

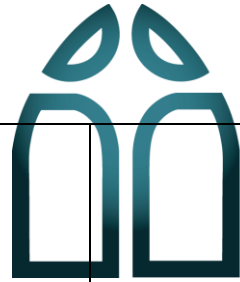


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PROGRESSION DOCUMENT – GEOGRAPHY

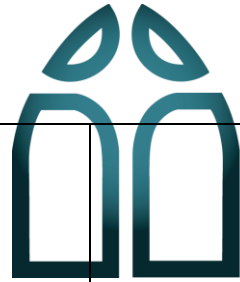
Term 1	EYFS	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
Concept				Who wants to climb a mountain?			
Content (NC with local adaptations)	History Focus / No geog			<p>Locates the countries that the Ben Nevis, Alps, Himalayas and the Andes all cover on a world map.</p> <p>Describe the physical and human characteristics of the above countries.</p> <p>Identify the position of famous mountains using lines of latitude and longitude.</p>			



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				<p>Give 4 figure grid references.</p> <p>Use an OS map to identify human features of a mountain resort.</p> <p>Name and locate the county in which Ben Nevis is located.</p> <p>Identify the topographical features of the hills and mountains.</p> <p>Discuss the climate in elevated areas.</p> <p>Discuss the land use and economic activity within a mountain resort.</p>			
Substantive Knowledge				Children know that Ben Nevis is located in Scotland and is the highest mountain in the UK.			



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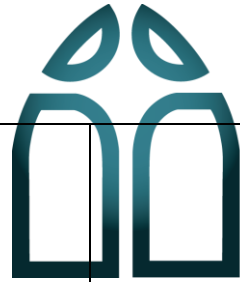


Children know that the Alps is a mountain range in Europe that span Monaco, France, Switzerland, Italy, Liechtenstein, Germany, Austria and Slovenia.

Children know that the Himalayas are located in Asia and span India, Pakistan, Nepal, China and Bhutan.

Children know that Mount Everest is located in the Himalayas and is the tallest mountain in the world.

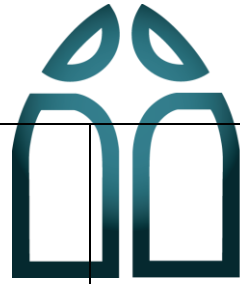
Children know that The Andes are a mountain range in South America which span Argentina, Chile, Bolivia, Peru,



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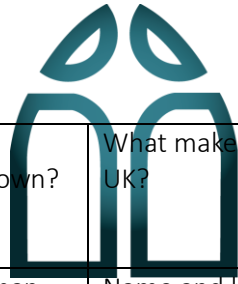
				<p>Ecuador, Columbia and Venezuela.</p> <p>Children know that mountain ranges attract tourists.</p> <p>Children know that the climate is colder in elevated areas.</p>		
Disciplinary Knowledge				<p>To be able to locate Scotland, Europe, Asia and South America on a world map.</p> <p>To be able to identify the positions of famous mountains.</p> <p>To be able to use 4 figure grid references.</p> <p>To be able to use an OS map to identify the human features of a mountain resort.</p>		



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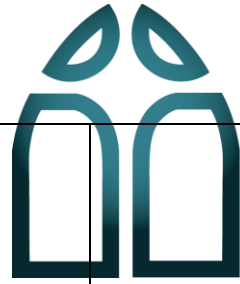
				<p>To understand topographical maps and use them to identify elevated areas.</p>			
<p>Why here?/ Why now?</p>				<p>Making links between countries and their physical features.</p> <p>Introduction to new geographical vocabulary associated with mountains. Building on knowledge of countries from previous years.</p>			
<p>Vocabulary</p>				<p>Mountain Mountain range Peak Location Grid reference OS map Topographical Elevated Climate Land use Economic Resort Tourist Tourism</p>			



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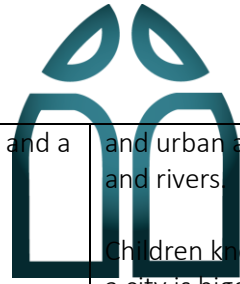
<p>Term 2 Concept</p>	<p>Our Local Community</p>	<p>What makes Coningsby a town?</p>	<p>What makes up the UK?</p>	<p>What is life like in the polar regions?</p>			<p>Can you get me out of here?</p>
<p>Content (NC with local adaptations)</p>	<p>Development Matters Talk about members of their immediate family and the community. Name and describe people who are familiar to them. Draw information from a simple map. Understand that some places are special to members of their community.</p>	<p>Study the human and physical geography of Coningsby. Describe the human features of a town. Use simple compass directions – NSEW. Use directional language e.g. near, far, left and right. Use aerial photographs to recognise basic human and physical features. Use simple fieldwork and observational skills.</p>	<p>Name and locate the capital cities of the UK. Identify some human features of a city. Name the seas surrounding the UK. Know and identify coastal areas using vocabulary including beach, cliff and coast. Identify areas of countryside using vocabulary such as farm, village, valley and river Locate the UK on an atlas and globe.</p>		<p>Identify the equator and the Arctic and Antarctic Circles on a world map. Describe polar climate zones and biomes. Describe the source of food, water, economic activity and land use of the Inuit People. Locate the homes of the Inuit People (Canada and Russia) and describe their environment. Discuss the Prime Greenwich meridian time zones and day and night for the Inuit People.</p>		<p>Know and use the 8 points of the compass and use 6 figure grid references to locate their homes and school. Draw a sketch map of their route to school. Use OS map symbols to add human features to their own maps.</p>



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					<p>Understand how the lives of the Inuit People have changed over time.</p>		
<p>Substantive Knowledge</p>	<p>Children know the name of the place they live and location of the school.</p> <p>Children can identify familiar features of the local area.</p> <p>Children know that local maps contain information about the local area.</p>	<p>Children know that a town is a built up area and is larger than a village but smaller than a city and has its own shopping area.</p> <p>Children know that Coningsby is a town in Lincolnshire.</p> <p>Children know that Coningsby is near to village of Tattershall and its nearest city is Lincoln.</p> <p>Children know that it has human features such as; shops schools, doctors, churches,</p>	<p>Children know that the countries and capital cities of the UK are England (London) Scotland (Edinburgh) Wales (Cardiff) and Northern Ireland (Belfast).</p> <p>Children know that the seas surrounding the UK are the Atlantic Ocean, the North Sea, the English Channel and the Irish Sea.</p> <p>Children know that the UK consists of villages, town and cities and coastal and inland, rural</p>		<p>Children know that the equator is an invisible line running horizontally around the world running at 0 degrees latitude.</p> <p>Children know that the Arctic is at the North Pole and the Antarctic is at the South Pole.</p> <p>Children know that a polar climate is always cold as it is the furthest point from the equator.</p> <p>Children know that tundra is the coldest of all biomes and that Arctic animals</p>		<p>Children know that there are 8 points of the compass and are N NE E SE S SW W NW.</p> <p>Children know that a six figure grid uses the horizontal and vertical lines on an OS map to give a precise location.</p>



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houses, parks and a town council.

and urban areas and rivers.

Children know that a city is bigger than a town and a village is smaller than a town.

Children know that a coastal areas are by the sea and can include beaches or cliffs.

Children know that countryside areas are rural and can include villages, farms, hills and valleys.

include polar bears and seals

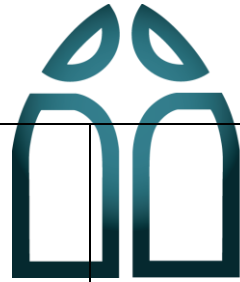
Children know that some plants and mosses can grow in the Summer.

Children know that the Inuit People live in Canada and Russia.

Children know that the Inuit People hunt for their food and their diet is mainly meat.

Children know that the Inuit people trade with each other some work in the oil industry.

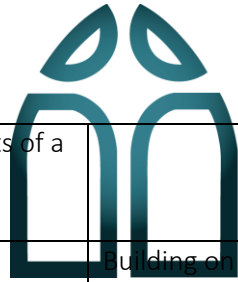
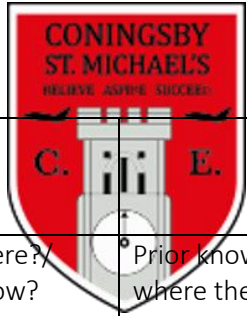
Children know that the Inuit People were once nomadic but now live in permanent settlements.
Children know that Prime Meridian is



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					<p>an invisible line that run vertically through Greenwich in London at 0 degrees Longitude and affects time zones in different locations.</p> <p>Children know that Inuit habitats span 3 time zones.</p>		
<p>Disciplinary Knowledge</p>	<p>To use maps and identify features of the local area.</p> <p>To interpret some information in the key.</p>	<p>To know the difference between human and physical geography.</p> <p>To use directional language to describe location.</p> <p>To interpret aerial photographs.</p> <p>To carry out fieldwork, sketching and annotating observations of Coningsby.</p>	<p>To locate capital cities and seas on a UK map.</p> <p>To locate the UK on a world map or globe.</p> <p>To use fieldwork to collect data, measuring and quantifying foot fall and drawing conclusions.</p>		<p>To identify the equator, poles and lines of latitude and longitude on a map.</p>		<p>To conduct fieldwork, drawing a free hand map from home to school.</p>



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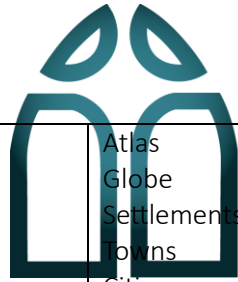


		To use 4 points of a compass.					
Why here?/ Why now?	<p>Prior knowledge of where they live and journeys to familiar places.</p> <p>To build on their understanding of where they live / go to school.</p>	<p>Developing comparison skills.</p> <p>Using previous knowledge to help inform how places compare to each other.</p>	<p>Building on the work done in EYFS.</p> <p>Begin to understand simple geography beyond their own location in terms of knowledge and sense of place.</p>		<p>Revision / consolidation of globe knowledge from Year 3 – tropics etc.</p> <p>Reinforcing comparison skills between children's locality and a contrasting locality.</p> <p>Understanding why people live in inhospitable environment – food, history etc.</p> <p>Building knowledge about the impact of climate change.</p>		<p>Building on map / fieldwork skills undertaken in previous year groups.</p> <p>Develop map reading skills such as OS maps.</p>
Vocabulary	<p>Coningsby Tattershall Maps Key Church churchyard Royal Airforce Armed Forces Runway</p>	<p>Settlement Town Human features Physical features Near Far Left Right Compass</p>	<p>Capital city United Kingdom Human Physical Coastal Inland Countryside Urban Rural</p>		<p>Polar Region Arctic Antarctic Climate zone Biome Source Inuit Environment</p>		<p>Compass points Grid reference Locate Sketch map Route Navigate</p>



Road
Path
Field
Houses
Shop
Doctors
Car park
Community centre
Aerial photograph
Google earth

North
South
East
West
Aerial photos
Fieldwork
Observe


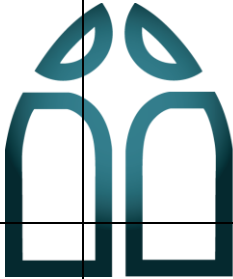
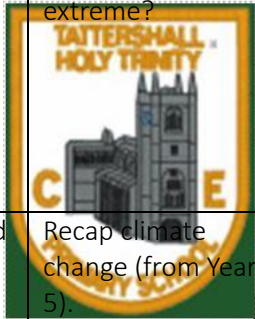


Atlas
Globe
Settlements
Towns
Cities
Villages
Valley
River
Farm
Beach
Cliff

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Prime Meridian
Time zone

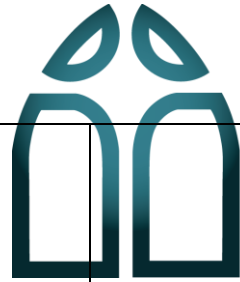


<p>Term 3</p> 	<p>How are other places in the world similar or different to my home?</p>			<p>LINCOLN ANGLICAN ACADEMY TRUST</p> <hr/> <p>DIOCESE OF LINCOLN</p>		<p>How do rivers and ports connect?</p>	<p>What causes the weather to be so extreme?</p> 
<p>Content (NC with local adaptations)</p>	<p>Development Matters</p> <ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments are different to the one in which they live. 					<p>Identify Boston and River Witham on Google Earth (digital).</p> <p>Understand the economic activity, trade links and distribution of resources that happen at the port.</p>	<p>Recap climate change (from Year 5).</p> <p>Look at temperature changes on graphs over recent decades.</p> <p>Study storms in the Tropics.</p> <p>Understand the impact of flooding on the local area using questionnaires and local images.</p>
<p>Substantive Knowledge</p>	<p>Children know where the Arctic and Antarctic are on the globe.</p>					<p>Children know that Boston is a port in Lincolnshire situated on the River Witham.</p>	<p>Children know that greenhouse gases, such as carbon dioxide and methane, have affected the Earth's</p>



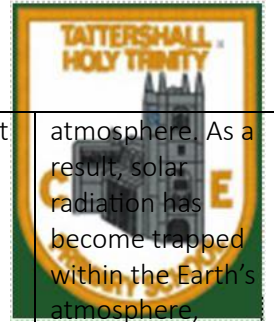
Children know 3 features of polar regions.

Children know where the hottest regions of the world are on a globe.



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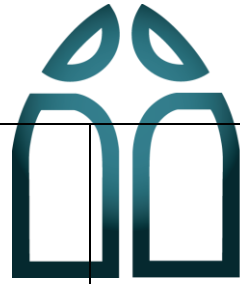
Children know that goods / cargo are imported and exported at a port on ships.

atmosphere. As a result, solar radiation has become trapped within the Earth's atmosphere, increasing the global temperature.

Children know that changes to the global temperature can affect the position of the jet streams, air pressure and the temperature of the oceans, which can cause changes to the weather patterns and extreme weather.

Children know that the global temperature has been steadily rising over recent decades.

Children know that the tropics is the area within the



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equatorial belt, between the tropics of cancer and Capricorn.

Children know that tropical storms form when warm ocean air in the tropics rises, cools and falls repeatedly in a cycling forming the eye of a storm.

Children know that in October 2023 the River Bain burst its banks and flooded the Alan Barker field and the Mystical Garden.

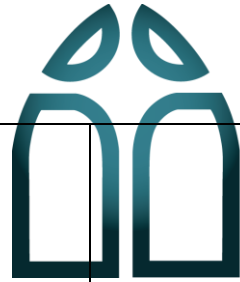
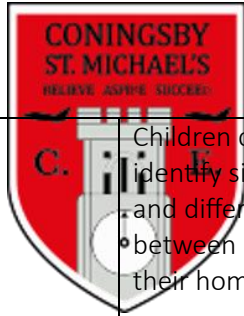
Children know that flooding can negatively impact local communities.

Disciplinary Knowledge

Children can identify similarities and differences between polar regions and where they live.

To make links between a river and the land use surrounding it.

To formulate questionnaires to gather information about flooding in the local area.



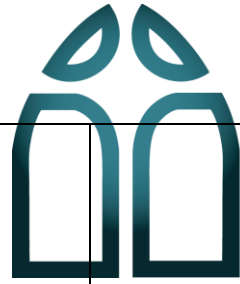
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	<p>Children can identify similarities and differences between Kenya and their home.</p> <p>Children can use photographs / books / TV programmes to learn about polar regions and Kenya.</p>					<p>To use digital technologies (Google Earth).</p> <p>To use interviews and questionnaires to gain information about human geography at the port town of Boston.</p>	
<p>Why here?/ Why now?</p>	<p>Prior learning about our locality. Compare and contrast very different places to where we live to show everywhere is not the same as here.</p>					<p>Building on the knowledge of capital cities from year 3.</p> <p>Understand the importance of ports in the economy of a country.</p> <p>Knowing where local ports are in comparison to their locality.</p>	<p>Building on knowledge about climate change studied in year 4.</p> <p>Knowing that times are different in different places around the world.</p> <p>Using books and atlases to increase knowledge of the world.</p>
<p>Vocabulary</p>	<p>Different Similar Globe Map Snow Building Clothing</p>					<p>Port Export Import Cargo Economic Trade routes Distribute</p>	<p>Rainforest Amazon Climate change Greenhouse gases Solar radiation Global temperature Graph</p>



Hot
Cold
Colours
Arctic
Antarctic
Polarbear
Penguin
Snow rabbit
Weather
Habitat
Equator
Desert
Elephant
Giraffe



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Resources
Natural resources

Decade
Interpret
Tropical storm
Air pressure
Flood
Impact

Term 4	History focus	Which continent would you like to live on and why?	Where would you like to go on safari?	How do different settlements compare?	How are rivers similar and different?		What makes desert?
Content (NC with local adaptations)		Name and locate the 7 continents and 5 oceans. Locate hot and cold areas of the world (equator, North and South Pole).	Describe the physical geography of the savannah and grasslands and compare to a temperate woodland.	Locate the city of Lincoln on a UK map and identify its human features. Understand how Lincoln has changed over time.	Understand the water cycle. Locate some UK rivers. Understand how rivers impact land use.		Study the climate zones and biomes of deserts. Identify where deserts are located including polar deserts.



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		<p>Use world maps to find the oceans and continents.</p> <p>Describe key physical features such as weather, ocean, mountain and forest.</p>	<p>Use vocabulary such as soil and vegetation.</p> <p>Locate African savannah and grasslands on a world map.</p> <p>Devise a simple map of your own safari park.</p> <p>Use basic symbols and a key.</p>	<p>Use the 8 points of a compass to describe the location of Coningsby, Tattershall and Lincoln in relation to one another.</p> <p>Understand similarities and differences between a village, town and city.</p> <p>Use fieldwork to observe and record the human and physical features of Coningsby and Tattershall.</p> <p>Identify local rivers.</p>	<p>Locate some major cities (and their countries) that are on the route of the River Danube.</p> <p>Describe the physical features of a river (source to mouth).</p> <p>Use fieldwork to observe the river in our local area.</p> <p>Use a sketch map to record the physical features of the local river.</p>		<p>Use temperature information to understand how temperature changes over the day in a desert.</p> <p>Drawing graphs to show temperature changes over a 24 hour period in a desert.</p>
Substantive Knowledge		Children know that the 7 continents are Europe, Africa, South America,	Children know that a savannah is a biome that is hot all year round. Some	Children know that Lincoln is the only city in Lincolnshire.	Children know that the source of a river are springs from the ground		Children know that a desert is a biome that is dry all year round and only has



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		<p>North America, Asia, Australia and Antarctica.</p> <p>Children know that the 5 oceans are Atlantic, Pacific, Indian, Arctic and Antarctic.</p> <p>Children know that the equator is an invisible line running horizontally around the world running at 0 degrees latitude.</p> <p>Children know that places closer to the equator are hotter and places furthest away are colder.</p> <p>Children know that different continents can have different</p>	<p>grasses and shrubs can grow here. It is home to such animals elephants, zebras and wildebeests.</p> <p>Children know that grasslands are a biome of vast open, grassy land. The largest are found in East Africa. It has animals such as zebras, giraffes, elephants and rhinos.</p> <p>Children know that a temperate woodland has lots of plants, trees and mosses. It is warm and mild and more rain falls in the winter than summer. It has</p>	<p>Children know that Coningsby is a town.</p> <p>Children know that Tattershall is a village.</p> <p>Children know that Lincoln has grown and developed over time (population, universities)</p> <p>Children know that a village has human features such as a shop, pub, church and houses.</p> <p>Children know that a town has human features such as houses, schools, more shops, businesses, leisure</p>	<p>water in the hills or mountains which flow downhill in streams that merge to make rivers and they flow out to sea.</p> <p>Children know that some of the major rivers in the UK are Trent, Thames, Humber.</p> <p>Children know that many settlements were built close to rivers as a source of water was needed for farming and drinking.</p> <p>Children know that the River Danube flows through European countries and cities such as</p>		<p>a few plants such as cacti that grow in the shallow, rocky soil. Animals tend to come out at night when it is cooler such as meerkats, Fennec fox, sidewinder snake and in a polar desert the polar fox.</p> <p>Children know that the major deserts are The Gobi, The Sahara, Antarctic, Red. They are located in dry areas of the world (hot and cold).</p> <p>Children know that deserts which are hot in the day are significantly colder at night.</p>
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		<p>climates but share common physical features such as mountains, rivers and vegetation belts.</p>	<p>animals such as hedgehogs, badgers and squirrels.</p> <p>A safari park is set of enclosed areas where tourists can visit animals from other biomes. It has amenities for the tourists.</p>	<p>centres and sports clubs.</p> <p>Children know that cities have human features such as many more houses, businesses, shops, places of worship and educational institutions.</p> <p>Children know that the River Bain runs through Coningsby and Tattershall and the River Witham runs through Lincoln.</p>	<p>Budapest in Hungary, Vienna is Austria.</p>		
Disciplinary Knowledge		<p>To use world maps to find oceans and continents.</p>	<p>To use geographical vocabulary such as soil, vegetation, savannah, grasslands and woodlands.</p>	<p>To locate Lincoln, Coningsby and Tattershall on a UK map.</p> <p>To use 8 compass points to describe</p>	<p>To locate UK rivers on a map.</p> <p>To make links between the location of rivers and settlements.</p>		<p>To locate desert biomes on a world map.</p> <p>To interpret temperature graphs.</p>



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			<p>To locate African savannah and grasslands on a map.</p> <p>To devise a simple map of own using basic symbols, a key and north.</p>	<p>location in relation to one another.</p> <p>To conduct fieldwork using a transect to observe and record human and physical features.</p> <p>To identify local rivers on a map.</p>	<p>To locate the River Danube and major European cities that it runs through.</p> <p>To conduct fieldwork observing the river in our local area and producing a sketch map.</p> <p>To read a map to track our local rivers from source to mouth.</p>		<p>To use temperature data to construct a graph showing the changes in temperature over a 24 hour period in a desert.</p> <p>To compare data for a polar and hot desert.</p>
Why here?/ Why now?		Developing about parts of the wider world that contrast to their own locality.	<p>To build on the work carried out in year 1.</p> <p>Children focus on a contrasting locality outside of Europe.</p> <p>Building a bank of geographical words.</p>	<p>Building on EYFS and KS1 knowledge about places beyond where they live.</p> <p>Developing geographical vocabulary and knowledge in terms</p>	Building on oceans work carried out in year 2 and develop knowledge about how rivers impact the health of the oceans.		<p>Building on the weather work carried out in year 1.</p> <p>Building on work from previous year groups in comparing human physical features.</p>



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			Building on year 1 work about hot and cold places to help inform about a contrasting locality.	of globes and atlases.			Develop deeper vocabulary based around weather. Understand what the weather is like in their locality and how this contrasts with the weather in the desert. Understand that deserts are not always hot places.
Vocabulary		Continent Ocean Equator North Pole South Pole Polar Mountain Vegetation belt	Savannah Grassland Temperate woodland Soil Vegetation Map Symbol Key Safari	City Town Village Settlement Fieldwork Observe Local	Water cycle Evaporation Condensation Precipitation Land use Major Fieldwork Observe Sketch map Physical features		Climate zone Biome Desert Polar desert Temperature Graph Compare



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Term 5	My Local Area			Where do earthquakes and volcanoes occur and why?		Are we all welcome in the rainforest?	
Content (NC with local adaptations)	Development Matters Draw information from a simple map.			<p>Identify and locate Mount St Helens and Mount Vesuvius on a map.</p> <p>Use 4 or 6 figure grid references to describe the location of volcanoes.</p> <p>Know the physical characteristics of the area surrounding a volcano using vocabulary such as vegetation, natural</p>		<p>Identify the equator and the Tropics of Cancer and Capricorn.</p> <p>Study climate zones, biomes and vegetation belts.</p> <p>Study land use (deforestation and palm oil plantations) and their contribution to climate change.</p> <p>Us</p> <p>Locate the South American countries</p>	



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				<p>resources and energy. Locate fault lines in the northern and southern hemisphere.</p> <p>Use digital technologies (Google Earth) to explore Yellowstone.</p>		<p>covered by the Amazon Rainforest.</p> <p>Locate the Amazon River and Rainforest on a world map.</p> <p>Study graphs showing rainfall throughout the year in the Amazon Rainforest.</p> <p>Study indigenous tribes living in the Amazon Rainforest including sources of food, water and medicines.</p>	
Substantive Knowledge	<p>Children know what a map is.</p> <p>Children know the purpose of a map.</p>			<p>Children know that Mount St Helens is a famous volcano in North America and Mount Vesuvius is a famous volcano in Italy.</p>		<p>Children know that the tropics are located in the belt between the Tropics of Cancer and Capricorn.</p>	



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	<p>Children know some of the symbols used in the key on a map.</p> <p>Children will know basic directions left, right, up, down.</p>			<p>Children know that grid references use horizontal and vertical lines on a map to give a precise location.</p> <p>Children know that the land around a volcano creates fertile farmland, attracts tourists.</p> <p>Children know that the heat and pressure within a volcano can be harnessed to produce energy and can form precious stones.</p>		<p>Children know that a tropical rainforest biome is hot and wet all year round and has a wider variety of plants and animals than any other biome such as sloths, macaws, orangutans, red eyed tree frog and anaconda.</p> <p>Children know that most of the Amazon Rainforest is in Brazil and some parts are in other South American countries.</p> <p>The Amazon River flows through the Amazon Rainforest</p>	
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						<p>and is the largest river by volume.</p> <p>Children know that large areas of the rainforest are being destroyed to build settlements, graze cattle or farm crops.</p> <p>Children understand that large areas of the rainforest have been destroyed to build palm oil plantations.</p> <p>Children know that palm oil is in many household items such as food, cosmetics and cleaning products.</p>	
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						<p>Children know that deforestation causes habitat loss and contributes to climate change.</p> <p>Children know that indigenous rainforest people are people whose ancestors have lived in the rainforest in the same way of life for many years.</p> <p>Children know that they use the rainforest sustainably and rely on it for food, water and medicines.</p>	
Disciplinary Knowledge	To talk about the features of the local area.			To identify Mount St Helens and Vesuvius on a map and use 4 or 6 figure grid		To locate the equator, the Tropics of Cancer and Capricorn on a world map.	



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	<p>To draw maps of familiar routes.</p> <p>To look at different types of maps.</p> <p>To be able to follow a simple map.</p>			<p>references to describe their location.</p> <p>To use digital technologies (Google Maps).</p>		<p>To locate the Amazon Rainforest and river on a map of South America.</p> <p>To study and interpret graphs showing annual rainfall in the Amazon Rainforest.</p>	
<p>Why here?/ Why now?</p>	<p>Prior learning – their knowledge of familiar places and our work on the local community in Term 1</p>			<p>Making links between countries and their physical features.</p> <p>Introduction to new vocabulary associated with earthquakes and volcanoes.</p> <p>Broadening knowledge about volcanoes and earthquakes and their impact on the</p>		<p>Developing knowledge of the consequences of human actions.</p> <p>Developing empathy for people who live in a contrasting locality.</p> <p>Building knowledge about the impact of climate change.</p>	



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				lives of people who live near them.		
Vocabulary	Map Symbol Left / right Straight ahead Through Turn Forwards World Atlas Globe Country Land Sea Coningsby Lincolnshire United Kingdom			Volcano Earthquake Crust Mantle Tectonic plates Plate boundary Core Magma Lava Eruption Tremor Fertile Fault lines Minerals Pressure Energy Northern Hemisphere Southern Hemisphere		Rainforest Amazon River Biome Vegetation belt Tropics Equatorial belt Deforestation Plantation Climate change Greenhouse gases Solar radiation Global temperature Tribe Indigenous Annual rainfall



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Term 6	History Focus	How can we notice seasonal change?	What makes the coast appealing?		How do the Shetland Islands compare with the Falklands?	How are coastlines different?	
Content (NC with local adaptations)		<p>Identify seasonal and daily weather patterns in the UK.</p> <p>Study the physical features of the school grounds.</p>	<p>Use aerial photographs to study coastal areas.</p> <p>Use vocabulary such as beach, cliff, sea and coast.</p> <p>Use directional language and compass directions to describe the location of some coastal areas on a UK map.</p> <p>Identify seasonal weather patterns.</p>		<p>Locate the Falklands (South America) and the Shetlands (UK) on maps and globes.</p> <p>Use OS maps to identify the human and physical characteristics of the Shetland and Falklands and compare these.</p>	<p>Use Google Earth to study the White Cliffs of Dover.</p> <p>Compare the physical characteristics of the White Cliffs of Dover and Skegness beach.</p> <p>Study the land use and human geography of Skegness.</p> <p>Use OS maps to identify human features such as</p>	



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			Study the human features of a seaside resort.			lighthouses, restaurants, toilets, lifeboat station, tourist information and amusements. Use 6 figure grid references to locate Land's End in Cornwall and Land's End in Portugal. Identify the position where the Aegean and Mediterranean seas meet (Rhodes).	
Substantive Knowledge		Children know that in a temperate climate like in the UK are Autumn, Winter, Spring and Summer. Children know that Spring is warmer than Autumn and	Children know that coastal areas are beside the sea and have physical features such as beaches, cliffs, rock, rock pools, sand, pebbles, salt marshes.		Children know that the Falkland Isles are off the coast of South America and are in the South Atlantic Ocean. Children know that the Shetland Isles are located north of	Children know that coastal areas are beside the sea and have physical features such as beaches, cliffs, rock, rock pools, sand, pebbles, salt marshes.	



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		<p>Winter and lots of new plants and animals are born and grow in Spring. The months are March, April and May</p> <p>Children know that Summer is the hottest season. It is usually drier and sunnier than the other seasons. The months are June, July and August.</p> <p>Children know that Autumn is the season when temperature starts to drop. The leaves of deciduous trees change colour and fall off. The days become shorter. The months are</p>	<p>Children know that Skegness is a coastal location in Lincolnshire.</p> <p>Children know that seaside resorts are busier in the summer months as the warm weather attracts tourists to the beach.</p> <p>Children know that to cater for tourists many seaside resorts have human features such as amusements, ice cream parlours, promenades, piers, eateries, gift shops, tourist information centres, theatres, aquariums.</p>		<p>Scotland and are located in the North Atlantic Ocean.</p> <p>Children know an island is an area of land surrounded by water.</p> <p>Children know that the Shetland and Falkland Isles are made up of a series of islands where some are inhabited and some are uninhabited.</p> <p>Children know that the Falklands are located in the Southern Hemisphere and Shetland is located in the Northern Hemisphere but</p>	<p>Children know that coastlines can appear very different. Some are rocky and elevated and some are flat and sandy. Their physical geography influences land use and human features in that area. For example some are popular resorts for families, others are areas of outstanding natural beauty, some are safe to swim in and some are not.</p> <p>Children know that Land's End is in Cornwall and is famous for being the most westerly point in England.</p>	
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		<p>September, October and November.</p> <p>The children know that Winter is the coldest season. The months are December, January and February</p>			<p>have similar climates due to their similar distance from the Equator.</p> <p>Children know that Shetland and the Falklands have small populations. The Falklands has wildlife such as penguins, gulls and sea lions. The Shetlands has wildlife such as ponies, sheep, cattle and the arctic tern.</p>	<p>Children know that Land's End in Portugal is most westerly point in Europe.</p> <p>Children know that in some parts of the world 2 seas can meet. An example would be the Aegean and Mediterranean seas meeting off the coast of Rhodes.</p>	
Disciplinary Knowledge		To use fieldwork to make observations in the school ground (noticing seasonal change).	<p>To study aerial photographs.</p> <p>To use geographical vocabulary such as beach, cliff, coast.</p>		<p>To locate the Falklands and Shetlands on a world map or globe.</p> <p>To use OS maps to identify human and</p>	<p>To use Google Earth to study the White Cliffs of Dover.</p> <p>To use OS maps to identify human features.</p>	



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			To use compass points and directional language to describe location of coastal area of Skegness.		physical characteristics of these localities.	To use 6 figure grid references to locate Land's End in Cornwall and Land's End in Portugal. To identify the position where the Aegean and Mediterranean seas meet (Rhodes).	
Why here?/ Why now?		Gathering information about seasonal weather patterns will help the children to learn about the four countries of the UK.	Broadening children's knowledge about the world's oceans. Building on previous learning about places to inform work on coasts. Revision of fieldwork skills – compass points.		Understand that even though places are located in different parts of the world they can have many similar features in terms of human and physical features. To develop map, atlas and globe skills.	Building on oceans work from year 4. Developing deeper vocabulary based around coastal regions.	
Vocabulary		Seasons Autumn	Aerial photo Beach		Shetland Falklands	Cliff Coastal	



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		Winter Summer Spring Typical /usual Temperate climate	Cliff Sea Coast Human Physical Direction Compass		Islands Map Globe OS map Characteristics Compare Climate	Rockpool Pebble Shingle Sand Tourist Tourism Amusements Grid reference position	
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