, symbols, tally chart</p>
<p><b>Possible Misconceptions</b> - Misunderstanding the differences between human and physical features. Misunderstanding that a map will include every detail of an area or place. Misunderstanding that maps look the same and hold the same information. Misunderstanding how to use a compass and how to find the north.</p>				




	Topic - Themes and Concepts	Substantive Knowledge	Geographical Skills	
Year 2 - Autumn	 <p>Mansfield or (Tulum) Mexico – Where would you rather live?</p> <p><b>Substantive Knowledge:</b> Locational Knowledge, Place Knowledge, Geography Skills and Fieldwork <b>Concepts:</b> Place, Space and Scale</p>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>To know the name of the 7 continents</li> <li>To know the name of the 5 oceans</li> <li>To know that a continent is a group of countries</li> <li>To know that an ocean is a large body of water</li> <li>To know that the poles and the equator impact the climate on earth</li> <li>To know that the UK is made up of England, Scotland, Wales and Northern Ireland</li> <li>To know that London is the capital city of England</li> <li>To know that England is a country in the continent of Europe</li> <li>To know some human features of Mansfield</li> <li>To know some physical features of Mansfield</li> <li>To know Mexico is a country in the continent North America</li> <li>To know some human features of Tulum</li> <li>To know some physical feature of Tulum</li> </ul>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>To name the seven continents and the five world's oceans</li> <li>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> <li>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p><u>Human geography</u></p> <ul style="list-style-type: none"> <li>To use basic geographical vocabulary to refer to human features (city, town, village, factory, farm, house, office, port, harbour and shop)</li> </ul> <p><u>Physical geography</u></p> <ul style="list-style-type: none"> <li>To use basic geographical vocabulary to refer to physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather)</li> </ul> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>To use an atlas/globe to locate the seven continents and five oceans</li> <li>To show on a map the continents of Europe and North America</li> <li>To locate the equator/North Pole/South Pole</li> <li>To use maps, atlases and globes to identify the UK and its countries</li> <li>To use simple compass directions and locational and directional language to describe the location of features on a map.</li> <li>To use aerial photographs and plan perspectives to recognise landmarks and devise simple maps.</li> <li>To use a key</li> <li>To understand the similarities and differences between my country and other countries</li> </ul>	<p>Aerial photograph, atlas, beach, characteristics, city, cliff, climate, coast, continent, country, equator, factory, farm, fieldwork, forest, harbour, hill, house, landmark, locality, location, map, mountain, ocean, office, port, river, sea, season, soil, shop, symbol, town, valley, vegetation, village, weather</p>
Possible Misconceptions - Confusion between continents and countries. Mexico is a poor country – Mexico is the 15th richest country in the world by GDP. Mexico is in South America because they speak Spanish – Mexico is in North America. It is sometimes referred to as Central America, but this is not a continent.				
Year 2 - Spring	 <p><b>Weather and Climate – What is the weather like on my school grounds? Field Work</b></p> <p><b>Substantive Knowledge:</b> Locational Knowledge, Physical Geography, Geography Skills and Fieldwork <b>Concepts:</b> Physical Processes</p>	<ul style="list-style-type: none"> <li>To know that climate is the usual weather over a long period</li> <li>To know that weather is the daily changes outside</li> <li>To know weather differences in hot, cold and temperate climates</li> <li>To know some ways in which data about weather is collected</li> <li>To know ways to present data</li> <li>To know what weather is expected in different months</li> </ul>	<p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>To understand a basic weather map</li> <li>To conduct fieldwork to collect weather data</li> <li>To read instruments</li> <li>To record findings</li> <li>To present findings</li> <li>To interpret data – was the weather expected?</li> </ul>	<p>analyse, atmosphere, axes, bar chart, climate, climate zone, equator, evaluate, forecast, key, meteorologist, mild, okta, pictogram, poles, precipitation, present, rain gauge, reflect, table, temperate, temperature, thermometer, symbol, weather, weathervane</p>
Possible Misconceptions - Misunderstanding the differences between weather and climate. Misunderstanding the weather instruments' functions and uses. Misunderstanding that a weathervane points in the direction from which the wind is blowing. Misunderstanding of common weather myths.				

	Topic - Themes and Concepts	Substantive Knowledge	Disciplinary Knowledge	
Year 3 - Spring	 <p><b>Substantive knowledge:</b>  <b>Locational Knowledge:</b> name and locate locations, use positioning systems  <b>Place Knowledge:</b> the connection of location with personal experiences  <b>Human Processes:</b> land use  <b>Geography Skills:</b> using maps and atlases  <b>Concepts:</b> Place, Space, Scale, Human Processes, Cultural Awareness and Cultural Diversity</p>	<ul style="list-style-type: none"> <li>To know the UK is an island</li> <li>To know that England is split into regions and we live in the East Midlands</li> <li>To know regions are split into counties, cities, towns and villages</li> <li>To know that Mansfield is in the county of Nottinghamshire</li> <li>To know features of different settlements</li> <li>To know that Edinburgh is the capital of Scotland</li> <li>To know Cardiff is the capital of Wales</li> <li>To know Belfast is the capital of Northern Ireland</li> <li>To know simple topographical features</li> <li>To know that farmland is most common land use in the UK</li> <li>To know UK land use changes over time</li> <li>To know the counties in the East Midlands</li> <li>To know some of the physical and human features of the East Midlands</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand that the UK is split into countries and regions.</li> <li>To understand that regions are split into counties.</li> <li>To understand land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand that people can choose to use land in different ways.</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>To understand that land has height.</li> <li>To identify mountains, hills and rivers on maps.</li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>To understand human processes that take place in the UK, including settlements.</li> <li>To understand that England is made up of different regions. People living in these regions may have different senses of identity based on where they live.</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>To know how to use an Atlas</li> <li>To understand keys in an Atlas</li> <li>To use compass points, four-figure grid references, symbols, and keys.</li> <li>To create a sketch map of my local area</li> </ul>	aerial photograph, atlas, beach, characteristics, city, coast, compass, compass rose, continent, country, county, factory, farm, forest, hill, house, human processes, landmark, land use, locality, location, map, mountains, ocean, office, pattern, physical processes, region, river, scale, shop, symbol, topographical, valley, village
<p><b>Possible Misconceptions</b> - Understanding the scale of types of settlements/land areas, e.g. continents – countries.- regions – counties. Understanding that the size of types of settlements can be inconsistent, e.g. towns being larger than cities. Understanding that there are significant differences between regions within the UK dependent on history/physical features. Misconceptions when using grid references.</p>				
Year 3 - Summer	 <p><b>Conservation of Bees Fieldwork</b></p> <p><b>Substantive Knowledge:</b> Place Knowledge, Human and Physical Geography, Geography Skills and Fieldwork  <b>Concepts:</b> Place, Space, Scale, Interdependence, Physical and Human Processes, Environmental Impact, Sustainable Development</p>	<ul style="list-style-type: none"> <li>To know that bees are pollinators which help plants to reproduce</li> <li>Bees are part of the food chain and are eaten by frogs and lizards</li> <li>Bees produce honey and beeswax</li> <li>There are many species of bees (+270 in UK)</li> <li>Most bees are solitary &amp; don't live in colonies</li> <li>Honeybees live in colonies</li> <li>To know honeybees live in large well organised colonies whereas bumble bees are solitary creatures</li> <li>Bees are declining and some species are at risk of becoming extinct</li> <li>Changes in land use and climate change have contributed to the decline in bee numbers</li> <li>To know some ways we can help conserve bees (planting wildflowers, buying local honey, creating bee hotel, talking, organic food)</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand that people can choose to use land in different ways.</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>To use observation skills to answer questions</li> <li>To record, present and evaluate findings</li> <li>Express views about the environment and can recognise how people sometimes affect the environment</li> </ul>	analyse, bar chart, biodegrade, blueprint, cardinal points, colony, compass, conservation, conserve, domesticated, evaluate, extinct, food chain, heathland, herbicides, insect, line graph, nectar, pesticides, pollen, pollination, pollinator, reproduction, seedlings, species, tally chart, ultraviolet, venom, x-axis, y-axis
<p><b>Possible Misconceptions</b> - Misunderstanding of different bee species and wasps. Misunderstanding that not all bees sting. Misunderstanding how important it is that bees are protected. Understanding the importance of repeating bee hunts to observe across seasons.</p>				

	Topic - Themes and Concepts	Substantive Knowledge	Disciplinary Knowledge	
Year 4 - Autumn	 <p>East Midlands and Campania, Italy - What are the similarities and differences?</p> <p><b>Substantive knowledge:</b>  <b>Locational knowledge:</b> name and locate locations  <b>Place knowledge:</b> the connection of location with personal experiences  <b>Human processes:</b> land use and economic activity  <b>Geography skills:</b> Using maps and atlases, collecting first hand evidence  <b>Concepts:</b> place, space, scale, human processes, cultural awareness and cultural diversity</p>	<ul style="list-style-type: none"> <li>o To know the 7 continents</li> <li>o To identify some of the countries in Europe and their capital cities using a map</li> <li>o To know that Italy is a country in Europe</li> <li>o To know that Campania is a region in Italy</li> <li>o To know some key physical features and settlements in Campania and compare to the East Midlands</li> <li>o To understand how the tectonic movement has shaped the Earth's surface</li> <li>o To understand how earthquakes and volcanoes happen and can identify some key events in Campania, Italy.</li> </ul>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions key physical and human characteristics, countries, and major cities</li> </ul> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</li> </ul> <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>❖ To understand some of the key aspects of mountains, volcanoes and earthquakes</li> </ul>	<p>Aerial photograph, Arctic Circle, atlas, beach, characteristics, city, climate, coast, continent, country, earthquake, environment, equator, factory, farm, fieldwork, forest, hemisphere, hill, house, landmark, land use, latitude, locality, location, longitude, map, mountains, observational skills, ocean, office, region, river, scale, shop, tropic of Capricorn, tropic of Cancer, valley, village, volcano, weather</p>
<p>Possible Misconceptions - Understanding that the equator, tropics etc. are not physical lines but imaginary lines around the world. Understanding the scale of types of settlements/areas of land e.g. continents – countries- regions – counties. Understanding that the size of types of settlements can be inconsistent e.g. towns being larger than cities. Understanding that there are significant differences between regions within England dependent on history/physical features.</p>				

	Topic - Themes and Concepts	Substantive Knowledge	Disciplinary Knowledge	
Year 5 - Spring	 <p data-bbox="203 491 490 555"><b>Biomes and Ecosystems Fieldwork</b></p> <p data-bbox="143 630 539 815"><b>Substantive Knowledge:</b> Locational Knowledge, Place Knowledge, Human and Physical Geography, Geography Skills and Fieldwork. <b>Concepts:</b> Place, Space, Scale, Human Processes, Environmental Impact, Interdependence</p>	<ul style="list-style-type: none"> <li>○ To know line of longitude go around the world from North Pole to South Pole</li> <li>○ To know lines of latitude go around the world parallel to the equator. The equator, tropic of Cancer, tropic of Capricorn, Arctic Circle and Antarctic Circle are the main lines of latitude</li> <li>○ A biome is an area across the world with a similar ecosystems They have similar climates, landscapes, animals and plants.</li> <li>○ An ecosystem consists of all of the living things living in a given area, interacting with each other and with their non-living environments, e.g. woodland, pond, coastal, and rock pool.</li> <li>○ A biome is classified by how warm or cold it is, how much precipitation (rainfall) it has and how fertile the soil it is (how easy it is for plants to grow)</li> <li>○ Tropical rainforest, temperate rainforests, deserts, tundra, taiga, grassland, savanna/tropical grassland, freshwater, marine and ice are all Biomes of the world.</li> <li>○ The UK has a temperate forest biome.</li> <li>○ Temperate means not to extremes or in moderation.</li> <li>○ Temperate Forest biomes have four distinct seasons. It often rains. Most of the trees are deciduous.</li> <li>○ To name some native animals to the UK</li> </ul>	<p><u>Locational Knowledge</u></p> <p><u>Place Knowledge</u></p> <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>❖ To describe and understand key aspects of biomes</li> </ul> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>❖ To use the eight points of a compass</li> <li>❖ To use four and six-figure grid references</li> <li>❖ To conduct qualitative fieldwork – annotated drawings, photographs, bark rubbings, animal audio recordings</li> <li>❖ To conduct quantitative fieldwork – counting animals, tree types</li> <li>❖ To use observation skills to answer questions</li> <li>❖ To record, measure, analyse, present and evaluate findings</li> </ul>	<p>analyse, biome, classify, climate, compass, data, eastings, ecosystem, fieldwork, grid references, habitat, identification, latitude, longitude, measuring, native, northings, observing, precipitation, present, qualitative, quantitative, recording, species, temperate, tropic of Cancer, tropic of Capricorn, vegetation, vegetation belt</p>
<p>Possible Misconceptions - A confusing of biome, ecosystem and climate zone. Children may believe that the UK has many different climates as the weather changes however, it all falls into a temperate climate zone. Children may believe that an ecosystem has to be of a specific size when it can vary from very small areas to very large.</p>				

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5 - Summer</p>	 <p><b>Substantive knowledge:</b>          Locational Knowledge, Place Knowledge, Physical Geography, Human Geography and Geography Skills  <b>Concepts:</b> Place, Space, Scale, Human Processes, Physical Processes, Cultural Awareness, Cultural Diversity</p>	<ul style="list-style-type: none"> <li>○ To know that Ben Nevis, in Scotland is the highest point in the UK</li> <li>○ To know the longest river in the UK is the River Severn</li> <li>○ To know the River Trent runs through Nottinghamshire</li> <li>○ To know the Rivers Meden and Maun are closest to us</li> <li>○ To name some of the countries in North America and their capital cities</li> <li>○ To identify some key settlements in the Western USA</li> <li>○ To describe and understand climate belts and biomes</li> <li>○ To identify the position and significance of latitude, longitude, equator, hemispheres, the tropics, circles and time zones.</li> <li>○ To know some similarities and differences between the UK and the USA (size of land and population)</li> </ul>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions key physical and human characteristics, countries, and major cities</li> <li>❖ To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America</li> </ul> <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>❖ To describe and understand some key aspects of climate zones, biomes and vegetation belts</li> </ul> <p><u>Human Geography</u></p> <ul style="list-style-type: none"> <li>❖ To compare the human geography of our locality and western America.</li> </ul> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>❖ To understand in some detail what several places are like, why they are similar and different and how they are changing</li> </ul>	<p>aerial photograph, atlas, beach, biome, characteristics, city, climate, coast, continent, country, desert, earthquake, environment, equator, factory, farm, fieldwork, forest, global, hemisphere, hill, house, human processes, landmark, land use, latitude, locality, location, longitude, map, mountains, ocean, office, pattern, physical processes, region, river, scale, shop, significance, soil, symbol, time zone, topographical, trade, tropic of Capricorn, tropic of Cancer, variation, vegetation belt, valley, village, volcano, water cycle, weather</p>
<p>Possible Misconceptions - Understanding the scale of types of settlements/areas of land e.g. continents – countries - regions – counties. Understanding that the size of types of settlements can be inconsistent e.g. towns being larger than cities. Understanding that there are significant differences between regions dependent on history/physical features. Understanding that the United States of America is a country whereas North America is a continent which contains multiple countries including the USA.</p>				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5 - Summer</p>	 <p><b>Substantive Knowledge:</b> Locational Knowledge, Place Knowledge, Physical Geography, Geography Skills and Fieldwork  <b>Concepts:</b> Place, Space, Scale and Physical Processes</p>	<ul style="list-style-type: none"> <li>○ The river begins at the source and ends at the mouth. This can be another river, a lake, the sea or ocean.</li> <li>○ A river meanders through the upper, middle and lower course getting wider</li> <li>○ An oxbow lake is a section of a meander that becomes isolated</li> <li>○ A waterfall is a steep drop in the course of a river caused by rock erosion.</li> <li>○ The river Trent is our closest large river</li> <li>○ The rivers Meden and Maun are closest to us.</li> </ul>	<p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>❖ To use observation skills to answer questions</li> <li>❖ To record, measure, analyse, present and evaluate findings</li> <li>❖ Use a range of maps and other sources of geographical information and select the most appropriate for a task.</li> <li>❖ Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</li> <li>❖ Recognise Ordnance Survey symbols on maps and locate features using four figure grid references</li> <li>❖ To completing annotated drawings and field sketches to record observations</li> <li>❖ To taking digital photos and annotating them with labels or captions</li> </ul> <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>❖ To understand some of the key aspects of rivers</li> </ul>	<p>analyse, channel, confluence, course, data, delta, erosion, estuary, evaluate, field sketch, floodplain, lower course, meander, middle course, mouth, numerical, observe, OS map, oxbow lake, present, quantitative, river basin, river course, silt, source, spring, tributaries, upper course, valley</p>
<p>Possible Misconceptions - Misunderstanding of the different features of rivers at each course. Understanding that data collection as part of fieldwork must be conducted carefully and accurately. Understanding that not all data collected can be presented in the same form.</p>				

	Topic - Themes and Concepts	Substantive Knowledge	Disciplinary Knowledge	
Year 6 - Autumn	 <p>The United Kingdom Economy – Is it sustainable?</p> <p><b>In Depth Study</b>  <b>Substantive knowledge:</b> Locational Knowledge, Place Knowledge, Human Geography  <b>Concepts:</b> Place, Space, Scale, Human Processes, Environmental Impact, Sustainable Development, Interdependence</p>	<ul style="list-style-type: none"> <li>○ To know that key settlements have been built around major rivers because rivers provide a source of water (and food), and the surrounding land tends to be more fertile</li> <li>○ To know that the economy is how much money a country makes selling goods and services.</li> <li>○ To know the difference between primary and secondary sector</li> <li>○ To know a good economy is important because it means countries can provide better education, healthcare and public services to their population</li> <li>○ To know some of the UK's main trading partners</li> <li>○ To know some of the impacts of Brexit</li> <li>○ To know how economic activity in the UK has changed over time.</li> <li>○ To know that human behaviour triggers global effects such as climate change.</li> <li>○ To understand the importance of sustainability</li> <li>○ To know ways in which a country can be more sustainable</li> <li>○ To know that automation is completing a task with as little human assistance as possible</li> </ul>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To identify the location of the East Midlands within England</li> </ul> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To understand geographical similarities and differences through the study of trade and economy</li> </ul> <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>❖ To understand how an area's physical geography impacts on the human geography</li> </ul> <p><u>Human Geography</u></p> <ul style="list-style-type: none"> <li>❖ To describe and understand key aspects of economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>❖ To know that England is a country within the continent of Europe and the links it has with other countries in Europe</li> <li>❖ To understand how the UK and other countries depend on each other via the trade of resources and products</li> <li>❖ To understand that what happens in the UK impacts other countries</li> </ul> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>❖ To record and present data related to economic activity</li> </ul>	agriculture, automation, distribution, economic activity, energy, environment, factory, farm, fieldwork, generation, global, healthcare, human processes, interaction, interdependent, location, map, minerals, primary, production, resource, secondary, sector, supply, sustainable, tertiary, trade, transportation
<p><u>Possible Misconceptions</u> - Misunderstanding of how industries fit into different sectors of the UK economy. Understanding that all industries are linked and have an impact on each other. Understanding that in order for countries to make money and have a strong economy, it can have negative ramifications on the environment.</p>				
Year 6 - Summer	 <p>Reducing Plastic Waste Fieldwork</p> <p><b>Substantive Knowledge:</b> Human and Physical Geography, Geography Skills and Fieldwork  <b>Concepts:</b> Place, Interdependence, Physical and Human Processes, Environmental Impact, Sustainable Development</p>	<ul style="list-style-type: none"> <li>○ To know that plastic is a human made material that can be formed into any shape.</li> <li>○ Crude oil is one of the main ingredients of plastic</li> <li>○ The first synthetic plastic was made in 1907.</li> <li>○ To know ways we can reduce plastic waste</li> <li>○ To know the 5 Rs are rethink, refuse, reduce, reuse, recycle</li> </ul>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To locate the county of Cornwall on a map</li> </ul> <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>❖ To understand that the earth has a finite amount of resources</li> </ul> <p><u>Human Geography</u></p> <ul style="list-style-type: none"> <li>❖ To consider the impact human actions have on the environment</li> <li>❖ To understand that items can have benefits and drawbacks</li> </ul> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>❖ To observe, measure and record the effectiveness of reducing plastic waste</li> <li>❖ To present and evaluate data gathered using a range of methods including sketch maps, graphs and digital technologies</li> <li>❖ To use maps, atlases, globes and digital/computer mapping</li> </ul>	audit, biodegradable, carbon emissions, database, durability, extracted, formulate, fossil fuel, implemented, incinerated, innovative, microplastics, pelletised, putrid, raw materials, refinery, survey, synthetic
<p><u>Possible Misconceptions</u> - Misunderstanding of the plastic production process. Misunderstanding of uses of plastic and rules around recycling.</p>				