

Geography Progression & Embedded Knowledge

Strands	Locational Knowledge	Place Knowledge	Human & Physical	Skills & Fieldwork
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	My Classroom Weather Occupations	Places I Go Weather Occupations	Weather Countries	Countries Occupations Directions	Places with Water Weather Occupations	Transport Occupations
Vocabulary	<i>Classroom inside outside area tidy belong pattern rub brick grid</i>	<i>Talk see eyes school park shop play centre blocks construct city park autumn leaves trees</i>	<i>Winter talk see eyes change clothes scarf hat gloves coat books animal people country live</i>	<i>Books video talk place animal same different live nature jungle habitat photograph different explore job work</i>	<i>Water natural pond river waterfall sea ocean big small animal minibeast talk summer change winter walk</i>	<i>Transport bus car bike scooter van wheel tyre door window see eyes road safe journey</i>
Embedded Knowledge	<p>To find the different provision areas in the classroom and outdoors.</p> <p>To locate resources they need independently (e.g a pencil for drawing)</p> <p>To tidy items away in their correct place in the classroom and outdoors.</p> <p>To talk about patterns they can see in the outdoor area, such as</p>	<p>To talk about what they see on their way to school.</p> <p>To name some places in the local area that they have been to. (park, shops, play centres etc)</p> <p>To make imaginative & complex 'small worlds' with blocks and construction materials, such as a city or park.</p> <p>To name things they see on an Autumnal</p>	<p>To talk about what they see on a winter walk, comparing the changes since autumn.</p> <p>To know what clothes you need during Winter time.</p> <p>To use books and videos to explore animals and people who live in cold countries.</p> <p>To begin to comment on the differences between where we live and cold countries.</p>	<p>To use books and videos to talk about places the animals live naturally.</p> <p>To discuss some ways these places are the same/different to where we live.</p> <p>To use natural resources to make jungle habitats – photographs as stimulus.</p> <p>To explore different occupations through stories and videos (Zookeeper, Safari Ranger)</p>	<p>To explore different places we can find water in the natural world. (pond, river, waterfall, sea, ocean)</p> <p>To describe the features of these places in simple terms. (what animals can be found there, size, surroundings etc)</p> <p>To create a pond scene with different natural resources and small world animals/minibeasts.</p> <p>To talk about what they see on a summer walk, comparing the changes since winter.</p>	<p>To name different types of transport.</p> <p>To verbally label key features of different transport.</p> <p>To discuss experiences of going on a bus.</p> <p>To discuss how they travel to school. (what do they see, what other transport do they see)</p> <p>To go on a short journey together and talk about what they can see.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>rubbings from bricks and grids etc.</p> <p>To explore the rain. (watch/stand in the rain, stand under and umbrella in the rain, splash in puddles)</p> <p>To wash and dry wellies & socks on a dry day.</p> <p>To explore different occupations through stories and videos (Doctor, Nurse, Dentist, Vet)</p>	<p>walk around the school grounds.</p> <p>To talk about the changes in weather through Autumn.</p> <p>To know what clothes keep you warm and dry.</p> <p>To explore different occupations through stories and videos (Park Keeper, Site Manager)</p>		<p>To listen carefully and follow simple directions. (forwards, backwards, up, down)</p>	<p>To know what clothes you need during summer time.</p> <p>To explore different occupations through stories and videos (Gardener, Farmer)</p>	<p>To talk about road safety and keeping safe on a journey.</p> <p>To explore different ways to travel on water.</p> <p>To use pictorial maps to talk about a journey on a mode of transport.</p> <p>To explore different occupations through stories and videos (vehicle drivers: bus driver, pilot, train driver, captain/sailor, paramedic, fire fighter, police officer etc)</p>
Reception	My School Occupations	My Town and Country Occupations	Antarctica Transport	Africa Occupations	Directions & Map Work	Oceans Transport Map Work Occupations
Vocabulary	<i>Royton Hall, school, map, world, street, bird's eye view, direction, follow, optician, nurse, glasses, eye chart, torch, stethoscope, thermometer, bandage, plaster, medicine</i>	<i>map, Royton, United Kingdom, landmarks, park, globe, planet Earth, capital, London, town, city, country, baker, oven, rolling pin, trays, bowl</i>	<i>Antarctica, globe, map, climate, cold/coldest, South Pole, icebergs, penguins, whales, seals</i>	<i>Africa, globe, map, climate, hot/hotter, desert, river Nile, pyramids, Egypt, lion, leopard, rhinoceros, elephant, African buffalo, similar, different, compare</i>	<i>directions, left, right, forward, backward, turn, up, down, record, map, minibeasts</i>	<i>ocean, land, map, globe, water, seaweed, coral, rocks, sand, animals, air, sea, vehicles, landmarks, bus, journey, police officer, radio, handcuffs, car, fire person, fire engine, hose, mask,</i>
Embedded Knowledge	<p>To know the name of our school is Royton Hall.</p> <p>To know that we use maps to help us find</p>	<p>To know that our school is in Royton.</p> <p>To know that Royton is part of the UK.</p>	<p>To point to where Antarctica is on a globe and a world map.</p> <p>To know that Antarctica has a colder climate than the UK.</p>	<p>To point to where Africa is on a globe and a world map.</p> <p>To know that Africa has a hotter climate than the UK.</p>	<p>To be able to point left and right.</p> <p>To listen carefully and follow directions around the school grounds. (forwards,</p>	<p>To point to where the ocean and land are on a globe and world map.</p> <p>To name one of the oceans.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>our way from one place to another.</p> <p>To locate our school on a simple map of the area.</p> <p>To recognise and name features on a map of our school.</p> <p>To create our own maps of our school.</p> <p>To learn about the job role of an optician/nurse and name some equipment that they may use.</p>	<p>To locate familiar landmarks on a map of Royton.</p> <p>To explore Royton Park, naming and describing what we can see.</p> <p>To know that a globe shows all the places on planet Earth.</p> <p>To point to the UK on the globe.</p> <p>To know that the capital of the UK is London.</p> <p>To being to articulate the geographical differences between towns, cities and countries.</p> <p>To learn about the job role of a baker and name some equipment that they may use.</p>	<p>To know that Antarctica is the coldest place on Earth.</p> <p>To know that the South Pole is in Antarctica.</p> <p>To know that icebergs are found in Antarctica.</p> <p>To know that penguins, whales and seals can be found in Antarctica.</p> <p>To know that humans don't live in Antarctica.</p> <p>To name different types of boats.</p> <p>To compare the uses of boats.</p>	<p>To know that there are deserts in Africa.</p> <p>To know that Africa has the world's longest river. (Nile)</p> <p>To know the pyramids of Egypt are in Africa.</p> <p>To know The Big 5 animals of Africa. (lion, leopard, rhinoceros, elephant, African buffalo)</p> <p>To talk about how lives may be similar or different in some places of Africa in comparison to our country. (e.g – travel to school, what a classroom looks like, where people live etc)</p> <p>To learn about the job role of a dentist and name some equipment that they may use.</p>	<p>backwards, left, right, turn, up, down)</p> <p>To look for and record minibeasts in the outdoors.</p> <p>To use a simple map of the outdoor area to record where the minibeasts were found.</p>	<p>To describe what they would find in an ocean. (water, seaweed, coral, rocks, sand, animals etc)</p> <p>To name vehicles that can be used to travel on land, in air and on sea.</p> <p>To observe and recall locations spotted on a local bus journey.</p> <p>To draw a map of their journey from their home to school.</p> <p>To learn about the job roles in the emergency services and name some equipment that they may use.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 Cycle A	<p>Use basic geographical vocabulary to describe physical features & human features</p> <p>Know the names of and locate the 7 continents of the world.</p> <p>Know the names of and locate the 5 oceans of the world</p> <p>Understand geographical similarities and differences of human and physical geography of an area in the UK and an area in a contrasting non-European country (Manchester & Rio, Tangle Hills & Peru)</p>	<p>Know the names of and locate the 7 continents of the world.</p> <p>Know the names of and locate the 5 oceans of the world</p> <p>Refer to maps, atlases and globes to identify all continents and oceans studied</p> <p>Compare features of hot and cold areas of the world in relation to the Equator and the North and South poles</p> <p>Know which is N,S,E,W on a compass</p>				<p>Use basic geographical vocabulary to describe human features of places including: town, village, factory, farm, house, office, port, harbour, shop.</p> <p>Use basic geographical vocabulary to describe physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather</p> <p>Compare advantages and disadvantages of living in a city or coastal region.</p> <p>Use simple locational & directional language to describe features of landscapes (e.g. near, far, below, next to, left, right)</p> <p>Describe the location of features and routes on a map using compass directions</p>
Vocabulary	<p><i>human feature, physical feature, country, capital city, town, city, continent, ocean, country, landmark,</i></p>	<p><i>continent, ocean, sea, country, landmark, human & physical, locate, key, globe, atlas, travel, climate, equator, hemisphere,</i></p>				<p><i>location, direction, position, region, city, coastal, landscape, feature, below, next to, left, right, route, symbols, key, location, area, north, south, east, west,</i></p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>locate, globe, atlas, travel, climate, equator, hemisphere</i>	<i>temperature, polar, North Pole, South Pole, north, south, east, west, compass, position</i>				<i>tourism, road, pedestrian, transport, environment, traffic, pollution</i>
Embedded Knowledge	<p>Continents & Oceans</p> <p>To know that a continent is a large area of land that is often separated from other areas of land by water or another feature, such as mountains.</p> <p>To know that Europe, North America & South America are continents of the world.</p> <p>To locate and name the Atlantic Ocean, Arctic Ocean, Pacific Ocean & Southern Ocean on a world map.</p> <p>To explore what life is like in Rio and compare it with life in Manchester.</p> <p>City Explorers! Use small world to create towns/cities of the world.</p>	<p>Continents & Oceans</p> <p>To know that Oceania, Asia, Africa and Antarctica are continents of the world.</p> <p>To locate and name the Atlantic Ocean, Arctic Ocean, Pacific Ocean, Southern Ocean & Indian Ocean on a world map.</p> <p>Maps, Atlases & Globes</p> <p>To locate all 7 continents and 5 oceans on a globe & world map.</p> <p>Around the World</p> <p>To locate the North pole, south pole and the equator on a globe</p> <p>To explore North, East, South, West on a compass</p>				<p>Coastal Regions</p> <p>To identify coastal regions on a map.</p> <p>To discuss opinions about whether we would like to live in a city or a coastal region.</p> <p>Coastal Explorers! Visit St.Anne's to observe its physical features and investigate how people use and enjoy it.</p> <p>To understand the impact of tourism on a city or coastal region.</p> <p>To investigate emotional responses and opinions about what life is like in a coastal region.</p> <p>Maps & Directions</p> <p>To make a detailed map, using my observations of the school playground and plan a route using directional & positional vocabulary.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Compare the physical features in our local area (Tandle Hill) with physical features in a non-European country (Rainbow Mountain – Peru).</p> <p>Tandel Hill Travellers! Minibus journey to explore how Tandel Hill contrasts with Royton centre and compare Tandle Hill with other non-european countries (Peru).</p>					To locate and identify features on a map using positional & directional vocabulary and recognising symbols on a key.
Year 1/2 Cycle B	<p>Know the 4 countries of the UK and its surrounding seas</p> <p>Know the names of and locate the four capital cities of the UK</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>Know address and postcode</p> <p>Compare similarities and differences</p>				<p>Know features of hot and cold areas of the world</p> <p>Identify the location of hot and cold areas of the world</p> <p>Compare features of hot and cold areas of the world</p> <p>Use aerial photographs to recognise landmarks and basic human/physical features</p>	<p>Know hottest and coldest seasons in the UK</p> <p>Identify daily and seasonal weather patterns in the UK</p> <p>Know main weather symbols</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>between city, town and village</p> <p>Use basic geographical vocabulary to compare main difference between city, town and village</p> <p>Devise a simple map, including basic symbols in a key (e.g. part of Royton/journey to school)</p> <p>Describe the location of features and routes on a map using compass directions</p> <p>Describe land use and the key human and physical features of the schools surrounding areas using observation and fieldwork</p>					
Vocabulary	<i>locate, route, journey, location, key, aerial view, local area, country, sea, atlas, globe, landmark, England, Wales, Scotland, Northern Ireland,</i>		/		<i>ocate, feature, temperature, season, place, area, compare, difference, similarity, weather, climate, hot, cold, location, aerial view</i>	<i>wind, rain, cloud, frost, ice, storm, thunder, lightning, flood, weather, forecast, season, spring, summer, autumn, winter, daylight, temperature, hottest, coldest</i>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>English Channel, Irish Sea, North Sea, address, postcode, town, city, village, hamlet, settlement</i>					
Embedded Knowledge	<p>My Journey to School School Explorers! Add detail to a school map investigating human and physical features & investigate environmental issues on school grounds e.g. where litter collects.</p> <p>To reason why human and physical features might be on my route to school.</p> <p>My Town To use Google Earth to locate home address</p> <p>Royton Walk! Explore local area and investigate buildings, roads, green spaces, features & facilities.</p> <p>Royton Walk! Recognise the differences between a village, city and town</p>				<p>Hot and Cold Places around the World To label features of a cold place</p> <p>To label features of a hot place</p> <p>To compare hot and cold places by their features To identify hot and cold locations using holiday brochures</p> <p>To explore aerial views and recognise landmarks</p> <p>Map Makers! Use small world to create an aerial view model</p>	<p>Seasons and Weather To explore the four seasons of the UK</p> <p>Weather Watchers! Investigate different weather conditions through observation and by making and using different measurement devices e.g. rain gauge, anemometer</p> <p>To discuss the hottest and coldest seasons in the UK</p> <p>To recognise weather symbols</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>To send a letter home using my address and postcode (Literacy links)</p> <p>To explore whether Royton is a village, town and city (field work - walk around Royton)</p> <p>To interpret and explain why Royton is a town</p> <p>United Kingdom To name the four countries which make up the UK</p> <p>To explore world maps and globes to identify the UK</p> <p>To name the seas which surround the UK</p> <p>Countries & Capitals of the UK To know that England, Scotland, Wales & Northern Ireland make up the countries of the UK and make connections between them.</p>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>To know that London, Edinburgh, Cardiff & Belfast are capital cities of the UK.</p> <p>To locate and create descriptions of human & physical features in the UK (inc. Big Ben, Balmoral Castle, Loch Ness, Caernarfon Castle, Snowdonia, City Hall, Giant's Causeway)</p>					
Year 3/4 Cycle A		<p>Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom. Manchester compared to Royton and Grt Man compared to Crete</p> <p>Describe the key human & physical features of locations e.g. topography, land use patterns of the local area - Royton and Manchester</p>			<p>Identify layers of a rainforest and know what deforestation is</p> <p>Use interpretation and observation to measure and record the physical features of the Rainforest (temperature/rainfall) using a range of methods, including graphs and digital technologies - Link to Rainforest study</p> <p>Use fieldwork skills to observe, measure and record the human and physical features in the local area using a range of</p>	<p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn and Artic and Antarctic Circles</p> <p>Locate the areas of rainforest across the world</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p>Locate and name countries within Europe</p> <p>Name and locate cities and main geographical regions of the UK</p> <p>Know the names of and locate at least eight major capital cities across the world</p> <p>Learn the eight points of a compass</p> <p>Use maps, digital/computer mapping and aerial photographs to plan a journey within the UK</p> <p>Royton walk: Explore land use and look for geographical features (Human and Physical) of Royton and Royton Park.</p>			<p>methods, including graphs and digital technologies</p>	
Vocabulary		<p><i>population, tourists, tourism, climate, city, region, economy, landmarks, landscapes, compass, grid reference, eastings,</i></p>			<p><i>biome, equator, forest floor, shrub layer, understory layer, canopy, emergent layer, precipitation, deforestation, vegetation, drought, greenhouse gas,</i></p>	<p><i>hemisphere, equator, polar, tropics</i></p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<i>northings, features, symbols</i>			<i>global warming, humid, species, interpret, observe</i>	
Embedded Knowledge		<p>Comparing Royton and Manchester</p> <p>To observe pictures of Royton and Manchester and compare human and physical features</p> <p>Royton Walk! Explore land use and human & physical features of Royton and Royton Park. Investigate local buildings and local facilities and explore environmental quality and value to residents.</p> <p>Investigate economic activities inc. local journeys & routes, road safety, public transport, sustainable travel choices</p> <p>To locate countries, cities and regions in the UK using an Atlas (England, Liverpool, Scotland, Glasgow, Wales, Swansea, Northern Ireland, Londonderry</p>			<p>Rainforests</p> <p>To identify the layers of the rainforest</p> <p>To understand deforestation and debate controversial issues and make considered comparisons of the rainforest through the years. Draw reasoned conclusions.</p> <p>To use and interpret graphs to discover information about the weather in the Amazon rainforest.</p> <p>Recognise geographical patterns in weather.</p> <p>Present quantitative data in a graph about the weather in the Amazon rainforest.</p> <p>School Explorers! Use fieldwork to conduct a comparative data study of rainfall in Royton and the Amazon rainforest.</p>	<p>Globes, hemispheres and tropics</p> <p>To locate and identify the position of the Equator, Hemispheres and Tropics. (North and South Hemisphere, Tropics of Cancer and Capricorn and Artic and Antarctic circles)</p> <p>Locate and describe the position of rainforests across the world. (Amazon Rainforest, Congo Basin, New Guinea Rainforest)</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p>To use an Atlas to locate and identify 6 main countries in Europe. (Spain, France, Germany, Greece, Italy, Sweden)</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the UK (Gtr Man) to one in a European country (Crete)</p>				
Year 3/4 Cycle B			<p>Name and locate geographical regions and key topographical features including coast, features of erosion, hills, mountains and rivers</p> <p>Understand how these features have changed over time</p>	<p>Describe and understand key aspects of physical geography, including volcanoes and earthquakes</p> <p>Describe and understand key aspects of the Water Cycle</p>		<p>Locate Egypt on a map and describe its geographical regions and key topographical features</p> <p>Describe and understand key aspects of the human and physical geography of Egypt</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			<p>Locate main rivers and mountain regions of the world and the UK</p> <p>Describe and understand key aspects of physical geography, including mountains and rivers</p>			
Vocabulary			<p><i>region, topography, coastal erosion, hills, mountains, landform, mountain range, peak, height, summit, plate tectonics, magma, rivers, weathering, landscape, settlement, population, land use, river, stream, canal, reservoir, lake, sea, source, channel, tributary, mouth, confluence, meander, estuary, oxbow lake, delta, deposition</i></p>	<p><i>natural disaster, volcano, magma, lava, crater, Earth's crust, mantle, core, eruption, earthquake, tectonic plates, epicentre, tremors, seismic waves, magnitude, Richter scale, epicentre, tsunami, water cycle, evaporation, transpiration, condensation, precipitation</i></p>		<p><i>region, location, rural, urban, resort, settlement, population, environment, climate, community, culture</i></p>
Embedded Knowledge			<p>Mountains & Rivers Research and explore the following Geographical Regions and their topographical features in the UK: - Dovestones - The Lake District - Dover - Blackpool - Yorkshire Dales</p> <p>Research and explore the following</p>	<p>Volcanoes & Earthquakes To research and explain the key aspects of volcanoes and earthquakes</p> <p>To research and explore the process of the Water Cycle</p> <p>Water Cycle Exploration! Investigate and record different weather</p>		<p>Egypt Study To explore the location of Egypt on a map in relation to other Geographical Regions.</p> <p>To describe the key topographical features of Egypt.</p> <p>Place Planners! Small world free exploration/imaginative engagement to demonstrate understanding of human</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			<p>Geographical Regions and their topographical features from around the world</p> <ul style="list-style-type: none"> - Egypt - The Alps - Australia - The Himalayas - The Amazon Rainforest <p>Castleshaw Centre: Rivers and Landscapes fieldtrip</p> <p>To understand how erosion, weathering and natural disasters cause topographical features such as mountains, rivers and coasts to change over time.</p> <p>To locate and explore using Google Earth the following rivers within the UK and around the world</p> <ul style="list-style-type: none"> - The River Nile - The Amazon River - The River Thames <p>To locate and explore using Google Earth the following mountain regions from within the</p>	<p>phenomena through observation using measurement devices e.g. thermometers, rain gauges, anemometers</p>		<p>and physical geography of Egypt</p> <p>To analyse the different human and physical Geographical features of Egypt</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			UK and around the world - The Himalayas - The Alps - The Grampian Mountains To research and explain the key aspects of mountains and rivers.			
Year 5	Identify the position and significance of latitude/longitude and the Greenwich Meridian.		Name and locate a number of European capitals	Fieldwork and map skills	Name and locate a number of South or North American countries Compare a region in UK(Greater Manchester) with a region in South America (Brazil) with significant differences and similarities Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts	Map skills - Orienteering

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vocabulary	<i>Northern Hemisphere, Southern Hemisphere, Equator, meridian, latitude, longitude, Tropic of Cancer, Tropic of Capricorn, Prime Meridian, Greenwich Meridian, Arctic Circle, Antarctic Circle, Time zone, International Date Line</i>		<i>continent, country, capital city, population, climate, cuisine, culture, tourism</i> <i>Rome, Madrid, Paris, Berlin, Oslo, Stockholm, Copenhagen</i>		<i>Climate, population, sparsely populated, densely populated, trade, industry, climate, poverty, favela, urbanisation, rural, push factors, pull factors, landscape, landmark, biomes, ecosystems, tundra, arid, temperate, vegetation belt</i>	<i>compass, 4 digit grid reference, eastings, northings, features, symbols, urban, rural, scale, human feature, physical features.</i>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Embedded Knowledge	<p>Time zones, latitude & longitude</p> <p>To identify how the earth is divided</p> <p>Explain how a timezone is identified using longitude and latitude</p>		<p>Cities of Europe</p> <p>To know the names of seven European capitals. (<i>Rome, Madrid, Paris, Berlin, Oslo, Stockholm, Copenhagen</i>)</p> <p>To locate seven European capitals on a map.</p> <p>To find information about capital cities. To compare capital cities (European with London) (including human and physical geography).</p>	<p>Maps</p> <p>School Explorers! Use the school grounds to explore four figure grid references and Ordnance Survey symbols (field work)</p> <p>To recognise and understand contour lines.</p> <p>To create a 3D model using map contour lines.</p>	<p>South America</p> <p>To know and locate South American countries including Brazil, Chile, Argentina, Peru and Columbia.</p> <p>To know the main physical and human geographical differences between a region in the UK (Manchester) and Brazil (Rio de Janeiro)</p> <p>To know the differences between living in Manchester and Rio de Janeiro and refer to climate zones in relation to biomes (including temperate forest and rainforest). (field work)</p> <p>Forest Explorers! Further investigate biomes and vegetations belts with an exploratory visit to Forest School to study the trees, plants and animals as an ecosystem</p>	<p>Fieldwork- orienteering</p> <p>To use maps of the local area to navigate</p> <p>To locate human and physical features on a map.</p> <p>To use the 8 points of a compass, 4- digit grid references, symbols and key (including the use of Ordnance Survey maps) to navigate.</p>
Year 6		Describe and understand key aspects of human geography by naming and describing different forms of energy; showing an understanding of	Know what most ordnance survey symbols stand for Extend to 6 figure grid references with teaching	Describe and understand key aspects of human geography in relation to trade, industry and settlement		Use Google Earth to locate Baghdad and to follow the journey of Ibn Battutah

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p>renewable and non-renewable energy, how this energy is generated and make informed choices about sources</p> <p>Analyse statistics to gain insight into locational characteristics (minerals, energy, natural resources)</p> <p>Make comparisons between developed and developing countries</p>	<p>of latitude and longitude</p>	<p>Name and locate some of the world's desert</p> <p>Identify key features of desert areas</p>		
Vocabulary		<p><i>energy source, power, generate, biodiversity, bioenergy, sustainable, green environment, solar energy, wind energy, geothermal energy, tidal energy, finite, infinite, non-renewable, renewable</i></p>	<p><i>compass, grid reference, eastings, northings, features, symbols, urban, rural, scale, national grid, digital map</i></p>	<p><i>trade, transportation, cargo, import, export, fair trade, globalisation, inflation, industry, regeneration, redevelopment, economy, economic, business, retail, leisure, residential</i></p> <p><i>locate, cold desert, hot desert, equator, land mass, climate, habitats, adaptation, plants, precipitation, continent, sand dunes, temperature, altitude</i></p>		<p><i>population, civilisation, journey, explorer, empire, traveller, Middle East</i></p>
Embedded Knowledge		<p>Energy</p> <p>To identify different types of energy</p>	<p>Maps</p> <p>To identify, understand and interpret Ordnance</p>	<p>Deserts</p> <p>To locate deserts of the world - Great Victoria,</p>		<p>Baghdad</p> <p>To understand the differences between</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p>To explain how energy is generated</p> <p>To understand renewable and non-renewable energy</p> <p>To explore renewable energy options and how these options differ between developed and third world countries based upon physical and economic differences.</p>	<p>survey symbols on a map</p> <p>To use 6 figure grid references to compare journeys and interpret landmarks on a map of Greater Manchester</p>	<p>Sahara, Arctic Polar, Kalahari, Patagonian, Syrian, Arabian, Great Basin, Gobi, Antarctica Polar</p> <p>To understand hot and cold deserts of the world and where they can be found on a world map.</p> <p>To identify the key characteristics of hot and cold deserts</p> <p>To identify the specific differences in the climate, the animals that live there and the plants that are able to grow there and why. To understand the importance of industrial areas and ports in the United Kingdom</p> <p>Industry and Port</p> <p>To understand the importance of industrial areas and ports in the United Kingdom</p> <p>To complete a case study on Dover and the trade route of Dover to Calais</p>		<p>Baghdad and London in 900 A.D.</p> <p>To locate both London and Baghdad on a world map.</p> <p>To compare explorers and understand and follow the journeys of 3 famous explorers: Ibn Battuta, Christopher Columbus and Nellie Bly.</p> <p>To understand how Ibn Battuta spent his time travelling, his specific journey and parts of his journey that are disputed.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
				<p>To compare Rotterdam's port (developed country) to Tangier's port (developing country)</p> <p>Royton Walk: Explore economic activities by investigating the range and location of primary, secondary and tertiary businesses in the local area</p> <p>School Study: Explore issues of sustainability in everyday life including how everyday goods are produced and traded.</p>		

Retrieval practice to continue in terms where new Geography knowledge and skills are not being taught