



Castle Hills Primary Academy
Progression of Learning
Geography Spring Cycle B

Geography		
Non-European Study (Rainforests)		
Area of study	Learning Outcome	Sticky Knowledge
Place Knowledge	What are the habitats like?	
Locational Knowledge	Amazon Rainforest – Brazil South Yorkshire- Sheffield.	
Human/Physical Geography	What features does the Amazon Rainforest have? What features does Sheffield have?	Sheffield has mainly human features as it is a highly populated area. Physical features in Sheffield are Human features of Sheffield include houses, schools, church, library, shops-Medowhall, café, post office, train station, parks . Some features may appear to be physical but are actually human made, such as parks. There are lots of different types of homes in the Rainforest . Different tribes in the Amazon Rainforest. Deforestation Manaus- effects on living close to a Rainforest.
Geographical Fieldwork	What is a map? How are maps used? How do we use a map? What is an aerial view? Recognise and use symbols on a map	Maps are used to show us where things are. They can be of a small area, such as South Yorkshire 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- in relation to Sheffield and Brazil .
Prior Learning	Vocabulary	Geographical skills
<p>EYFS – Jobs, different homes, where we live and our houses, project Doncaster</p> <p>Y1 – Location of Doncaster on a map of the UK and of South Yorkshire, project Doncaster, settlement types (village, town, city). Children will be able to name and locate the seven continents of the world on a map (Europe, Asia, Africa, South America, North America, Antarctica and Oceania/Australia)</p> <p>Children will be able to name and locate the five oceans of the world on a map (Atlantic, Indian, Pacific, Arctic and Southern)</p> <p>Children will be able to locate the equator on a world map</p> <p>Children will be able to locate the North and South Poles on a map</p>	<p>Culture</p> <p>School</p> <p>Home</p> <p>Bungalow</p> <p>Flat</p> <p>Terraced</p> <p>Detached</p> <p>Semi-detached</p> <p>Mud hut</p> <p>Manaus</p> <p>Tribes</p> <p>Job</p> <p>Scawthorpe</p> <p>Doncaster</p> <p>Church</p> <p>Library</p> <p>Shop</p> <p>Café</p> <p>Post Office</p> <p>Park</p> <p>Pond</p> <p>Stream</p> <p>Human/physical feature</p> <p>Compass</p> <p>Map</p> <p>North</p> <p>East</p> <p>South</p> <p>West</p> <p>Left</p> <p>Right</p> <p>Forward</p> <p>Backward</p> <p>Next to</p>	<p>Children will know that Sheffield is one of the four areas in South Yorkshire. (recap)</p> <p>Children will be able to locate Sheffield on a map of Yorkshire.</p> <p>Children will be able to locate Brazil on a map of the world.</p> <p>Children will be able to recognise the Brazilian Flag.</p> <p>Children will be able to identify some human features Sheffield (shops, houses, farmland, factory, offices, school)</p> <p>Children will be able to identify some physical features of Sheffield (river, soil, vegetation, weather patterns)</p> <p>Children will be able to locate Manaus and the Amazon Rainforest on a map of Brazil.</p> <p>Children will be able to identify some human features of Brazil (shops, houses, farmland, factories, offices, school)</p> <p>Children will be able to identify some physical features of Brazil (Amazon Rainforest, Pampas (dry grasslands), wet lands, weather patterns)</p> <p>Children will be able to identify wildlife native to the UK (foxes, owls, deer, squirrels, hedgehogs) (Y2 RECAP)</p> <p>Children will be able to identify wildlife native to Brazil (piranha, toucan, hummingbirds, caiman).</p> <p>Children will be able to compare living conditions in Brazil to living conditions in the UK</p> <p>Children will be able to compare farming in South Africa to farming in the UK</p> <p>Children will be able to understand what culture is like in South Africa (food, music, clothing)</p> <p>Children will use maps, atlases and globes to locate places studied in this topic</p> <p>Children will use aerial photographs and plan perspectives to identify areas studied in this topic</p>

KS1

Somewhere to Settle			
Area of study	Learning Outcome	Sticky Knowledge	
Place Knowledge	Name some similarities and differences between a region of the United Kingdom, a region of a European country and a region within North or South America.	Know where the equator, tropic of Cancer, Tropic of Capricorn and the Greenwich meridian are on a world map Know at least five differences between living in the UK and a Mediterranean country Explain the features of a water cycle	
Locational Knowledge	Use maps to focus on Europe and North and South America. Name and locate counties and cities of the United Kingdom and key topographical features. Know where the main mountain regions are in the UK Know, name and locate the main rivers in the UK	Know the names of, and locate, at least eight European countries Use maps to locate European countries and capitals. Know the names of, and locate, at least eight counties and at least six cities in England	
Human/Physical Knowledge	What are climate zones? Biomes and vegetation belts? What is a water cycle?	Know and label the main features of a river and know why most cities are located by a river	
Geographical Fieldwork	What is a map? Atlas? How do they help us? What is digital computer mapping? What are the 8 points of a compass? What is a grid reference? How does it work? (4 figure)		
Prior Learning	Vocabulary	Geographical Skills	
locate the climate zone of the Alps and compare it to our climate, research and understand their local area – location, climate, leisure, vegetation, population and transportation, use photographs, videos and digital mapping to identify the physical, locate the Alps on a map using longitude and latitude	Settlement Settler Site Need Shelter Food Defence Water Fuel building materials Agriculture Transport Location	Children will be able to name and locate counties and cities of the UK. Children will understand and be able to explain what a settlement is. Children will be able to identify important features of a settlement site. Children will be able to explain why settlements develop in certain locations. Children will be able to explain that different settlements have been built over time. Children will be able to list different types of land use and identify land on a digital map. Children will use a key to identify transport links on maps. Children will use an atlas to find routes between two places. Children will be able to draw a map of a settlement and create a key for a map. Children will be able to explain economic activity including trade links. Children will be able to identify the features of a river. Children will be able to understand and explain the water cycle. Children will know and use the 8 points of a compass. Children will understand the climates within the different tropics. Children will be able to name and locate 8 different countries and six cities. Children will understand climate zones, biomes and vegetation belts.	

LKS2

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Extreme Earth			
Area of Study	Learning Outcome	Sticky Knowledge	
Place Knowledge	Name some similarities and differences between a region of the United Kingdom, a region of a European country and a region within North or South America.	Know what is meant by biomes and what are the features of a specific biome	
Locational Knowledge	Identify the position and significance of latitude, longitude, and equator.	Know what most of the ordnance survey symbols stand for and know how to use six-figure grid references Know the names of, and locate, a number of South or North American countries	
Human/Physical Knowledge	Physical- volcanoes, earth quakes and mountains. Human geography- Distribution of natural resources including food, minerals and water.	Know what causes an earthquake Label the different parts of a volcano Know what deforestation means Understand how global warming is affecting the rainforest. Know the main human and physical differences between developed and third world countries	
Geographical Fieldwork	What is a grid reference? How does it work? (6 figure) Digital and computer mapping.	Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. Know how to use graphs to record features such as temperature or rainfall across the world	
Prior Learning	Vocabulary	Geographical Skills	
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, , understand how 'passive homes' work to cut down on non-renewable energy consumption, explain where food comes from and the environmental impact importing food can have	Topsoil Subsoil Bedrock crust, mantle outer core inner core magma Volcano Eruption Magma Main vent crater magma chamber Epicentre shock wave magnitude (power/strength), Richter Mercalli. .Tornado Tsunami	Children will understand the significance of the equator (RECAP) Children will be able to compare Brazil and Scotland. Children will be able to explain and understand the different layers of the Earth. Children will be able to name and locate different mountain regions from around the world. Children will be able to name the different parts of a volcano. Children will be able to explain and locate where the main volcanoes are located. Children will be able to explain how to keep safe during an Earth Quake. Children will be able to describe a Tsunami and the damages that it can cause. Children will explain how tornadoes are formed. Children will be able to explain how scientists collect data. Children will understand the impact of natural disasters on trade and economy.	

UKS2

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