

# Geography Knowledge and Skills Progression Map 2021-2022

Early Years Foundation Stage		
<p><b>Knowledge and Understanding of the World:</b> <b>Ages and Stages – Reception:</b> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p style="text-align: center;"><b>ELG People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- 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.</li> </ul>	<p style="text-align: center;"><b>ELG The Natural World</b></p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> </ul>
National Curriculum KS1	National Curriculum KS2	
<p><b>Locational Knowledge</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• name and locate the world’s seven continents and five oceans;</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p><b>Place Knowledge.</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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><b>Human and Physical Geography.</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;</li> <li>• use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> <p><b>Geographical Skills and Fieldwork.</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage;</li> <li>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map;</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key;</li> <li>• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<p><b>Locational Knowledge.</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time;</li> <li>• 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><b>Place Knowledge.</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</li> </ul> <p><b>Human and Physical Geography.</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of:                             <ul style="list-style-type: none"> <li>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;</li> <li>- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> </li> </ul> <p><b>Geographical Skills and Fieldwork.</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;</li> <li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;</li> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	

Intent	Implementation	Impact
<p>At Brindle Gregson Lane we believe that Geography helps to provoke and answer questions about the natural and human world, encouraging children to develop a greater understanding of their world and their place in it. We want Geography to develop a range of investigation and problem solving skills that are transferable to other curriculum areas, and which can be used to children’s spiritual, moral, social and cultural development. Geography is, by nature an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. We intend to promote children’s interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes as they develop into active global citizens.</p> <p>As children progress through EYFS, KS1 and KS2 we want them to:</p> <ul style="list-style-type: none"> <li>● Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</li> <li>● Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</li> </ul> <p>We want children to be competent in the geographical skills needed to:</p> <ul style="list-style-type: none"> <li>● Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>● Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>● Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul>	<p>Geography at BGL is taught on a termly basis as a discrete subject area so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school. At the beginning of each new Geography topic, teachers make links to previously acquired knowledge and skills including map skills and locational knowledge. Each topic is introduced with reference to the chronology of previous topics (including those from previous years). The Geography curriculum is designed to ensure appropriate diversity in the countries, cities and cultures that children learn about. Teachers’ cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge. Where appropriate we use Geographical resources, visitors, workshops and trips to excite and intrigue our children to find out more about the world around them.</p>	<p>Through the high quality first teaching of Geography taking place we will see the impact of the subject in different ways.</p> <p>Through pupil voice children will be able to talk about the skills and knowledge they have acquired. Children will be engaged in Geography lessons and want to find out more. Children will be able to demonstrate BGL aim “To know more and remember more”.</p> <p>Pupil work will show coverage in line with National Curriculum and school knowledge maps. The school environment will be Geography rich through displays, resources, vocabulary.</p> <p>Assessments and monitoring will show standards in Geography will be high and will match standards in other subject areas.</p>

Year 1	Unit 1 – Weather	Unit 2 – My World and Me	Unit 3 Local Area: Hoghton
Key Knowledge	<ul style="list-style-type: none"> <li>• To identify differences between seasonal and daily weather patterns, and observe and describe daily weather patterns.</li> <li>• To describe how daily weather patterns change over time, and how weather may be different in inland/coastal areas.</li> <li>• To identify ways in which we learn about the weather, then make predictions about the weather which are helpful.</li> <li>• To begin to find out about ways in which the weather during each season in equatorial and polar-regions differs from the weather in the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>• To find out where the UK, the equator and the poles are on a world map.</li> <li>• To compare the land features and climate of the UK and _____.</li> <li>• To compare the capital cities of England and _____.</li> <li>• To find out where different animals live in the world.</li> <li>• To identify physical and human features in aerial photographs.</li> <li>• To be able to create a map with a key.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to name the seven continents of world and locate UK on a world Map.</li> <li>• To be able to identify the countries and capital cities of the UK</li> <li>• To be able to identify features and characteristics of the countries of the UK.</li> <li>• To explore the area we live in – Hoghton</li> <li>• To be able to describe the features of Hoghton – landmarks, basic human and physical features.</li> </ul> <p>To use aerial photographs to identify features of Hoghton</p>
National Curriculum	<p>KS1 - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>KS1 - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>KS1 - name and locate the world's seven continents and five oceans.</p> <p>KS1 - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>KS1 - 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.</p> <p>KS1 - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>KS1 - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>KS1 - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>KS1 - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>KS1 - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>KS1 - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>KS1 - name and locate the world's seven continents and five oceans.</p> <p>KS1 - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>KS1 - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>KS1 - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>KS1 - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>KS1 - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>

Year 2	Unit 1 – Cliffs and Coasts	Unit 2 – Our Farming Community	Unit 3
Key Knowledge	<ul style="list-style-type: none"> <li>To locate and identify oceans and continents.</li> <li>To find out about British beaches.</li> <li>To find out about British seas.</li> <li>To use fieldwork skills to find out about a place.</li> <li>To compare a British beach with one from another country.</li> <li>To use compass points to move around a map.</li> </ul>	<ul style="list-style-type: none"> <li>To explore what farms are and why they are important.</li> <li>To explore the features of a farm.</li> <li>To be able to use a map and symbols to navigate around a farm.</li> <li>To explore how the seasons affect life on a farm.</li> <li>To explore the differences between life on a farm and life in a town.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to understand geographical similarities and differences through studying human and physical geography of studying Preston and Santander.</li> <li>To be able to locate Europe on a World Map and identify some of its countries and cities.</li> <li>To be able to locate Santander on a map.</li> <li>To be able to compare human and physical Geography of Santander and Preston.</li> <li>To explore seasonal weather patterns in Preston and Santander.</li> <li>To be able to identify and describe landmarks of London and Santander. To be able to use 4 compass points to describe position of landmarks. To be able to use directional language (near, far, left, right)</li> <li>To be able to devise a simple map and use and construct basic symbols in a key.</li> </ul>
National Curriculum	<p>KS1 - name and locate the world's seven continents and five oceans.</p> <p>KS1 - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>KS1 - 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.</p> <p>KS1 - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>KS1 - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>KS1 - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>KS1 - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>KS1 - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>KS1 - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>KS1 - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>KS1 - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>KS1 - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>KS1 - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>KS1 - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>KS1 - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>KS1 - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>

Y3	Unit 1 – My World and Me	Volcanoes and Earthquakes	Unit 3
Key Knowledge	<ul style="list-style-type: none"> <li>• To be able to identify the continents of the world.</li> <li>• To be able to locate countries on a world map.</li> <li>• To be able to find out some key geographical features of different continents.</li> <li>• To be able to locate major capital cities of the world.</li> <li>• To be able to use a variety of sources to locate human and physical geography of a country.</li> <li>• To be able to find similarities and differences of different countries and our local area.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what happens when a volcano erupts.</li> <li>• To explore the features of a volcano.</li> <li>• To understand what tectonic plates are.</li> <li>• To understand what is meant by the Ring of Fire.</li> <li>• To explore life in Volcanic Areas.</li> <li>• To understand the role of tectonic plates in earthquakes.</li> <li>• To understand that Tsunamis are caused by earthquakes under the sea floor.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to locate Europe on a World Map.</li> <li>• To identify countries and cities of Europe including capital cities.</li> <li>• To be able to identify Athens on a map and identify its key human and geographical features.</li> <li>• To be able to use digital mapping to locate and describe key Greek Tourist Attractions.</li> <li>• To be able to compare Athens and Preston.</li> <li>• To be able to compare weather patterns in Athens and Preston.</li> </ul>
National Curriculum	<p>KS2 - 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</p> <p>KS2 - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>KS2 - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>KS2 - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>KS2 - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>KS2 - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

Y4	Unit 1 – Discovering Gregson Lane	Unit 2 – Mountains and the Weather Cycle	Unit 3 – UK
Key Knowledge	<ul style="list-style-type: none"> <li>• To be able to identify a range of mapping symbols and understand their meaning.</li> <li>• To be able to locate our local area on a map and give directions.</li> <li>• To learn about physical and human features of our local area.</li> <li>• To identify different types of services in our local area.</li> <li>• To be able to collect and record evidence from our local area (local area transport survey).</li> <li>• To be able to evaluate the strengths of our local area.</li> </ul>	<ul style="list-style-type: none"> <li>• To know what mountains are and where the major mountain ranges are in the world.</li> <li>• To learn the names of famous mountains and key facts about them.</li> <li>• Investigate why mountains have their own climate and explore data for particular mountains.</li> <li>• To understand the water cycle.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to identify and describe key geographical features of the United Kingdom.</li> <li>• To be able to identify and locate the counties of the United Kingdom.</li> <li>• To be able to locate and identify towns and cities in the UK</li> <li>• To find out about the hills and mountains of the UK</li> <li>• To find out about the seas and coasts of the UK.</li> </ul> <p>To be able to identify and explore the major rivers of the UK.</p>
National Curriculum	<p>KS2 - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>KS2 - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>KS2 - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>KS2 - 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</p> <p>KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>KS2 - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

Y5	Unit 1 – My World and Me	Unit 2 – Rivers	Unit 3 – International Focus Brazil
Key Knowledge	<ul style="list-style-type: none"> <li>To explore economic activity as part of a local area study.</li> <li>To explore land use as part of a local area study.</li> <li>To explore settlements as part of a local area study.</li> <li>To explore climate zones as part of a local area study.</li> <li>To explore rivers as part of a local area study.</li> <li>To explore hills as part of a local area study</li> </ul>	<ul style="list-style-type: none"> <li>To explore and name famous rivers. Locate them on a map.</li> <li>To find out about rivers and how they erode, transport and deposit materials.</li> <li>To understand why rivers are important.</li> <li>To find out about the causes of river pollution and the effect it has on the environment</li> <li>To investigate the Amazon River in detail including the effects on the environment and landscape</li> </ul>	<ul style="list-style-type: none"> <li>To know the location of Brazil</li> <li>To explore the physical geography of Brazil</li> <li>To understand the importance of the Amazon rainforest</li> <li>To find out about the urbanisation of Brazil</li> <li>To explore life in a Brazilian city</li> <li>To explore Rio de Janeiro as a tourist destination</li> <li>To explore the culture of Brazil</li> </ul>
National Curriculum	<p>KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>KS2 - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>KS2 - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>KS2 - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>KS2 - 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</p> <p>KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>

Y6	Unit 1 – Plants of the World – Biomes and Climate	Unit 2 – Natural Resources	Unit 3 – International Focus - USA
Key Knowledge	<ul style="list-style-type: none"> <li>To locate the world’s countries and continents using maps.</li> <li>To understand key aspects of physical geography, including: climate zones, biomes and vegetation belts</li> <li>To be able to identify the location of plants around the world.</li> <li>To explore what biomes are and identify major biomes around the world.</li> <li>To explore how plants survive in extreme environments.</li> <li>To explore the role of plants in agriculture.</li> <li>To explore ways in which humans use plants.</li> <li>To investigate the plants found in mega-diverse countries.</li> <li>understand key aspects of human geography, including: types of settlement and land use</li> </ul>	<ul style="list-style-type: none"> <li>To identify some of Britain’s natural resources and explain how they are used.</li> <li>To identify some ways in which natural resources are used to produce energy.</li> <li>To identify clean and renewable natural resources used to produce electricity, and to discuss the pros and cons of their use.</li> <li>To identify parts of the world where wood is produced, and consider some of the problems associated with its production.</li> <li>To know where and how steel is produced.</li> <li>To know where and how glass and concrete are produced in Britain using natural resources.</li> </ul> <p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <ul style="list-style-type: none"> <li>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li>To be able to locate the USA and its states on a map.</li> <li>To be able to identify and compare the American states</li> <li>To be able to identify and describe the different landscapes of the USA</li> <li>To be able to identify, explore and compare American cities</li> <li>To find out about national parks in the USA and explore their functions.</li> <li>To find out about natural phenomena in the USA.</li> <li>To be able to plan and describe a visit to the USA.</li> </ul>
National Curriculum	<p>KS2 - 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</p> <p>KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>KS2 - 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</p> <p>KS2 - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>KS2 - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>