

Geography Progression of Skills – Year 5 and Year 6

Year 5/6 Cycle A

	Autumn	Spring	Summer
Unit of work	Local Area study.	What on Earth! Extreme Earth!	Exploring Scandinavia
Enquiry 'big' question	What are the physical and human geographical features of my local area?	What makes our planet so extreme?	What makes Scandinavia special and how is life there different from life in The UK?
Final Outcome	I will create a presentation showing the physical and human geographical features of my local area and how they affect the way people live and work.	Extreme Earth exhibition for Y3/4 and/or parents.	Plan a tourist visit for someone going to visit Scandinavia.
National Curriculum Strand	Locational Knowledge Human and Physical Geography Skills and Fieldwork	Locational Knowledge Human and Physical Geography Skills and Fieldwork	Locational Knowledge Place Knowledge Human and Physical Geography Skills and Fieldwork
Substantive knowledge	To understand how the economic activity supports a local area. To understand land use in the local area. To explore settlements in the local area. To explore climate zones in the local area. To understand maps using grid references. To explore rivers in the local area. To explore mountains and hills in the local area.	To find out about the Earth's climate and areas of extreme temperatures. To find out about the water cycle and the distribution of water across the world. To find out about extreme weather conditions across the world. To find out about earthquakes and what causes them. To find out about tsunamis and how they are caused. To find out what volcanoes are and how they are formed.	To be able to locate Scandinavia's countries and major cities on a map. To understand the climate of Scandinavia and how this impacts on life there. To describe the human features of Scandinavia. To describe the physical features of Scandinavia. To compare life in Scandinavia to life in the UK. To explore why Scandinavia is unique.
Disciplinary Knowledge	I know that there are lots of different types of settlements, that they all have different purposes and that these purposes can change over time. I know that settlements	I know where some places of extreme temperature are located. I know that the first layer of the Earth's atmosphere is called the troposphere	I know that Scandinavia is made up of the countries Norway, Sweden and Denmark.

	can be split into different zones, including commercial, residential, industrial, educational, forests, parks and commons. I know the difference between high-order and low-order services in a settlement. I know which products are exported from the UK, their value, their share of UK exports and the main importer countries. I can name many of the natural resources that are found in the UK. I can identify UK commodities that are made or produced in my local area. I can describe land use around my school, explaining how I feel about different areas and what I would change. I can compare local climate data with climate data for other parts of the UK. I know how different winds can affect the climate of different parts of the UK. I can use fieldwork to observe where some of the UK's natural resources can be found. I can use fieldwork to identify different examples of land use in my local area. I can use fieldwork to take photos and make notes about my local area, then use this information to make a corresponding map or model. I can use four-figure and six-figure grid references to locate major rivers in the UK and find the river most local to me. I can use fieldwork to gather information about the vegetation and wildlife of a local river. I can use fieldwork to gather weather data about my local area.	and that it is here that weather occurs. I can use data to create a graph showing the hottest and coldest inhabited places on Earth, before comparing them. I can explain what a drought is and some of the causes and effects. I can explain why some areas get more rain than others in relation to the water cycle. I can describe some extreme weather phenomena around the world, including tornados, tropical storms, hail storms and blizzards. I can describe the effects of extreme weather phenomena on the environment and people affected. I can use plate tectonics to describe what earthquakes are and why they happen. I know what the Richter scale is. I can describe the effects of earthquakes on the environment and people affected. I know that tsunamis occur when there are earthquakes on the ocean floor. I can describe what happens when a volcano erupts. I can use a range of maps and make links with commonalities found.	I can use graphs to compare the climates of London, Copenhagen and Umeå. I can compare and contrast the human and physical geography of an area in the UK and an area in Scandinavia. I can use photographs to describe what the landscape of Scandinavia is like. I can suggest what the weather and climate in Scandinavia might be like based on its location in the world. I know that Scandinavia has areas of marine west coast, humid continental, subarctic and tundra climates. I can describe the features of the different climate zones in Scandinavia. I can use line graphs and bar charts to explore the climate of different cities in Scandinavia. I can name and describe some of the physical features of Norway, including glaciers, waterfalls, fjords and mountains. I know that the physical geography of Norway, Sweden and Denmark is very different and can describe some of these differences. I can research and explore the human geography of Scandinavia, including language, currency, population, food, religion, culture, government and economy. I can locate Scandinavia's countries and major cities on a map.
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Links to prior knowledge	KS1: understanding the local area and exploring what human and physical features are. LKS2: Exploring physical and human features in other parts of the world. Understanding what makes The UK special.	LKS2: Have explored volcanoes and the extreme climate of the rainforest.	KS1: Have explored the continent of Europe and its location compared to the UK. Have explored climate and weather. LKS2: Have studied Europe and how it is similar to and different from the UK.
Vocabulary	Human, physical, economic activity, climate, agriculture, natural, produce, grid reference, river, stream, tributary, source, mouth, confluence, channel, riverbank, river bed.	Volcanic, tectonic plates, eruption, lava, magma, rocks, hemisphere, equator, ash, crust, mantle, inner and outer core, equator, Arctic Circle, Antarctic Circle, North Pole, South Pole, inhospitable, tornado, precipitation, condensation, evaporation, vapour, transpiration, drought, combustible, phenomena, static electricity, tropical storm, cyclone, typhoon, hurricane, flood, tornado, faults, Richter Scale, shockwaves.	Continent, Europe, Northern, Hemisphere, Arctic Circle, Latitude / Longitude, Equator, Compass points (north, south, east, west), Borders, Region, Capital city, Neighbouring country, mountain, fjord, glacier, tundra, Northern Lights, population, sustainability, daylight hours.
Key knowledge for assessment	What are physical features? What are human features? What do I know about my local area? How is my local area connected the rest of the UK? How is my local area similar and different to other parts of the country? Why is my town special?	What is extreme weather? Where in the world is more likely to experience these extreme weathers? What impact can extreme weather have on the people caught in it? Why do we have such extreme weather?	What are the key physical features? What are the key human features? Why is the landscape and climate so different in Scandinavia? How do locals have to adapt their lives to live there? How is it similar and different to life in the UK?
Enrichment	Local area walks. Contact with the council and local workers.	Weather expert in (parent or weather station)	Visit to Decoy or Stover to explore the human and physical features found in our locality to help with the comparison. Reach out to known

			people from Scandinavia/ a Scandinavian school to link up with and explore further.
Facebook opportunities/ Family into school	Parents in to see presentations.	Photos of exhibition. Recreation of weathers to photograph and post.	Do we have any parents from Scandinavia who can come in and talk? Photos of this. Publish children's outcomes on Facebook.

Year 5/6 Cycle B

	Autumn	Spring	Summer
Unit of work	South America	Grand Canyon	Water World
Enquiry 'big' question	What are the continents of the world and how are they different from our locality?	How have natural processes and human activity shaped The Grand Canyon?	How is the water on our planet used by humans?
Final Outcome	Hold a debate for and against living in an are of South America and an area in the UK.	Class exhibition to share with another class.	Explore a local body of water to help us to understand its biological, chemical and geographical state and usage.
National Curriculum strand	Locational Knowledge Place Knowledge Human and Physical Geography Skills and Fieldwork	Locational Knowledge. Human and physical Geography. Geographical skills and fieldwork.	Place Knowledge Human and physical Geography. Skills and Fieldwork
Substantive Knowledge	To find out about the location and the countries of South America. To explore the climate in South America. To fond out about the major mountains in South America. To explore the human geography of South America. To find out about trade and industry in South America. To compare an area of South America to an area in The UK.	To be able to locate the Grand Canyon and explore the key features and physical geography of it. To understand how the Grand Canyon was formed. To know about the environment at the bottom of the Grand Canyon. To know about the different biomes in the Grand Canyon.	To explore water on planet. To understand and explain the water cycle. To explore why we need water and how we use it. To compare the difference in water and availability and usage in the UK and Kenya. To explore how water can be used for power to contribute to a sustainable future.

		To know the different ways that the Grand Canyon is used by humans, and how human behaviour has changed it. To know the types of settlement and land use in and around the Grand Canyon.	To investigate and explore a local body of water.
Disciplinary Knowledge	I can name the countries of South America. I can use my understanding of the Tropics of Cancer and Capricorn, and the equator, to predict what the climate in South America might be like. I can use a variety of geographical sources, including maps, to compare an area of the UK with an area of South America. I can compare and contrast the human and physical features of Brazil and the UK. I can identify and describe the different climate zones of South America. I know that the Andes are the major mountain range of South America. I can use plate tectonics to describe how mountains are formed. I know what a volcano is and how they are formed. I know the differences between the three types of volcanos. I know how humans use the Andes for things like natural resources, hydroelectric dams and tourism. I can compare and contrast aspects of the human geography of South America,	I know that the Grand Canyon is located in the USA, North America. I know that the USA is made up of 50 states. I know that the Grand Canyon is in the state of Arizona. I know what lines of longitude and latitude are. I can know what the Colorado Plateau is and can describe some of its features. I know that the Grand Canyon was formed by the movement of tectonic plates, as well as erosion by river, ice and rain. I can use appropriate geographical vocabulary to describe how the Grand Canyon was formed. I know that the environment is very different at the top of the Grand Canyon to the bottom. I can describe what a biome is. I can use data to explore the differences in biomes at the rim and the canyon of the Grand Canyon. I can describe what a desert scrub biome is and explore some of its features.	I can compare and contrast water availability and usage in the UK and Kenya. I can name and describe the Earth's bodies of water, including seas, oceans, lakes, reservoirs, bays, gulfs, straits, glaciers and fjords. I know that some of the Earth's bodies of water have salt water and some have fresh water. I can understand and explain the water cycle using appropriate vocabulary, including precipitation, infiltration, evaporation, transpiration, condensation and transportation. I can explain why the water cycle is important for our planet. I can draw and label a diagram of the water cycle. I can describe some of the ways in which people need water every day to live. I know that water is pumped into a water treatment plant, then pumped into houses for the water we use every day. I can describe the six steps in the water treatment process.

	such as population, life expectancy, language, religions and currency. I know that the main industries of South America are agriculture and timber. I can name some key industries in different South American countries. I can use independent research to find out key details of the human and physical geography of a particular Southern American country. I can locate the countries of South America on a map. I can use political maps and climate maps to identify the climate zones of South America. I can use a topographical map to locate the mountain ranges of South America. I can use a map of plate tectonics to identify the location of the Andes. I can create a colour key on a map of South America to denote key industries.	I can name some of the animals and plants that live in the desert scrub biome of the Grand Canyon. I can identify the pros and cons of tourism at the Grand Canyon. I know that native American tribes have lived around the Grand Canyon for hundreds of years. I can describe some of the features of the way of life of the traditional Havasupai tribe. I can describe how the Havasupai tribe earn a living from their reservation using tourism from the Grand Canyon. I know that a National Park is an area that is looked after by the American government. I can use a map of the USA to identify where Arizona is.	I know what the term 'water conservation' means and why this is important. I know that Kenya is a water-scarce country. I can explain what hydropower is and how it can be used to contribute to a sustainable future. I can identify the positive and negative aspects of using hydropower. I can carry out my own research into a particular hydroelectric dam around the world. I can use a water quality map and an atlas to identify countries in the world where everyone has access to clean water, most people have access to clean water and most people do not have access to clean water. I can identify local bodies of water on a map. I can use fieldwork to observe, measure, record and present info
Links to prior knowledge	KS1: We have learnt about the continents and the oceans. We have explored key features of each. Explored physical and human features and climate. KS2: Have learnt about the Amazon Rainforest and studied our local area.	KS1: Children have explored physical and human features of a place. LKS2: Have investigated why people live in different parts of the world and how the environment supports the people that live there.	KS1: naming and locating the 7 continents of the world. Exploring what physical and human features are. LKS2: Explored water in the rainforest and major seas, oceans and rivers.
Vocabulary	Continent, equator, hemisphere, climate zone, tropics, rainforest, biome, altitude, latitude, longitude, trade, exports, imports, industry, economic activity, population, settlement, human, physical, natural resources.	Canyon, plateau, erosion, weathering, sediment, river channel, meander, gorge, rock layers, strata, deposition, arid climate, desert, Colorado River, elevation, geology, national Park, tourism, conservation, landform,	Water cycle, precipitation, water treatment, domestic, agriculture, industry, rivers, lakes, gulf, straight, channel, fjords, glacier, salt water, freshwater, water vapour, process, liquid,

		indigenous, tribes, Northern Rim, climate, conditions, precipitation, altitude, Native American, biodiversity, Mesa, sediment.	
Key knowledge for assessment	What are the countries of South America? What is life like in South America? How does South America trade with us? What are the human and physical features? How does it compare with how we live?	What are the key features of the Grand Canyon? How was it formed? How is it changing over time? What impact can humans have on it? How does it impact on the people that live there?	Where can we find water on the Earth? How is it used? How can humans contribute towards its preservation? How can it be used to help produce power? How is water different here than in Kenya?
Enrichment	South American cooking and stories shared during term. Links to local people/businesses.	Link to science and practically explore erosion.	Visit to local body of water.
Facebook opportunities/ Family into school	Photos of the visits and cooking.	Photos of the investigation. Children to explore erosion locally as part of their homework.	Photos on Facebook. Opportunity for parents to support the trip.