Ickleford Primary School **Progression Map: Geography**

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary:	Relates to the topics studied by each year group. The vocabulary for each year group consolidates and builds on that which has been established in previous years and topics.						
Place Names	Continent, Europe, Asia, North America, South America Australasia , Antarctica Ocean, Pacific, Atlantic Indian, Arctic Southern Country, United Kingdom, England, Wales, Northern Ireland Scotland	Antarctica, Belfast Ben Nevis, Cardiff Earth, Edinburgh England, English Channel, Europe Ireland, Irish Sea London North Atlantic Ocean Northern Ireland River Thames Scotland, Wales	Amazon Rainforest Atacama Desert Australia, Brazil Canada, China Egypt, France, India Kenya, Lusaka Madagascar, Mexico Norway, Peru River Zambezi Sahara Desert South Africa Southern Africa Spain, United States of America Victoria Falls, Zambia *The continents*: Antarctica, Africa, Asia, Europe, North America, Oceania and South America The oceans: Arctic, Atlantic, Indian, Pacific and Southern	Amazon River, The Andes, Angel Falls Antarctic, Arctic Argentina, Bolivia Brasilia ,Cairo (Egypt) The Caribbean Central America Cerro Aconcagua Chile, Columbia Costa Rica ,Denali Dominican Republic Ecuador, Falkland Islands (Malvinas) French Guiana Great Lakes Greenland, Guatemala Guyana Isthmus of Panama Jamaica, Lake Titicaca London (UK),Louisiana Manaus (Brazil) Mississippi River New York,Niagara Falls Nuuk (Greenland) Paraguay,Rio de Janeiro , Rocky Mountains Sandwich Islands Santiago (Chile) Santos,São Paulo Seville (Spain) South Georgia St Kitts and Nevis St Lucia, Suriname Uruguay ,Venezuela	Amazon Basin Amur River Congo Forest Congo River Democratic Republic of the Congo Ethiopia Indonesia Lake Tanganyika Ob-Irtysh River Paraná River River Niger River Nile River Thames South Sudan Sudan Uganda Yangtze River Yellow River Yenisei River	Athens, Austria Belgium, Ben Nevis Berlin, Bucharest Carstensz Pyramid (Puncak Jaya) Caucasus, Croatia Czech Republic (Czechia) Etna, European Union Everest, Eyjafjallajökull Germany, Greece Haiti, Hawaii Himalayas, Iceland Japan, Kilimanjaro Lisbon, Macedonia Malta, Madrid Mauna Loa Mediterranean Sea Mount Elbrus Mount Snowdon Mount St Helens Nepal, The Netherlands Pacific Ring of Fire Pakistan, Paris Pennines, Popocatépetl Poland, Portugal Romania, Rome Scafell Pike Scottish Highlands Sicily, Slieve Donard Somalia, Soufrière Syria, Tanzania Ukraine, Vesuvius Vinson Massif Warsaw	Birmingham Bristol East of England East Midlands Great Britain Greater London Inverness Leeds Liverpool London Array Manchester North East England North West England Oxford Sheffield South East England South West England West Midlands Yorkshire and the Humber UK – the main cities, counties and regions *The following terms are to be amended by the teacher:* *Landmarks and key features in my region and local area*
Geographical Terms and Processes	Beach, cliff, coast, forest, mountain, sea river, soil, valley season, weather, City, town, village	Autumn, building capital city, castle city, cloud, country countryside, freezing frosty, ground island, map, misty month, office, rain route, season, shop snow, spring, street summer, sunshine symbol, temperature thunderstorm, town village, warm, wind windy, winter The months of the year	Adapt, atlas, cargo Continent, coral reef Crop, desert, farm Field, flood, globe Habitat, hibernate Human, iceberg Market, mining national park ocean, physical population, rainforest recycling, Savannah soil, waterfall, wildlife	Arid, axis, bay, biome Climate, climate change equatorial , export favela, glacier, grassland, human feature, ice-field industry, landscape location, manufacturing Mediterranean Meteorologist, mineral mountain range orbit ,physical feature plantation, polar precipitation *(KS1 snow, rain)*	acid rain, agriculture biodiversity, biome canal, canopy channel, condensation confluence, dam deforestation, drainage drinking water ecosystem embankment emergent layer environment environmentalist erosion, evaporation fertile, flooding flood management	Aftershock, alpine ash cloud, avalanche border, cliff face core, crater, crust currency, disaster dome mountains dormant, eruption fault line fault-block mountains fire mountains (volcanoes) fold mountains geothermal, hill international, landform landslide, lava	administrative centre aerial view built environment coastline, congestion consultation, developer development economy, energy source finance, global warming green belt greenhouse gases hydroelectric power key, landmark land use, national nuclear power

				recreation, region retail, season service industry skyline, sphere state, temperature tilt, trade, tropical volcano, weather station, wilderness	flood plain flood prevention forest floor, freshwater groundwater humidity, hydro-electric power, indigenous irrigation, logging meander, mouth pollution, poverty river bank, river basin source, transportation tributary, understory valley, vegetation water cycle, watershed	magma, mantle massif, migrant, peak plate, refugee, retail Richter Scale, ridge Scree, service industry Slope, summit, tectonic Tremor, tsunami vegetation belt, vent	planning, power station renewable energy solar power, suburb sustainable, development tidal power, warehouse wind farm, wind power wind turbine
Locational Terms		Across, Arctic, east Inside, local, north Northern, outside Polar, south, west *Prepositions and direction-finding terms such as*, above, around, below, left, right, forward, near, inside, opposite, outside	Antarctic Circle Arctic Circle, eastern The Equator hemisphere North Pole, South Pole, southern western	Latitude, longitude map index, North Pole northeast Northern Hemisphere Northwest, southeast Southern Hemisphere Southwest, time zone Tropic of Cancer Tropic of Capricorn Western Hemisphere	altitude equatorial estuary International Date Line lower course middle course Prime Meridian upper course	altitude epicentre height above sea level map reference plate boundary	grid reference offshore onshore 16-point compass terms (e.g. North-North-West, West-North-West, etc.)
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	**Understanding the World – Geography** People, Culture and Communities To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. *Linked to Visualise, Build and Map White Rose Maths topic – mapping out stories, e.g. Rosie's Walk, The Three Billy Goats Gruff; mapping out our classroom and outdoor area; following routes; mapping out a walk to the Lavender Farm.*	**To check my understanding of the United Kingdom** *(The United Kingdom LSN 1)* **To locate on a map the four countries of the United Kingdom** *(The United Kingdom LSN 2)* **To identify the four capitals and surrounding seas of the United Kingdom** *(The United Kingdom LSN 3)* **To share my understanding of the UK.** *(The United Kingdom LSN 6)*	**To understand where in the world I am.** *(Continents and Oceans LSN 1)* **To describe where different continents are located** *(Continents and Oceans LSN 4)* **To spot the physical and human features of a continent.** *(Continents and Oceans LSN 5)* **To share my understanding of a continent.** *(Continents and Oceans LSN 6)*	**To locate North America on a world map and explore the landscape.** *(North America: USA LSN 1)* **To identify countries within North America and states within the USA.** *(North America: USA LSN 2)* **To locate South America on a world map and identify a range of its physical and human features.** *(South America: Rio and SE Brazil LSN 1)* **To locate the countries and capital cities of South America.** *(South America: Rio and SE Brazil LSN 2)*	**To local South America on a world map and identify a range of its physical and human features.** *(South America: The Amazon Basin LSN 1)* **To locate the countries and capital cities of South America.** *(South America: The Amazon Basin LSN 2)* **To identify the stages and features of a river, and the way the land use changes from the source to the mouth** *(Rivers LSN 3)* **To recognise what a rainforest is and locate the world's**	**To locate Europe on a world map and identify some of its characteristics.** *(Europe and a study of a country/region LSN 1)* **To locate some of Europe's countries and capitals, and find out more about them.** *(Europe and a study of a country/region LSN 2)* **To explore and locate the UK's highest mountains.** *(Mountains LSN 4)*	**To compare and contrast the different countries of the UK.** *(The United Kingdom LSN 1)* **To identify where I live in the UK and locate the UK's major cities.** *(The United Kingdom LSN 2)* **To identify physical characteristics of the United Kingdom.** *(The United Kingdom LSN 3)* **To understand how people have affected the UK''s landscape**. *(The United Kingdom LSN 4)* **To ask how my local area and my region fit into the wider world?**

	To 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. *Linked to stories covered in Literacy / Maths – e.g. Handa's Basket; When Grandma Went to Market; The Leopard's Drum; cultural stories that reflect diversity of children in the class.* The Natural World To explore the natural world around them, making observations and drawing pictures of animals and plants. *Linked to Minibeast topic – habitats, how they contribute to the environment;* To 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. *Linked to Dinosaurs topic – Dinosaurs: fossils, prehistoric habitats, volcanoes.* To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. *Linked to Seasons topic –*			**To identify the different lines of latitude and explain how latitude is linked to climate.** *(Climate Zones LSN 1)* **To locate different climate zones and explore the differences between the Northern and Southern Hemispheres.** *(Climate Zones LSN 2)* **To identify the characteristics of each climate zone.** *(Climate Zones LSN 6)* **To locate North America on a world map and explore the landscape.** *(North America: USA LSN 1)* **To locate South America on a world map and identify a range of its physical and human features.** *(South America: Rio and SE Brazil LSN 1)* **To locate the countries and capital cities of South America.** *(South America: Rio and SE Brazil LSN 2)*	**rainforests on a map**. *(Rainforests LSN 1)* **To locate South America on a world map and identify a range of its physical and human features.** *(South America: The Amazon Basin LSN 1)* **To locate the countries and capital cities of South America.** *(South America: The Amazon Basin LSN 2)*		*(Local and Regional Area LSN 1)* **To identify and locate the main features of my region?** *(Local and Regional Area LSN 2)*

	seasonal changes, observing and collecting evidence of changes through the Autumn						
Place Knowledge	Foundational Knowledge To draw information from a simple map Children explore mapping during the Spring Term topic traditional tales, such as 'The Three Billy Goats Gruff' and 'The Gingerbread Man.' Children draw / create scenes from the story using small world construction and larger construction materials outside. White Rose Summer Term Unit 'Visualise, Build and Map.' Links to texts to explore mapping and prepositional language – 'Me on the Map' by Joan Sweeney, 'Rosie's Walk,' 'What the Ladybird Heard.' Summer term – To plan and map a simple route to the Lavender Farm. TO DEVELOP - exposure to capital cities and key landmarks of these through construction area. To recognise some similarities and differences between life in this country and life in other countries.		**To explore Zambia's physical and human features and locate it.** *(Contrasting Locality: Mugurameno, a Zambian Village LSN 1)* **To locate the village of Mugurameno and share what I would like to learn about it.** *(Contrasting Locality: Mugurameno, a Zambian Village LSN 2)* **To compare how the people of Mugurameno use the River Zambezi with the ways in which we use rivers near us.** *(Contrasting Locality: Mugurameno, a Zambian Village LSN 3)* **To find out about food in Mugurameno and how it is prepared.** *(Contrasting Locality: Mugurameno, a Zambian Village LSN 4)* **To explain how the people of Mugurameno protect themselves and their homes from wild animals and how they make use of animals in their everyday lives.** *(Contrasting Locality: Mugurameno, a Zambian Village LSN 5)* **To use photographs and information texts**	**To compare key facts about Brazil with your country.** *(South America: Rio and SE Brazil LSN 3)* **To use photographs and information texts to imagine what daily life in Rio might be like.** *(South America: Rio and SE Brazil LSN 4)* **To Identify how my life is linked to Rio and the South East of Brazil.** *(South America: Rio and SE Brazil LSN 5)* **To identify the pros and cons of hosting the Olympic Games.** *(South America: Rio and SE Brazil LSN 6)*	**To compare key facts about Brazil with our country.** *(South America: The Amazon Basin LSN 3)* **To find out if the Amazon River is the longest in the world and identify the key characteristics of the Amazon Basin.** *(South America: The Amazon Basin LSN 4)* **To explain the importance of the Amazon Rainforest.** *(South America: The Amazon Basin LSN 5)* **To share my knowledge and understanding of the Amazon Basin.** *(South America: The Amazon Basin LSN 6)*	**To use key facts and persuasive techniques to persuade someone to holiday in the Mediterranean.** *(Europe and a study of a country/region LSN 4)* **To compare and contrast news stories about the Mediterranean.** *(Europe and a study of a country/region LSN 5)* **To compare life in Athens with my life and my local area.** *(Europe and a study of a country/region LSN 6)*	

	Ongoing -through sharing and talking about culturally diverse stories, *e.g.* <u>*e.g. Handa's Basket; When Grandma Went to Market; The Leopard's Drum*</u> Ongoing through marking different festivals, *e.g. Diwali, Hanukah, Chinese New Year.* To explore the natural world around them. Ongoing – see seasonal change objective.		**to help imagine what daily life in Mugurameno might be like.** *(Contrasting Locality: Mugurameno, a Zambian Village LSN 6)*				
Human and Physical Geography	**<u>Environments that are different from the one in which they live.</u>** Dinosaur topic – exploring Dinosaur habitats, drawing and describing habitats, making Dinosaur habitats outside in tuff tray. Ongoing through sharing and talking about culturally diverse stories. TO DEVELOP – Laying the foundations for Year One by building talk about continents and oceans when engaging with small-world animal play – large floor map of the world? Sorting Dinos according to where they were found? **<u>To understand the effect of the changing seasons on the</u>**	**To identify seasonal and daily weather patterns in the UK** (*Weather and Seasons LSN 1-7)* **To explain the differences between human and physical features.** *(The United Kingdom LSN 4)* **To describe the human and physical features of one of the UK's capital cities**. *(The United Kingdom LSN 5)* **To share my understanding of the UK.** *(The United Kingdom LSN 6)* **To explore and record the features of our local area. (***Local Area LSN 3)* **To recount the journey through my**	**To identify hot and cold places and locate them on a map** *(Hot and Cold Places LSN 1)* **To recognise the features of a hot and cold place**. *(Hot and Cold Places LSN 2)* **To explore a hot or cold place**. *(Hot and Cold Places LSN 3)* **To identify animals that live in hot or cold places and recognise how they adapt**. *(Hot and Cold Places LSN 4)* **To describe an animal that lives in a hot or cold place**. *(Hot and Cold Places LSN 5)* **To compare a pack list for a trip to a hot place with a list for a cold place. Describe what I would see in a hot or cold place**. *(Hot*	**To locate different climate zones and explore the differences between the Northern and Southern Hemispheres.** *(Climate Zones LSN 2)* **To compare temperate and tropical climates.** *(Climate Zones LSN3)* **To explore weather patterns within a climate zone.** *(Climate Zones LSN 4)* **To write a weather forecast for a typical day in your choice of climate zone.** *(Climate Zones LSN 5)* **To identify the characteristics of each climate zone.** *(Climate Zones LSN 6)* **To explore the physical Geography**	**To describe the water cycle, explain what a river is and locate the world's longest rivers on a map.** *(Rivers LSN 1)* **To describe how rivers are used around the world.** *(Rivers LSN 2)* **To identify the stages and features of a river, and the way the land use changes from the source to the mouth** *(Rivers LSN 3)* **To identify the key characteristics of one of the world's longest rivers.** *(Rivers LSN 6)* **To recognise and explain how human activity affects rivers.** *(Rivers LSN 4)*	**To describe what a mountain is and locate the world's seven summits on a map.** *(Mountains LSN 1)* **To describe the key features of mountains and how they are formed** *(Mountains LN 2)* **To describe the climate of mountains and explore mountain life.** *(Mountains LSN 3)* **To explore and locate the UK's highest mountains.** *(Mountains LSN 4)* **To recognise the importance of the Himalayas for people living in the region. (***Mountains LSN 5)* **To share your knowledge about a world famous mountain or**	**To ask 'How do my local area and my region fit into the wider world? '***(Local and Regional Area LSN 1)* **To ask 'How does our region meet people's needs?'** *(Local and Regional Area LSN 6)* **To describe and explain the sorts of industries in which people in the UK work.** *(The United Kingdom LSN 5)* **To understand the different types of energy sources used in the UK. Evaluate the advantages and disadvantages of wind energy.** *(The United Kingdom LSN 6)* **To ask 'How do my local area and my region fit into the wider world?'** *(Local*

	<u>natural world around them.</u> Ongoing – Autumn – exploration of Autumnal changes using our senses, collecting Autumn items for display and small parts play, learning about Harvest and taking part in Harvest festival. Winter – exploring / making ice, playing with arctic small world, noticing bare tree etc. Spring – noticing new growth and life, welcoming our Chicks and observing the changes throughout their life cycle. Summer – planting and caring for beans, sunflowers etc. Measuring and observing changes.	**local area.** *(Local Area LSN 4)* **To recognise the symbols used on an Ordnance Survey Map** *(Local Area LSN 5)* **To create a map of my local area** *(Local Area LSN 6)* **To explain the differences between human and physical features.** *(The United Kingdom LSN 4)* **To describe the human and physical features of one of the UK's capital cities**. *(The United Kingdom LSN 5)* **To share my understanding of the UK.** *(The United Kingdom LSN 6)* **To explore and record the features of our local area. (***Local Area LSN 3)* **To recount the journey through my local area.** *(Local Area LSN 4)* **To recognise the symbols used on an Ordnance Survey Map** *(Local Area LSN 5)* **To create a map of my local area** *(Local Area LSN 6)*	*and Cold Places LSN 6)* **To spot the physical and human features of a continent.** *(Continents and Oceans LSN 5)* **To share my understanding of a continent.** *(Continents and Oceans LSN 6)* **To explore Zambia's physical and human features and locate it.** *(Contrasting Locality: Mugurameno, a Zambian Village LSN 1)* **To spot the physical and human features of a continent.** *(Continents and Oceans LSN 5)* **To share my understanding of a continent.** *(Continents and Oceans LSN 6)* **To explore Zambia's physical and human features and locate it.** *(Contrasting Locality: Mugurameno, a Zambian Village LSN 1)*	**of The Rockies.** *(North America: USA LSN 3)* **To describe the physical geography of Mount St Helens and the impact it has on the surrounding area.** *(North America: USA LSN 4)* **To compare the landscapes of different US States.** *(North America: USA LSN 5)* **To compare the landscapes of different US States.** *(North America: USA LSN 5)* **To compare New York State, New York City and where I live. .** *(North America: USA LSN 6)*	**To recognise and explain how flooding affects communities.** *(Rivers LSN 5)* **To recognise what a rainforest is and locate the world's rainforests on a map**. *(Rainforests LSN 1)* **To recognise the different layers of life in a rainforest**. *(Rainforests LSN 2)* **To recognise the features that make up a rainforest.** *(Rainforests LSN 3)* **To describe the key characteristics of the Congo.** *(Rainforests LSN 4)* **To describe and explain the impact of deforestation of the rainforests.** *(Rainforests LSN 5)* **To explain the importance of the Amazon Rainforest.** *(Rainforests LSN 6)* **To describe the water cycle, explain what a river is and locate the world's longest rivers on a map.** *(Rivers LSN 1)* **To describe how rivers are used around the world.** *(Rivers LSN 2)* **To identify the stages and features of a river, and the way the land use changes**	**mountainous region.** *(mountains LSN 6***)** **To find out about the structure of the Earth and label a diagram.** *(Volcanoes LSN 1)* **To describe what happens at the Earth's boundaries between the Earth's plates. (***Volcanoes LSN 2)* **To describe and explain the key features of a volcano.** *(Volcanoes LSN 3)* **To locate a range of famous volcanoes, find out some key facts, including when the volcano last erupted. (***Volcanoes LSN 4)* **To report on the effects of a volcanic eruption**. *(Volcanoes LSN 5)* **To evaluate the advantages and disadvantages of living near a volcano.** *(Volcanoes LSN 6)* **To use key facts and persuasive techniques to persuade someone to holiday in the Mediterranean.** *(Europe and a study of a country/region LSN 4)* **in addition, explore mountain life.** *(Mountains LSN 3)* **To evaluate the advantages and disadvantages of**	*and Regional Area LSN 1)* **To ask 'How might our region meet people's needs? '** *(Local and Regional Area LSN 3)*

					from the source to the mouth *(Rivers LSN 3)* **To recognise and explain how human activity affects rivers.** *(Rivers LSN 4)* **To recognise and explain how flooding affects communities.** *(Rivers LSN 5)* **To identify the key characteristics of one of the world's longest rivers.** *(Rivers LSN 6)* **To describe and explain the impact of deforestation of the rainforests.** *(Rainforests LSN 5)* **To explain the importance of the Amazon Rainforest.** *(Rainforests LSN 6)*	**living near a volcano.** *(Volcanoes LSN 6)* **To explore different European cuisine.** *(Europe and a study of a country/region LSN 3)* **To compare and contrast news stories about the Mediterranean.** *(Europe and a study of a country/region LSN 5)* **To compare life in Athens with my life and my local area.** *(Europe and a study of a country/region LSN 6)*	
Geographical Skills and Field Work	**<u>Practical Fieldwork Opportunities</u>** **<u>Autumn 1</u>-** All about me. Placing children's homes on a local map, walking around our school and talking about what we saw. Making a photo book and discussing the things we like. **<u>Autumn 2</u>-** Shine Bright!. Making hedgehog hotels on the school field and setting up night vision cameras to see the wildlife in our area. How could we encourage more animals to come?	**To locate on a map the four countries of the United Kingdom** *(The United Kingdom LSN2)* **To identify the four capitals and surrounding seas of the United Kingdom.** *(The United Kingdom LSN 3)* **To explore and record the features of our local area. (***Local Area LSN 3)* **To recount the journey through my local area.** *(Local Area LSN 4)*	**To understand where in the world I am. (***Continents and Oceans LSN 1)* **To locate on a map the seven continents** *(Continents and Oceans LSN 2)* **To locate on a map the oceans that link the continents.** *(Continents and Oceans LSN 3)* **To describe where different continents are located** *(Continents and Oceans LSN 4)*	**To identify countries within North America and states within the USA.** *(North America: USA LSN 2)* **To locate South America on a world map and identify a range of its physical and human features.** *(South America: Rio and SE Brazil LSN 1)* **To locate the countries and capital cities of South America.** *(South America: Rio and SE Brazil LSN 2)*	**To describe the water cycle, explain what a river is and locate the world's longest rivers on a map.** *(Rivers LSN 1)* **To identify the stages and features of a river, and the way the land use changes from the source to the mouth** *(Rivers LSN 3)* **To identify the key characteristics of one of the world's longest rivers.** *(Rivers LSN 6)* **To locate South America on a world map and identify a**	**To describe what a mountain is and locate the world's seven summits on a map.** *(Mountains LSN 1)* **To explore and locate the UK's highest mountains.** *(Mountains LSN 4)* **To find out about the structure of the Earth and label a diagram.** *(Volcanoes LSN 1)* **To locate a range of famous volcanoes, find out some key facts, including when the volcano last**	**To compare and contrast the different countries of the UK.** *(The United Kingdom LSN 1)* **To identify where I live in the UK and locate the UK's major cities.** *(The United Kingdom LSN 2)* **To identify and locate the main features of my region?** *(Local and Regional Area LSN 2)* **To identify and locate the main features of my region** *(Local and Regional Area LSN 2)*

Ickleford Primary School **Progression Map: Geography**

	Spring 1-Dinosaurs Designing dinosaur habitats in our outdoor area for our toy dinosaurs before making habitat map islands to record them. **Spring 2-** Spring and Seasonal Change. Collecting photos and natural objects to record and discuss changes to our environment. Bird watching in our outdoor area and making bird feeders to encourage more birds. Spring watch and discussing what we like and dislike about these changes. Visiting the local Rec and drawing what play equipment they enjoyed the most. What would they add?	**To recognise the symbols used on an Ordnance Survey Map** *(Local Area LSN 5)* **To create a map of my local area** *(Local Area LSN 6)* **To spot the differences between rural and urban areas and know what type of settlement I live in (***Local Area LSN 1)* **To explore and record the features of the school grounds** *(Local Area LSN 2)* **To explore and record the features of our local area. (***Local Area LSN 3)* **Practical Fieldwork Opportunities** **Seasons & Weather United Kingdom**: Annotated maps of the United Kingdom **Local Area:** Plans of the local school area **Local Area:** Plans of the local school area **Seasons & Weather** Interviewing people with a view to how weather affects their job **Seasons & Weather:** Weather surveys taking digital photos • making digital audio recordings when interviewing someone about their job	**To share my understanding of a continent.** *(Continents and Oceans LSN 6)* **To identify hot and cold places and locate them on a map** *(Hot and Cold Places LSN 1)* **To explore Zambia's physical and human features and locate it.** *(Contrasting Locality: Mugurameno, a Zambian Village LSN 1)* **To locate the village of Mugurameno and share what I would like to learn about it.** *(Contrasting Locality: Mugurameno, a Zambian Village LSN 2* **To describe where different continents are located** *(Continents and Oceans LSN 4)* **To share my understanding of a continent.** *(Continents and Oceans LSN 6)* **Practical Fieldwork Opportunities** **Continents and Oceans (Autumn Term – human and physical geography)** -Use large-scale plan to the environment identifying known features -Take photos	**Practical Fieldwork Opportunities** **Climate Zones (Autumn Term)** **To investigate the climate in our region by investigating weather phenomena through observation and by using standard measurement devices.** Collecting, analysing and presenting quantitative data in charts and graphs (children to collect data from our school grounds on rainfall and temperature over time, using rain gauges and thermometers and record their findings using bar charts). **North America (Spring Term)** **To compare New York State, New York City and where I live.** Go on a fieldwork visit of the local area (Ickleford Village), recording 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. Drawing comparisons between New York State/City and our local area.	**range of its physical and human features.** *(South America: The Amazon Basin LSN 1)* **To locate the countries and capital cities of South America.** *(South America: The Amazon Basin LSN 2)* **Practical Fieldwork Opportunities** **Rivers (Spring Term)** Rivers and the Water Cycle – Year 4 will use the school grounds to investigate the rate of evaporation linked to temperature. The children will measure and record the rate at which a puddle evaporates in the playground. Also, where does the rain go? The children will use an aerial map of the school to record where the build up of rain water can be seen on the school grounds. **Rivers and South America (Summer Term)** The children will take a field trip outside the school to investigate the human and physical geography of a river. The children will identify the different features of a river and record their findings either on a map or with the use of digital photography which they will annotate. During our unit of work in the Summer term the	**erupted. (***Volcanoes LSN 4)* **To locate Europe on a world map and identify some of its characteristics.** *(Europe and a study of a country/region LSN 1)* **To locate some of Europe's countries and capitals, and find out more about them.** *(Europe and a study of a country/region LSN 2)* **Practical Fieldwork Opportunities** **Mountains (Autumn Term)** The children will use the school grounds and surrounding areas to investigate the landscape of Ickleford. The children will observe the landscape around them and record their findings before during comparisons to the landscape of Mount Everest. The investigation will be based on the following criteria; -What can you see? - What words would you use to describe the landscape? -The name Himalaya is an old Sanskrit word meaning 'abode of snow'. Is this a suitable name? Is Ickleford a suitable name? -Is it easy to climb/travel through? Why? -What is this mountain/area used for? Is it habitable? Is there any farming?	**To ask 'How can I create a needs map of the place I have visited?'** *(Local and Regional Area LSN 5)* **To ask 'How does our region meet people's needs?'** *(Local and Regional Area LSN 6)* **To identify and locate the main features of my region** *(Local and Regional Area LSN 2)* **Fieldwork – To ask 'Is this a place fit for people?'** *(Local and Regional Area LSN 4)* **To create a needs map of the place I have visited** *(Local and Regional Area LSN 5)* **Practical Fieldwork Opportunities** **Local Area (Summer Term)** **To gather evidence through urban fieldwork of how a region is meeting people's needs** Year 6 will be visiting the nearest large town - **Stevenage** The fieldwork will enable pupils to test their ideas against evidence from the place itself. Pupils' priorities may therefore affect where you decide to visit (e.g. law courts, council offices, banks, a station, shops, leisure facilities). Children visit the urban centre and use their: A place fit for people?

		Local Area: Recording views of the local area – contrasting rural & urban using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features	**Zambia (Summer Term – compare schools)** -Make an annotated drawing to compare playgrounds • relating a large-scale plan to the environment, identifying known features • marking information on a large-scale plan using colour or symbols to record observations		children will compare the temperature in our school grounds to an area in South America. They will use thermometers to measure the temperature and record their findings in a table alongside the temperature in South America. They will then produce a bar graph to compare the results of the data they have collected.	**Volcanoes (Spring Term)** The children will imagine the school is in the shadow of a volcano and consider and investigate the enquiry question –'where in the school is the riskiest?' Children will design and carry out an environmental quality survey (observing, measuring and recording) in 3-5 places around school to find out where is the riskiest. The children will then suggest how the risks could be reduced. **Study of Europe** (Summer Term) – Year 5 will learn and consider the everyday life for a child in Athens and compare with that of a child living in Ickleford. The children will record/describe what living in Ickleford is like, the school life of Ickleford School and surrounding activities. The children will explore the school grounds and the wider areas of Ickleford.	**United Kingdom (Autumn and Summer Term)** Year 6 will use their residential trip to Shropshire as fieldwork. They will visit a beach in Wales and study physical features

National Curriculum Outcomes: