



Castle Hills Primary Academy
Progression of Learning
Geography Autumn Cycle B

Geography		
Geographical Fieldwork – Our Local Area		
Area of study	Learning Outcome	Sticky Knowledge
Place Knowledge	What is it like in Scawthorpe?	Our school has a lot of space with a large field, lots of classrooms, three halls and playgrounds. We also have a forest area in our school. Many of the homes in Scawthorpe are two-story homes, however there are also bungalows and flats. Some houses in Scawthorpe are terraced, semi-detached or detached. Scawthorpe offers lots of jobs, such as teachers, shop keepers, librarians, pharmacists, doctors, receptionists, lollipop person . Scawthorpe has a history of flooding and has implemented many strategies to combat this – some of which can be seen on our school ground (SUDS Planters)
Locational Knowledge	Where is Scawthorpe? Where is Doncaster?	Most of our children live in Scawthorpe and its surrounding areas. Scawthorpe is a village which is in the city of Doncaster . Doncaster is in the county of South Yorkshire . Our school is also located in Scawthorpe.
Human/Physical Geography	What features does Scawthorpe have?	Scawthorpe has mainly human features as it is a highly populated area. Physical features in Scawthorpe are Cemo pond and the streams at the top of Langthwaite Lane. Human features of Scawthorpe include houses, schools, church, library, shops, café, post office, parks . Some features may appear to be physical but are actually human made, such as parks. There are lots of different types of homes. Bungalows are one story homes. Flats are also one story but there are many within one building. Houses that are joined on both sides are terraced . Houses that are joined on one side are semi-detached . Houses that are not joined are detached .
Geographical Fieldwork	What is a map? How are maps used? How do we use a map?	Maps are used to show us where things are. They can be of a small area, such as our school or classroom, or show something as large as the whole world. Maps often uses symbols to represent different features on them. We can use both physical maps and digital maps. Maps can also be used to help navigate routes from one place to another. A compass is also used to help navigate directions and has 4 points – north, east, south, west
Prior Learning	Vocabulary	Geographical skills
EYFS – Jobs, different homes, where we live and our houses, project Doncaster Y1 – Location of Doncaster on a map of the UK, project Doncaster, settlement types (village, town, city)	School Home Bungalow Flat Terraced Detached Semi-detached Job Scawthorpe Doncaster Church Library Shop Café Post Office Park Pond Stream Human/physical feature Compass Map North East South West Left Right Forward Backward Next to	Children will be able to locate Scawthorpe on a map of Doncaster Children will be able to locate Doncaster on a map of the UK Children will be able to use fieldwork skills in order to observe their surroundings (in the school) Children will be able to use a map of the school to generate routes from one area of the school to another Children will be able to use vocabulary such as next to, left, right, forwards and backwards to explain routes planned Children will go into the local area and use fieldwork skills to make note of human and physical features in Scawthorpe Children will draw a basic map of Scawthorpe (1/2A and 2S) or the school grounds (1P) and use symbols and a key to show where features are Children will be able to use digital maps to explore the human and physical features of Scawthorpe before undertaking their fieldwork Children will be able to explain the differences in the number of human and physical features of Scawthorpe Children will be able to label the four points of a compass – north, east, south, west Children will be able to use maps to generate routes within Scawthorpe Children will be able to use directional language, including compass directions, to explain the routes in Scawthorpe they have planned Children will be able to describe the different types of houses in Scawthorpe Children will be able to describe the different types of jobs available in Scawthorpe Children will be able to consider their local area and suggest ways they would like to improve it, making reference to human and physical features Children will investigate flooding in our local area and consider what is being done to address this
KS1		

Exploring Europe		
Area of study	Learning Outcome	Sticky Knowledge
Place Knowledge	What is it like in the Alps? Why do people visit the Alps?	The Alps is the highest mountain range in Europe and is made up of fold mountains. The Alps have a temperate and mountainous climate. They have a 'temperate forest' biome and have deciduous forests at the valley floor and coniferous forests in higher ground. Innsbruck is a popular city in the Alps and has high levels of tourism year-round due to its location and leisure facilities.
Locational Knowledge	Where are the Alps? Where do we live?	Europe is one of seven continents (Asia, Africa, North America, South America, Europe, Antarctica, Australia). The Alps are a mountain range in Europe. Latitude is how the earth is divided horizontally. Longitude is how the earth is divided vertically. Latitude and longitude help us to locate places on a map. The Alps are located in central and western Europe and has a latitude of 70 degrees north and 10 degrees east. The Alps spreads through France, Monaco, Italy, Switzerland, Liechtenstein, Austria, Germany and Slovenia Our school is in Scawthorpe, which is a village in the city of Doncaster .
Human/Physical Knowledge	What can you find in the Alps? What is it like in our local area?	A mountain range is a group of mountains that are close together. A mountain is a physical feature. Climate zones and biomes are also physical features. Physical features seen in the Alps include mountains, glaciers, lakes, rivers and trees . The Alps have the same seasons as the UK as they are located in the same climate zone . Some notable physical features of the Alps include Mont Blanc, Lake Worthersee and Pasterze Glacier . Human features of the Alps include Innsbruck cable car, Hohensalzburg Fortress and various ski resorts . The Alps has high levels of tourism due to its human and physical features. Scawthorpe has lots of human features – shops, cafes, library, parks, social club . Land that is used for leisure is called 'recreational land use' which includes parks, shops, playgrounds, sports fields, nature trails, beaches, restaurants
Geographical Fieldwork	How are topographical maps used?	A topographical map shows areas of higher ground and how high a piece of land is above sea level. Topographical maps use colours to show how high the ground is. There are eight points on a compass (north, north-east, east, south-east, south, south-west, west and north-west). When completing geographical fieldwork, we can record our findings in different ways (sketching, photographs, surveys).
Prior Learning	Vocabulary	Geographical Skills
Location of continents Mountain formations and features Climate zones and biomes Deciduous and coniferous trees Human and physical features Knowledge of Scawthorpe and the local area Compass points	The Alps Mountain Mountain range Climate Biome Vegetation Temperate Temperate forest Mountainous Innsbruck Leisure Europe Continent Latitude Longitude Doncaster Scawthorpe Topographical map Human geography Physical geography Recreational land use	Children will be able to locate the Alps on a map using longitude and latitude Children will locate European countries on a map and discuss which countries the Alps crosses Children will be able to locate the climate zone of the Alps and compare it to our climate Children will use photographs, videos and digital mapping to identify the physical features of the Alps Children will look at topographical maps to note the areas of higher ground in Europe (The Alps) and create their own topographical map with a key and compass points Children will use google maps to explore the human and physical features of the Alps Children will be able to locate the city of Innsbruck on a map of Europe Children will conduct their own research on the city of Innsbruck – location, climate, leisure, vegetation, population and transportation Children will observe recreational land use in their local area and sketch these land uses Children will explore their local area using digital mapping to identify areas of recreational land use Children will construct a map of their local area which highlights areas of recreational land use Children will research and understand their local area – location, climate, leisure, vegetation, population and transportation Children will make comparisons between the human and physical geography in their local area and The Alps and consider why there may be differences or similarities in these areas Children will be able to clearly explain and articulate what life is like in the Alps and what it would be like to visit there
LKS2		

Changing World and Sustainability		
Area of Study	Learning Outcome	Sticky Knowledge
Place Knowledge	How has our country's coastline changed?	Early settlements were developed in areas of flat, high ground for defence that were near rivers for transport and supplies such as food sources. Features of a coastline include dune, coast, cave, bay, spit, stack, stump, arch, headland, cliff and beach . Coastlines may be made up of different types of rock which erode at different speeds, creating bays and headlands. Sand comes from rocks that have been eroded by the sea. Cracks and caves erode which creates arches, stacks and stumps. Erosion and deposition causes our coastline to change over time. This change can be slow but also happen quickly. It can have impact on habitats and homes as the coastline recedes. During the Stone Age, Britain was connected to mainland Europe, however rising sea levels meant it eventually became an island. During the reign of Henry VIII, Britain was made up of four countries – England, Scotland, Wales and Ireland. In 1922, Ireland was divided into Northern Ireland and the Republic of Ireland. Northern Ireland is a part of the UK, but the Republic of Ireland is its own country. Many other countries change their borders due to various reasons including independence and war. Many areas of the UK have changed over time, mainly due to human influence and the need for more facilities and resources. Many places have also stayed the same as they are protected (listed buildings, areas of natural beauty, conservation areas). There are many reasons why an area might change – new buildings, new roads, trees cut down, flooding demolition
	How has our country's landscape changed?	
Locational Knowledge	What will our country look like in the future?	Nuclear power stations are located near the coast as nuclear waste needs to be buried for a long period of time and this is done under the sea. Coal power stations are located near Doncaster due to Doncaster's coal mining history.
	Where does our energy come from?	
Human/Physical Knowledge	Where does our energy come from?	A settlement is a human feature and is an area where people live. Our energy comes from power stations and is supplied by through the National Grid. There are four main types of power stations in the UK – coal, nuclear, combined cycle gas turbine and pumped storage . Only pumped storage power stations from these four provide a renewable source of energy. Wind power and solar power are other forms of renewable energy that are generated in the UK. 'Passive homes' are energy efficient houses with very low energy bills. They are popular in Europe. Not all food in our shops is made or grown in the UK and we often have to import it from other countries. ' Food miles ' measure how far an item of food has travelled before being consumed. Growing our own food is not always energy efficient as some plants need conditions that need to be replicated in a greenhouse and can use a lot of energy to create the correct light, temperature or humidity conditions. Efficiency means using resources wisely. Conservation means using as few resources as possible. On average the UK wastes 70kg of food per year which means we are not consuming food efficiently or conservatively. This has an environmental impact as we are growing and importing more food than we need to. Households can make small changes, such as preserving food, eating leftovers, donating to foodbanks and composting to reduce this. There are families in all countries without the resources they need, including rich and well-developed countries. Increased CO2 levels means it is more difficult to grow food leading to shortages and high prices. Weathering is the process of wearing away rocks (physical weathering, chemical weathering, biological weathering). Erosion is when the surface of the earth is worn away by natural forces such as water, wind, ice and gravity. The eroded rock and soil can be transported to other places causing the landscape to change.
	Where does our food come from?	
	How sustainable is our country?	
Geographical Fieldwork	How has our country's coastline changed?	Photographs can be used to compare how the landscape of our country has changed.
	How has our country's landscape changed?	
Prior Learning	Vocabulary	Geographical Skills
UKS2 Early settlements – Stone Age/Roman Britain/Saxons Erosion and deposition Energy and electricity Food and seasonality Knowledge of local area Knowledge of the geography of the UK (landscape, countries, coasts)	Coastline Dune Coast Cave Bay Spit Stack Stump Arch Headland Cliff Beach Erosion Weathering Resources Power station Renewable energy Non-renewable energy Sustainable Wind power Solar power Efficiency Conservation Landscape	Children will be able to compare what people needed in their settlements 1000 years ago to what we need in the modern day Children will understand how different power stations work and that many are a source of non-renewable energy Children will consider the locations of different types of power stations and why they are located where they are Children will understand how wind turbines and solar panels generate sources of renewable energy Children will investigate how hydropower works by creating their own model Children will understand how 'passive homes' work to cut down on non-renewable energy consumption Children will be able to explain where food comes from and the environmental impact importing food can have Children will be able to debate the benefits and consequences of importing food from other countries (improving varied diets, possible lower prices, boosts to foreign economies, poor UK harvests, different foods available out of season, cost of import taxes, control over how food is produced, impact of transporting food, freshness of food) Children will understand how much food is wasted in the UK and why Children will be able to understand the impact small changes on food waste can make and how this can affect the country and environment on a larger scale Children will be able to understand that a lack of resources is a global issue and that many small changes can have global impacts on solving this issue Children will be able to explain erosion and different types of weathering Children will be able to identify the features of a coastline and explain how they are formed Children will be able to explain how erosion and weathering changes the shape of our coastline Children will be able to explain how the UK's borders have changed since the Stone Age and why Children will be able to identify other countries that have recently changed their borders and why these changes have occurred Children will be able to use photographs and digital mapping to make comparisons between areas of the UK today and in the past Children will be able to explain why some areas of our landscape have changed and why some have stayed the same Children will be able to use ecological predictions about the world in 2050 (population, CO2 levels, average age, deforestation, solar power, use of oil) to draw their own conclusions on what life will be like and how our country's landscape may change

