

Knowledge and Skills Progression Map

Treales CE Primary School

Geography

Elder Class Cycle B Year 5 and 6

	Autumn 1	Spring 1	Summer 1
Focus	What is a river?	Why is fair trade fair?	Who are Britain's national parks for?
National Curriculum	<p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate countries 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>Human and physical geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including rivers and the water cycle human geography, including types of settlement and land use, economic activity including trade links <p>Geographical skills and fieldwork</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> 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>Human and physical geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> human geography, including economic activity and trade links <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 	<p>Locational knowledge</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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>Human and physical geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including vegetation belts, rivers, mountains human geography, including types of settlement and land use, economic activity, and the distribution of natural resources

	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 • 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>knowledge of the United Kingdom and the wider world</p>	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>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>Concepts</p>	<p>Environment - the particular physical and human features which make places distinctive.</p> <p>Distribution - the arrangement or pattern of where physical and human features are located.</p> <p>Location - the position of something on Earth.</p> <p>Processes - the natural events and human actions that bring about change.</p> <p>Interdependence - how people and their environments are connected and rely upon each other.</p> <p>River - a moving stream of water that flows from high ground to the sea</p> <p>Interaction the links or connections within and between different natural and human processes.</p>	<p>Trade - buying or selling goods and services between people and countries.</p> <p>Transport - moving people and goods from one place to another using a vehicle, aircraft or ship.</p> <p>Interdependence - how people and their environments are connected and rely upon each other.</p> <p>Economic activity - manufacturing a good or providing a service that is bought by people.</p> <p>Sustainability - improving the quality of life of people without having a negative impact on the environment.</p> <p>Route - a way or course taken by land, sea or air from one place to another.</p>	<p>Physical feature - natural things that would be present even if there were no people.</p> <p>Human feature - things that have been constructed by people.</p> <p>Land use - how people have decided to use an area for a specific purpose.</p> <p>Environment - the particular physical and human features which make places distinctive.</p> <p>Conservation - the protection of environments to prevent their loss or Destruction.</p> <p>Cultural heritage - ways of living that are passed down by previous generations.</p> <p>Region - an area of land that has common features such as a particular landscape.</p> <p>Location - the position of something.</p> <p>Economic activity - making a product or providing something that others pay for.</p>

	<p>Trade - buying or selling goods and services between people or countries.</p> <p>Economic activity - manufacturing a good or providing a service that is bought by people.</p> <p>Transport - move people and goods from one place to another using a vehicle, aircraft or ship.</p> <p>Settlement - any place where people are living such as a village or city.</p> <p>Erosion - the wearing away of the land by forces such as water, wind and ice that then move the soil and rock to a new location.</p> <p>Land use - how people have decided to use an area for a specific purpose such as farming or building towns and cities.</p> <p>Relief - the general height and shape of the land of a particular place.</p>		<p>Sustainability - improving the quality of life of people without having a negative impact on the environment.</p> <p>Distribution - the pattern of where physical and human features are located.</p> <p>Tourism - visiting places that involves staying away from home for one or more nights.</p> <p>Leisure - any kind of activity someone chooses to do that help them relax or have fun.</p> <p>Natural Resources - things found in nature that are used by people for economic gain.</p>
<p>Key Vocabulary</p>	<p>Landscape - everything that can be seen when looking at a place.</p> <p>Hazard - something natural or human that is a risk and source of danger.</p> <p>Course - the path or route along which a river flows.</p> <p>Estuary - the place where a river widens as it enters the sea and fresh and salty water mix.</p> <p>Profile - the slope along or across a river.</p> <p>Habitat - the natural home of a living thing such as a plant or animal.</p> <p>Ecosystem - the community of living things to be found in a particular area which depend upon each other.</p>	<p>Goods - objects that are produced or manufactured and then bought by people.</p> <p>Services - skills, amenities and experiences that people pay others for but are not physical things.</p> <p>Consumer - someone who buys goods and services to use.</p> <p>Producer - someone who makes goods or provides services.</p> <p>Ethical - considering the moral rights and wrongs of situations encountered in life.</p> <p>Co-operative - a business which is owned and run by its members and who share the profits.</p>	<p>Landscape - everything that can be seen when looking at a particular place.</p> <p>Agriculture - growing crops and rearing animals on farms.</p> <p>Industry - businesses that sell products and services.</p> <p>Urban - a built up area such as a city with a high population density.</p> <p>Rural - areas of countryside outside of built up areas.</p> <p>Remote - a place found a long way away from people.</p> <p>Enhance - improve the quality of something.</p> <p>Conflict - two or more things which clash or are opposed to each other.</p> <p>Management - working to make sure</p>

	<p>Pollution - something added to the environment that is harmful to living things.</p> <p>Water cycle - the path that all water takes as it moves around the Earth and its atmosphere.</p> <p>Confluence - the meeting point of two rivers where one flows into the other.</p> <p>Port - a place along a coastline where ships load and unload cargo.</p> <p>Dock - a closed in area with gates at a port to keep water out where ships are loaded or unloaded.</p> <p>Financial - businesses that deal with money rather than products.</p> <p>Commercial - something involving making products or providing services to make money.</p> <p>Monsoon - the wind that brings heavy rain to many countries in South East Asia in June each year.</p>	<p>Premium - a price for a product higher than what would normally be paid.</p> <p>Guarantee - an assurance that something promised will be honoured.</p> <p>Estuary - the place where a river widens as it enters the sea and fresh and salty water mix.</p> <p>Port - a place along a coastline where ships load and unload their cargo.</p> <p>Domestic - happening within a country.</p> <p>International - happening between countries.</p> <p>Export - sell goods and services to another country.</p> <p>Import - buy goods and services from another country.</p>	<p>that human and environmental needs are balanced.</p> <p>Vegetation - the plant life including trees found covering the ground.</p>
<p>Prior Knowledge (indicate year group)</p>	<p>Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned:</p> <p>How physical processes such as volcanoes and earthquakes impact on people</p> <p>The difference between physical and human processes and features</p> <p>What different land uses are and what economic activity involves</p> <p>About trade and how countries import and export goods and services</p> <p>How habitats and ecosystems around the world are vulnerable to pollution</p>	<p>Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned:</p> <p>About the physical and human features of a locality in St Lucia including the growing of bananas, cocoa and coconuts</p> <p>The differences between the climate in temperate, tropical and polar regions</p> <p>About ports and container ships in the Isle of Dogs when studying rivers</p> <p>What an estuary is</p> <p>Why Baghdad was the first city to reach one million inhabitants</p>	<p>Earlier in Key Stage 1 and Lower and Upper Key Stage 2 pupils learned:</p> <p>The kind of things that people, organisations and communities can do to live more sustainably</p> <p>The difference between physical and human features of environments</p> <p>The importance of leisure, recreation and tourism</p> <p>About a range of economic activities including farming</p> <p>Mountains both in the United Kingdom and globally</p> <p>The key physical and human features of North America</p>

	<p>How environments change including those in their own locality</p> <p>About the river Amazon when studying Tropical Rain Forest</p> <p>About life in the river village of Kampong Ayer in Borneo</p> <p>About the concept of a geographical hazard</p>	<p>About the importance of trade when studying the Golden Age of Islam</p> <p>Baghdad AD 600 in History</p> <p>The kind of things that people, organisations and communities are doing to live more sustainably</p>	<p>In detail about the state of Florida (Everglades National Park)</p>
<p>Key Knowledge (Substantive)</p>	<p>How the course of a typical river changes from source to mouth and the physical features it creates</p> <p>Why these physical features are formed</p> <p>How to collect data at various points along a stream to show graphically how the river changes</p> <p>How to create a simple cross section across the river at each of these points</p> <p>What an estuary is</p> <p>The main physical and human uses of estuaries</p> <p>Why estuaries are such an important habitat and ecosystem for wildlife</p> <p>What the water cycle is</p> <p>How rivers play such an important part in the water cycle</p> <p>Where the famous meander 'Isle of Dogs' is located along the River Thames</p> <p>How and why the land uses and economic activities of the Isle of Dogs has changed since the time of Henry VIII</p>	<p>What trade involves</p> <p>How domestic trade is different from international trade</p> <p>What exporting and importing goods means</p> <p>What the Silk Road is</p> <p>Why the Silk Road was once the most important trading route in the world</p> <p>Why countries trade with each other today</p> <p>What a container ship is and why Southampton is a very important container port in the UK</p> <p>The main commodities that the UK imports from China and the most important goods it exports in return</p> <p>Why the terms of international trade are sometimes not always fair to producers in poorer countries</p> <p>Why St Lucia is an important banana producer</p> <p>What being a certified Fairtrade producer of commodities such as bananas means</p> <p>How being part of a Fairtrade co-operative can benefit producers in poorer countries</p> <p>Why there might also sometimes be disadvantages for producers of being part of Fairtrade co-operatives</p>	<p>The names and locations of the fifteen National Parks of Great Britain</p> <p>How the distribution of National Parks compares with the distribution of uplands and urban areas in Great Britain</p> <p>Why areas of Great Britain are chosen as National Parks</p> <p>The main distinctive physical features of National Parks</p> <p>What the term 'cultural heritage' means</p> <p>Why cultural features are also important elements of National Parks</p> <p>The distinctive physical and cultural features of their closest National Park</p> <p>The three aims or purposes of National Parks</p> <p>That sometimes these three purposes of National Parks conflict with each other</p> <p>That because of this potential conflict National Parks have to be carefully managed</p> <p>How National Parks are managed</p> <p>The main land use of National Parks</p> <p>Why farming and farmers are important in helping to achieve the aims of the National Parks</p> <p>How and why National Parks in the USA are similar to and different from National Parks in Great Britain</p>

	<p>Why the port and docks of London declined and closed very quickly in the 1950s and 1960s</p> <p>Where in the world Bangladesh is located and the rivers that flow through it</p> <p>Why Bangladesh suffers from serious annual flooding from its rivers</p> <p>What is being done in Bangladesh to control river flooding</p>	<p>The range of Fairtrade products currently available in the UK</p>	
<p>Key Skills (Disciplinary)</p>	<p>Synthesise - Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</p> <p>Explain - Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</p> <p>Empathise - The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).</p> <p>Informed conclusion - A knowledgeable summing up of the main points or issues about something.</p> <p>Reasoned judgement - A personal view or opinion about something supported by factual evidence.</p> <p>Justify - Give reasons to show or prove what you feel to be right or reasonable.</p> <p>Apply - The transfer of knowledge and/or skills learned in one context to</p>	<p>Synthesise - Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</p> <p>Explain - Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</p> <p>Empathise - The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).</p> <p>Informed conclusion - A knowledgeable summing up of the main points or issues about something.</p> <p>Reasoned judgement - A personal view or opinion about something supported by factual evidence.</p> <p>Justify - Give reasons to show or prove what you feel to be right or reasonable.</p> <p>Apply - The transfer of knowledge and/or skills learned in one context to help make sense of a different situation.</p>	<p>Synthesise - Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</p> <p>Explain - Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</p> <p>Empathise - The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).</p> <p>Informed conclusion - A knowledgeable summing up of the main points or issues about something.</p> <p>Reasoned judgement - A personal view or opinion about something supported by factual evidence.</p> <p>Justify - Give reasons to show or prove what you feel to be right or reasonable.</p> <p>Apply - The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</p>

	<p>help make sense of a different situation.</p> <p>Evaluate - Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</p> <p>Critique - Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence.</p> <p>Hypothesise - Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</p>	<p>Evaluate - Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</p> <p>Critique - Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence.</p> <p>Hypothesise - Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</p>	<p>Evaluate - Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</p> <p>Critique - Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</p> <p>Hypothesise - Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</p>
<p>Geographical techniques</p>	<p>Fieldwork - Observing, recording, presenting and interpreting data from five measurements at different stages along a stream – bank and water width, bank height above water line, depth and velocity</p> <p>Statistical representation - Drawing and interpreting: line graphs, multiple line graphs, bar graphs and histograms</p> <p>Mapwork - Interpreting OS 1:25,000 Landranger maps using the key, eight points of the compass, four and six figure grid references, measuring distances using the scale line and constructing contour cross sections</p> <p>Imagery - Terrestrial, aerial and satellite photographs (orientating with OS map locations) and GIS Google Earth Pro (plotting and following course of river)</p>	<p>Statistical representation - Drawing and interpreting: bar graphs, climate graphs, divided proportional bars</p> <p>Mapwork - Interpreting OS 1:50,000 Landranger maps using the key, eight points of the compass and four and six figure grid references</p> <p>Imagery - Terrestrial, aerial and satellite photographs (orientating with OS map locations) and GIS Google Earth Pro</p>	<p>Statistical representation - Drawing and interpreting: bar graphs, line graphs and climate graphs</p> <p>Mapwork - Interpreting OS 1:25,000 Explorer maps using the key, eight points of the compass, four and six figure grid references, contour lines and cross sections, annotated sketch maps and the scale line to calculate straight and actual distances</p> <p>Imagery - Terrestrial, aerial and satellite photographs (orientating with OS map locations) and GIS Google Earth Pro</p>

<p>Possible- sequence of lessons – enquiry questions?</p>	<p>How does the course of the River Axe change from source to mouth? How does the course of my local river change from source to mouth? Why are river estuaries such important places for wildlife? Why are rivers such an important part of the water cycle? How has the Isle of Dogs changed since the reign of Henry VIII? Why is river flooding such a problem in Bangladesh? How did Bedřich Smetana use music to describe the course of his beloved national river? How do we know what happened to the River Thames during the Little Ice Age?</p>	<p>Why was this road so important two thousand years ago? Why does Marco Polo visit the United Kingdom every eleven weeks? What does the United Kingdom export to the people of China? Why isn't trade always fair for some people such as Melvin? Why is fair trade fair?</p>	<p>Why are National Parks described as Britain's 'breathing spaces'? What else makes National Parks so important? Why do National Parks welcome visitors? Why is protected land so important in Southwest England? Why are so many people attracted to The Valley of Rocks? Why is Merrivale such an important prehistoric site? Why are farmers so important in our National Parks? How are National Parks looked after? How do Exmoor and Dartmoor National Parks compare with the Everglades National Park in Florida?</p>
<p>End of unit goals Suggested assessment task?</p>	<p>Identify, describe and explain how the course of a typical river changes from source to mouth and the physical features it creates Explain the physical processes that cause these physical features Through fieldwork observe, record, present data graphically and reach a conclusion regarding how a stream or river changes along its course Draw and explain a simple cross section across the river at various points Make an informed judgement about what the cross sections reveal Describe and explain what an estuary is Identify, describe and explain the main physical and human uses of estuaries</p>	<p>Explain what trade involves and why countries trade with each other Explain how domestic trade is different from international trade Explain what exporting and importing goods means Explain what the Silk Road is and why the Silk Road was once the most important trading route in the world Describe and explain what a container ship is and reach a judgement based on a range of evidence as to why Southampton makes a good container ship port Identify and describe the main commodities that the UK imports from China and the most important goods it exports in return Reach a judgement as to the type of commodities that China imports from</p>	<p>Identify and locate the fifteen National Parks of Great Britain Explain the distribution of National Parks in Great Britain in relation to upland and urban areas Explain why areas of Great Britain are selected as National Parks Describe and explain the main physical features of National Parks Explain what the term 'cultural heritage' means Understand why the cultural or human features of National Parks are as important as their physical features Describe and explain the important physical and cultural features of their local National Park Explain the three aims or purposes of National Parks</p>

	<p>Explain why estuaries are such an important habitat and ecosystem for wildlife</p> <p>Describe and explain what the water cycle is</p> <p>Reach a judgement about the importance that rivers play in the water cycle</p> <p>Locate, describe and explain where the famous meander 'Isle of Dogs' is located along the River Thames</p> <p>Identify, describe, explain and arrive at a conclusion regarding how and why the land uses and economic activities of the Isle of Dogs has changed since the time of Henry VIII</p> <p>Evaluate a range of evidence to reach a judgement as to why the port and docks of London declined and closed very quickly in the 1950s and 1960s</p> <p>Locate and describe where in the world Bangladesh is located and the rivers that flow through it</p> <p>Explain why Bangladesh suffers from serious annual flooding from its rivers</p> <p>Evaluate what is being done in Bangladesh to control river flooding and explain which methods might prove most successful and justify their views</p>	<p>the UK and compare and contrast these with its exports to the UK</p> <p>Explain why the terms of international trade are sometimes not always fair to producers in poorer countries</p> <p>Understand why St Lucia is an important banana producer</p> <p>Evaluate and reach a conclusion regarding how being a certified Fairtrade producer of commodities such as bananas can be a benefit to producers</p> <p>Explain what a co-operative is and evaluate the benefits and disadvantages of producers joining one</p> <p>Describe and critique the range of Fairtrade products currently available in the UK and reach a judgement as to why some commodities and products are fairly traded and others are not</p>	<p>Evaluate these three aims and reach a judgement as to which they feel should be the most important and justify their view</p> <p>Understand why these three aims can sometimes conflict with each other</p> <p>Explain what the term 'management' means and understand why National Parks have to be carefully managed</p> <p>Understand the difference between preservation and conservation when it comes to managing National Parks</p> <p>Explain the main land use of National Parks</p> <p>Draw an informed conclusion as to why farming and farmers are so important in helping to achieve the aims of National Parks</p> <p>Understand how and why National Parks in the USA are similar to and different from National Parks in Great Britain</p>
<p>Suggestions for the development of greater depth</p>	<p>Demonstrate understanding of how the ways in which people interact with physical processes such as rivers can have costs and benefits</p> <p>Comprehend how and why estuaries are particularly vulnerable to the impacts of pollution given their joint</p>	<p>Demonstrate a broader understanding of the concepts of sustainability and sustainable development and how ethical trading and purchasing can contribute to achieving them</p> <p>Understand how events such as farmers' markets and buying food</p>	<p>Understand that ensuring people can continue to live and work in National Parks sometimes means that the environment is impacted to provide what communities need</p> <p>Understand that sustainable development is about improving people's quality of life</p>

	economic and ecological importance	locally in the UK benefit producers of food and the environment	whilst protecting and enhancing the environment
Enrichment opportunities			