

“Aspire not to have more,  
but to be more.”



## **GEOGRAPHY CURRICULUM**

### **Progression in Geographical knowledge and vocabulary**

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**Geography - Long term plan**

	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>EYFS Year 1</b>	Traditional tales All about me	Celebrations	Occupation and transport	Dinosaurs	Go outside	Animals
<b>EYFS Year 2</b>	All about me	Celebrations	Cold	Hot	Minibeasts	Pirates
<b>Year 1</b>	Little Red Riding Hood		Explorers and Adventurers 1 &2		Lighthouses, Lifeboats and the coast	
<b>Year 2</b>	Inventors and Engineers 1 & 2		Leeds and China		Kings and Queens	
<b>Year 3</b>	Rainforests		Yorkshire and North America			
<b>Year 4</b>	Water		Greeks		Romans	
<b>Year 5</b>	Slavers and Traders		WW2			Ancient Civilisations - Egypt
<b>Year 6</b>	Ingleborough					Coasts

**Geography programme of study.**

**EYFS**

	<b>EYFS 1</b>	<b>EYFS 2</b>
<b>ELG : People, Culture and Communities</b>		
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	All about me Traditional tales Occupations and travel Go outside	Ourselves Mini beasts
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps	All about me Celebrations	Ourselves Celebrations Hot & Cold
<b>ELG : The Natural World</b>		
Explore the natural world around them, making observations and drawing pictures of animals and plants	All about me Dinosaurs Go outside Animals	Ourselves Minibeasts Hot & Cold
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	All about me Celebrations Go outside	Ourselves Celebrations Hot & Cold
Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Go outside	Hot & Cold

**Geography programme of study.**

**Key stage one**

	<b>Year 1</b>	<b>Year 2</b>
<b>Locational knowledge</b>		
Name and locate the world's seven continents and five oceans.	Explorers and Adventurers Lighthouses, lifeboats and coasts.	Leeds and China
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.		Leeds and China Kings and Queens
<b>Place knowledge</b>		
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.	Explorers and Adventurers	Leeds and China
<b>Human and physical geography</b>		
Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.	Little Red Riding Hood Explorers and Adventurers	

**Progression in geography knowledge and vocabulary**

<p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p>Little Red Riding Hood</p> <p>Explorers and Adventurers</p> <p>Lighthouse, lifeboats and coasts</p>	<p>Leeds and China</p>
<p>Use basic geographical vocabulary to refer to:</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Little Red Riding Hood</p> <p>Explorers and Adventurers</p> <p>Lighthouse, lifeboats and coasts</p>	<p>Leeds and China</p>
<p><b>Geographical skills and fieldwork</b></p>		
<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p>Little Red Riding Hood</p> <p>Explorers and Adventurers</p> <p>Lighthouse, lifeboats and coasts</p>	<p>Leeds and China</p> <p>Kings and Queens</p> <p>Engineers and Inventors</p>
<p>Use simple compass directions (North, South, East and West) and locational and directional language (near, far, left, right) to describe the location of features and routes on a map.</p>	<p>Little Red Riding Hood</p> <p>Explorers and Adventurers</p> <p>Lighthouse, lifeboats and coasts</p>	<p>Leeds and China</p> <p>Engineers and Inventors</p>
<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map, and use and construct basic symbols in a key.</p>	<p>Little Red Riding Hood</p> <p>Explorers and Adventurers</p> <p>Lighthouse, lifeboats and coasts</p>	<p>Leeds and China</p> <p>Engineers and Inventors</p>

**Progression in geography knowledge and vocabulary**

Use simple fieldwork and observation skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Little Red Riding hood	Leeds and China
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**Geography programme of study.**

**Key stage two**

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Locational knowledge</b>				
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	Rainforests Yorkshire and North America	Greece Romans	Slavers and Traders WW2 Egypt	
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	Yorkshire and North America	Water		Ingleborough Coasts
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Rainforests Yorkshire and North America	Greece Romans	Egypt	

**Progression in geography knowledge and vocabulary**

<b>Place knowledge</b>				
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Rainforests Yorkshire and North America	Greece Romans		Ingleborough Coasts
<b>Human and physical geography</b>				
Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Rainforests Yorkshire and North America	Greece Romans Water	Egypt	Ingleborough
Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		Greece Romans Water	Slavers and Traders Egypt WW2	Coasts



**Progression in geography knowledge and vocabulary**

<b>Geographical skills and fieldwork</b>				
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Rainforests Yorkshire and North America	Greece Romans Water	Slavers and Traders WW2 Egypt	Ingleborough Coasts
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	Rainforest Yorkshire and North America	Water		Ingleborough Coasts
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.	Rainforests Yorkshire and North America	Water		Ingleborough Coasts

**Geography Key Concepts**

<b>Place</b>	Having a 'sense of place' relates to what is the place like? Having the locational knowledge to describe where they are – which continent or ocean? Which country? Which local street? What is this place like and what are its human and physical features?
<b>Space</b>	Having a sense of space refers to how places fit together in the wider world. What other places are around them? How are places influenced by their location in the world? How can spaces be linked together through transport and technology?
<b>Scale</b>	Having a sense of scale refers to the wider world. Where do places and spaces fit in the whole world? What is the distance like between places? Knowing that scale in geography can be on a personal, local, regional, national or global.
<b>Interdependence</b>	Interdependence refers to how places are linked together. To know that humans and places can rely on each other in terms of trade of products, movement or migration. To know how humans in one place can have an impact on another place. To know how the world supports communities and settlements.
<b>Physical and human processes</b>	Looking at how events can change the physical and human world. Physical process – an event or sequence of events that occur naturally due to the power of the planet. Human process - things created/affected by people. These processes would not occur without human involvement.
<b>Environmental impact and sustainability</b>	This considers how we use the natural world and how people have the ability to change it. The environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat and being a source of enjoyment and inspiration. It considers how human life is having an impact on the environment and what we can do to try to improve it.
<b>Cultural awareness and diversity</b>	This refers to the study of other places and other people and how their location and their lives can be different or similar to our own.

**Coverage of Geography Key Concepts**

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>PLACE</b>	<p>Understanding of their own place – house and school</p> <p>Know that I live in Whinmoor and my school is White Laith</p> <p>Know what some hot and cold places are like.</p>	<p>Understand that I live in Whinmoor and what it is like.</p> <p>Understand what it is like in the woods and how it is different to Whinmoor.</p> <p>Understand that there are 4 seasons and different weather patterns.</p> <p>Know what it is like in Antarctica and where it is</p> <p>Know what it is like in Africa and where it is.</p> <p>To know what the seaside/ Seaham is like and where it is.</p>	<p>Know that I live in Whinmoor which is part of the city of Leeds.</p> <p>Know that Leeds is part of England in the UK</p> <p>Know what it is like in China and where it is.</p> <p>Understand that there are 4 seasons and different weather patterns in places.</p>	<p>Know that I live in Whinmoor which is part of the city of Leeds which is in the county of Yorkshire.</p> <p>Know what South America is like and where it is on the map.</p> <p>Know what it is like in a rainforest.</p> <p>Know what the county of Yorkshire is like and what towns and cities are in Yorkshire.</p> <p>Know what it is like in the Yorkshire 3 peaks and Ingleton Falls.</p> <p>Know what North America is like.</p> <p>Know what it is like in Niagara Falls and the Rocky mountains</p>	<p>Understand that the world is made up of water.</p> <p>Know what the river Aire is like and where it is.</p> <p>Know what the Zambezi river is like and where it is.</p> <p>Know how the climate and location of a place can affect the amount of water.</p> <p>To know the location of Greece and what it is like.</p> <p>To know the location of Rome and what it is like.</p>	<p>Know the location of North America, the countries and the states involved with settlers and trade.</p> <p>Know the names and location of countries involved in WW2 including Russia.</p> <p>Know different areas of the UK in relation to bombing in WW2</p> <p>Know the location of Egypt and the areas around it.</p> <p>To know that the world is made up of biomes and what a desert biome is like.</p> <p>To know what the river Nile is like</p>	<p>Know the location of Ingleborough and know that it is part of the county of Yorkshire in the UK.</p> <p>Know which other towns and cities are close to Ingleborough</p> <p>Know what a mountain is and what it is like.</p> <p>Know the location of Spain, the Costa Del Sol and Malaga and the surrounding areas.</p> <p>Know the location of Whitby in relation to Leeds and Yorkshire and what it is like.</p>

**Progression in geography knowledge and vocabulary**

<p>SPACE</p>	<p>Understand that there are other places in the world other than my place (Hot and cold places)</p> <p>Know how hot and cold places are the same/different to Whinmoor</p>	<p>Know that the world is made up of 7 continents</p> <p>Know that there are 5 oceans in the world</p> <p>Know that I can use basic directions to get to places.</p>	<p>Know that the world is made up of 7 continents</p> <p>Know that there are 5 oceans in the world.</p> <p>Know that the UK is made up of 4 countries and their capital cities.</p> <p>Know that the capital city of England is London.</p> <p>Know the 4 points of a compass and how to use them to direct.</p>	<p>Know that the world is made up of 7 continents.</p> <p>Know that the world is made up of different biomes and vegetation belts and what a rainforest biome is like</p> <p>Know that the UK is made up of counties.</p> <p>Know that North America is made up of different countries and the USA is made up of states.</p> <p>Know what the equator is and the northern and southern hemispheres.</p> <p>Know what the tropic of cancer and Capricorn is.</p>	<p>Know that the world is made up of 7 continents</p> <p>Know that the world has 5 oceans</p> <p>Know that the world has many seas and rivers.</p> <p>Know that world is made up of different biomes and vegetation belts and what an aquatic biome is like.</p>	<p>Understand the journey of products across the world in trade and how they were transported.</p> <p>Understand how the countries involved in WW2 were connected.</p>	<p>Use 4 and 6 figure grid references to find out about a place.</p> <p>Know the 8 points of a compass for directions.</p> <p>Know what a coast is and the location of coasts and the names of seas and oceans.</p>
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**Progression in geography knowledge and vocabulary**

<p>SCALE</p>	<p>Understand that the world is a big place and we can travel to other places in the world.</p>	<p>Know how Whinmoor fits into the wider world.</p> <p>Know how my 'Space' of Whinmoor compares to Antartica, Africa, Seaham</p>	<p>Know how Whinmoor fits into Leeds and how Leeds fits into the UK and then the wider world.</p> <p>Know how my city of Leeds compares to China.</p>	<p>Know how Leeds fits into the county of Yorkshire and how this fits into the UK and the wider world.</p> <p>Know how my city of Leeds and how my county of Yorkshire compares to the rainforest and areas in North America.</p>	<p>Know how my city of Leeds compares to Greece and Rome.</p> <p>Know how my City/County compares to countries with less water.</p>	<p>Know how the UK compares to Egypt.</p> <p>Know what world time zones are.</p>	<p>Know how Whitby compares to Malaga and how my city of Leeds compares to both.</p>
<p>INTERDEPENDENCE</p>				<p>Know how the rainforest can affect the wider world – climate/ products.</p>	<p>Know how people rely on water to survive.</p> <p>Know how water can support communities and decide on the location of settlements.</p> <p>How water can affect trade/ resources in the UK</p>	<p>Know what trade is.</p> <p>Know what we trade in the UK and why trade is important.</p> <p>Know the importance of fair trade.</p> <p>Know the importance of area on early settlements.</p>	<p>Know how coastal areas are good for tourism and how this affects the economy of an area.</p>

Progression in geography knowledge and vocabulary

<p>PHYSICAL AND HUMAN PROCESSES</p>				<p>Know how human actions affect the environment in the rainforest</p>	<p>Know how physical processes such as the water cycle can have an impact on the world.</p> <p>Know how events such as flooding can impact an area.</p> <p>Know how human life can have an impact on water and climate.</p> <p>Now how the impact of the production of water wheels and reservoirs.</p>	<p>Know how human and physical processes can have an impact on trade, what is produced and on the wider world.</p> <p>Understand how trade was affected by the war.</p>	<p>Know how human and physical processes can have an impact on the coast.</p>
<p>ENVIRONMENTAL IMPACT AND SUSTAINABILITY</p>	<p>Understand what our environment is like and how to care for it and how to care for animals living in the environment</p>	<p>Understand the impact of plastic and plastic pollution on the environment and what we can do to help.</p>	<p>Understand how Prince Charles charities help the environment, the impact and how we can also help.</p>	<p>Understand what deforestation is and its impact on the environment and the wider world.</p>	<p>Understand the impact of water – tsunamis, flooding and drought.</p>	<p>Understand the importance of fair trade.</p>	<p>Understand what coastal erosion is and the effect on coastal areas.</p>

**Progression in geography knowledge and vocabulary**

<p><b>CULTURAL AWARENESS AND DIVERSITY</b></p>	<p>Understand that there are other people in the world and some things are the same and different about our lives.</p>	<p>Understand that there are other people in the wider world and some things are the same and different to our lives.</p> <p>Know what life was like for Captain Scott/ Howard Carter.</p>	<p>Understand that there are other people in the wider world and some things are the same and different about our lives and where we live.</p> <p>Know what life is like in China.</p>	<p>Understand that there are other people in the wider world and some things are the same and different about our lives and where we live.</p> <p>Know what life is like in South America and North America compared to Yorkshire.</p>	<p>Understand that there are other people in the wider world and some things are the same and different about our lives and where we live.</p> <p>Understand that some people live without running water and what their life is like.</p>	<p>Understand that there are other people in the wider world and some things are the same and different about our lives and where we live.</p> <p>Understand what life was like for a slave.</p>	<p>Understand that there are other people in the wider world and some things are the same and different about our lives and where we live.</p> <p>Know what life is like in Whitby and in Malaga</p>
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**Progression in geography knowledge and vocabulary**

**EYFS**

**KEY CONCEPTS**

Place, Space, Scale, Cultural awareness and diversity, Environmental impact and sustainability

**CURRICULUM COVERAGE**

Understanding the World

ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Explore the natural world around them, making observations and drawing pictures of animals and plants;

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; -

Understand some important processes and changes in the natural world around them, including the seasons

<b>EYFS Year 1</b>	<b>Key Knowledge</b>	<b>Vocabulary</b>
<b>General.</b>	<p>General discussions about the school ground, what we can see. Discussions about their home and different types of houses. Discussions about holidays and travel.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</p>	<p>Today, yesterday, tomorrow, long ago, then, now, after, before.</p>
<b>Traditional Tales</b>	<p>Different types of houses.</p>	<p>Old, new, castle, cottage, house.</p>
<b>All About Me</b>	<p>Talk about the world around us, houses and the local area.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</p>	<p>House, flat, bungalow, old, new.</p>
<b>Celebrations</b>	<p>Focus on celebrations around the world – Diwali.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p>	<p>Other country, different, England, world, earth.</p>
<b>Occupations and Transport</b>	<p>That we can use various types of transport to travel. We can travel around the local area (to and from school), Further away in England and abroad.</p>	<p>Travel, country, world, earth, England.</p>



**Progression in geography knowledge and vocabulary**

Dinosaurs	The natural world, Volcanos, animals and plants.	World, earth, different, volcano, old, long ago.
Go Outside	Seasons and maps  - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - - Understand some important processes and changes in the natural world around them, including the seasons	Map, travel, different, the same, spring, summer, autumn, winter, season.
Animals	Animals and farms in the natural world. Where they live, how to look after them.  - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; -	Animal, pet, farm, field, hutch, house, cage, wild, wildlife, farm animal.
<b>EYFS Year 2</b>		
General	Using propositional language  Drawing maps and using maps  Seasons  Weather	under, over, through, past, into  map, journey, follow  Spring, Summer, Autumn, Winter  Sunny, rainy, cloudy, windy, snowy, foggy
Ourselves	Talk about ourselves and the world around them.  Discuss the school grounds, local area and their own houses being in Whinmoor.  Know the physical and human features of their local area  Look at maps to show Whinmoor finding White Laith Primary School and their houses.	World, Whinmoor, Leeds, house, flat, shop, path, field, woods  Post box, trees, plants, house, flat, shop, transport, garden,
Celebrations	Look at celebrations around the world.  Diwali – how it is celebrated here compared to India  Christmas – how we celebrated it compared to other countries including Ireland, India, USA – we may add to this depending on the culture of the class.	United Kingdom, India, USA, Ireland.  Country, world

**Progression in geography knowledge and vocabulary**

Cold	<p>Look at the globe and maps and identify the coldest places in the world being at the top and the bottom of the world – (North Pole and South Pole</p> <p>Find similarities and difference between North Pole and South Pole and where qw live e.g. lots of ice, not much greenery etc.</p> <p>Know polar bears and penguins live in cold places and how they are adapted to live there.</p>	<p>World, top, bottom, country</p> <p>Cold, ice</p> <p>Polar bear, penguin,</p>
Hot	<p>Look at maps and globes to identify the hottest places in the world are in the middle of the world.</p> <p>Find similarities and difference between Africa and where we live e.g. sandy, dry etc</p> <p>Know tigers and lions live in hot countries</p> <p>Castles/dragons</p> <p>Know castles were usually built on top of hills</p>	<p>Africa, temperature, world, middle,</p> <p>Sandy, dry hot</p> <p>Tiger, lion</p> <p>Hills, top of, moat-around. Drawbridge-across</p>
Minibeasts	<p>Know that some plants grow in Spring.</p> <p>Know that some plants die in Autumn</p> <p>Use and create a map to show the journey of a snail</p>	<p>Spring</p> <p>Autumn</p> <p>Map, under, over, through, past, into</p>
Pirates	<p>Looking at pirate maps and making their own maps. Using positional language to describe their maps.</p> <p>Know that pirates sailed around seas and oceans to find land – islands.</p>	<p>Maps, next to, over, under, through</p> <p>seas, ocean, island, land, country,</p>

**Progression in geography knowledge and vocabulary**

YEAR 1

**Little Red Riding Hood**

**KEY CONCEPTS**

Place

**NATIONAL CURRICULUM COVERAGE**

- Identify seasonal and daily weather patterns in the UK
- Use basic geographical vocabulary to refer to key physical and key human features
- Use simple locational and directional language to describe the location and features on a map
- Use aerial photographs and plans to recognise landmarks and basic human and physical features.
- Devise a simple map and use and construct symbols in a key
- Use simple fieldwork and observation skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

**Key knowledge**

**Vocabulary**

**Help Little Red Riding Hood by answering the questions she asked us.**

**What does it feel like to be in a wood?**

Physical features refer to things occurring natural.

A wood is an area that contains mainly physical features and to know what physical features can be found.

**What vegetation will I find in the wood?**

Vegetation refers to all plants and trees in an area

Know the names of plants and trees in the area.

**How will the wood change in winter?**

**How will I know when it is spring?**

To know that we have 4 seasons and the weather changes within the seasons.

To know that plants and trees change throughout the year depending on the seasons.

**What is it like in my school and my town?**

To know that I live in Whinmoor

Explore the human and physical features of my town.

To know that I can find out about where I live from maps and photographs.

Season  
Weather  
Human feature – shop, town, factory, house, park  
Physical feature – wood, forest, hill, soil, tree, field  
Building  
Vegetation  
Direction  
Near  
Far  
Left  
Right

**Progression in geography knowledge and vocabulary**

**What is the weather like in Whinmoor?**

To know the names of different types of weather

**What things can I find on a map of Whinmoor?**

To identify key features from the use of a basic atlas, photographs and google earth.

To know that a map is used to show us what places are like.

**How does Whinmoor compare to the woods?**

To know that the woods is a natural area and Whinmoor has a mix of human and physical features

**Can you identify Granny's cottage on the map?**

**Can you draw your own map?**

**Can you follow your map and give directions to LRRH?**

To know that a map is used to show us what places are like.

To know how to use and devise a basic key.

To know and use positional and directional language- left, right, near far

**Progression in geography knowledge and vocabulary**

**Explorers and Adventurers 1**

**KEY CONCEPTS**

Place, Space, Scale, Cultural awareness and diversity,

**NATIONAL CURRICULUM COVERAGE**

- Name and locate the worlds 7 continents and 5 oceans
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.
- Use basic geographical vocabulary to refer to key physical and human features.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language (near, far, left, right) to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map, and use and construct basic symbols in a key

**Key knowledge**

**Vocabulary**

**Where in the world are we?**

To know our place on the planet.

Planet - Continent- Country- County - City - Town - Street - School

Know that the world is made up of 7 continents and 5 oceans.

**Where did Captain Scott explore?**

Know that Antarctica is one of the 7 continents.

Know where to locate Antarctica on a map.

To know that it is surrounded by the southern ocean.

Identify the equator as being the middle of the globe and the north and south pole and know that Antarctica is in the south pole.

**What will I find in Antarctica?**

Use maps and digital photographs to look at physical and human features.

To know that Antarctica is made up of ice.

To know that Antarctica is made up of natural features.

**What is the weather and climate like in Antarctica?**

To know that Antarctica is made up of ice so is a cold place.

Continent  
 Antarctica  
 Africa  
 Europe  
 Asia  
 North America  
 South America  
 Oceania/Australasia  
  
 North  
 East  
 South  
 West  
 Near  
 Far  
 Left  
 Right  
 Direction

**Progression in geography knowledge and vocabulary**

That it is a cold climate all year round.

That Antarctica is the coldest place on Earth.

**How does Antarctica compare to Whinmoor?**

Use digital photographs to look at the human and physical features of Antarctica and Whinmoor and to look at similarities and differences in the 2 places.

To know that Antarctica is not a place where people could live.

**How did Captain Scott know where to go? What did he use?**

To know that directions are followed using the words Left and Right.

To know that the 4 points of the compass are North, South, East and West.

Compass

River

Ice

Glaciers

Island

Sea

**Progression in geography knowledge and vocabulary**

**Explorers and Adventurers 2**

**KEY CONCEPTS**

Place, Space, Scale, Cultural awareness and diversity,

**NATIONAL CURRICULUM COVERAGE**

- Name and locate the world's 7 continents and 5 oceans
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.
- Use basic geographical vocabulary to refer to key physical and human features.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language (near, far, left, right) to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map, and use and construct basic symbols in a key.

**Key knowledge**

**Vocabulary**

**Where did Howard Carter find Tutankhamun's tomb?**

To know that Africa is one of the 7 continents

To know where on the map to find Africa.

To know that the equator runs through the middle of Africa.

To know that it is close to the Indian and Atlantic oceans.

**What will I find in Africa?**

To use maps and digital photos to look at the human and physical features of Africa.

To know that Africa has many different areas - that the continent is so big that not all areas are the same.

The landscape is made up of desert, grasslands, forests.

To know that as well as rural areas, Africa also has areas that are big cities.

**What is the weather and climate like in Africa?**

To know that Africa is near to the equator so it is a mainly hot country with a hot climate.

To know that Africa gets other types of weather such as rain too.

Continent  
 Antarctica  
 Africa  
 Europe  
 Asia  
 North America  
 South America  
 Oceania/Australasia  
  
 North  
 East  
 South  
 West  
 Near  
 Far  
 Left  
 Right

**Progression in geography knowledge and vocabulary**

**How does Africa compare to Whinmoor?**

To compare the human and physical features of Egypt/Africa to Whinmoor using maps and digital photographs.

Direction  
Compass

River  
Ice  
Glaciers  
Island  
Sea  
Desert



## Progression in geography knowledge and vocabulary

### **Lighthouses, lifeboats and the coast**

#### **KEY CONCEPTS**

Place, Space, Scale, Environmental impact and sustainability, Cultural awareness and diversity.

#### **NATIONAL CURRICULUM COVERAGE**

- Name and locate the world's seven continents and five oceans.
- Use basic geographical vocabulary to refer to key human and physical features.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language (near, far, left, right) to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map, and use and construct basic symbols in a key.

#### **Key knowledge**

##### **What is it like at the coast?**

##### **Where would I find a lighthouse?**

To know that a coast is the area where the land meets the sea.

To use maps and digital photographs to locate the human and physical features of the coast. (Look in general but then look at Seaham in closer detail to link to trip)

To know the names of the 5 oceans and know that coasts link to the seas and oceans.

To know that lighthouses are found in coastal areas.

##### **How does the coast compare to Whinmoor?**

Use maps, digital photographs and fieldwork to look at the similarities and differences in human and physical features between Seaham and Whinmoor.

##### **What would a map of Seaham look like?**

To know the features of a map and to create a map using a basic key.

#### **ENVIRONMENTAL ISSUE**

##### **How does plastic waste affect the oceans and the creatures in it and what can we do to solve this problem?**

Know that the use of plastic as an everyday material has had an impact on the environment.

To know that plastic does not decompose so waste goes into landfill and can end up on beaches and in oceans.

To know that plastic is dangerous to sea creatures.

To know that alternatives to single use plastics can be used.

To know how to encourage others to look after the environment and keep beaches clean.

#### **Vocabulary**

Physical Features – beach, cliff, coast, sea, ocean, cave, cove, sand

Human features – port, harbor, lighthouse, sea wall, promenade, shop

**What is exciting about our city? (Leeds)  
Where in the world is China?**

**KEY CONCEPTS**

Place, Space, Scale, Cultural awareness and diversity

**NATIONAL CURRICULUM COVERAGE**

- Name and locate the worlds 7 continents and 5 oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.
- Use basic geographical vocabulary to refer to key physical and human features.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language (near, far, left, right) to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map, and use and construct basic symbols in a key
- Use simple fieldwork and observation skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

**Key knowledge**

**Vocabulary**

**What countries are in the United Kingdom?**

To know that we live in the United Kingdom.

That united means ‘joined together’

To know the names of the 4 countries of the UK and their capital cities.

To know the names of the seas that surround the UK.

United Kingdom  
England  
Scotland  
Wales  
Northern Ireland  
Capital city  
Leeds  
Europe

**Where is Leeds?**

To know that the world is made up of 7 continents and 5 oceans and the names of these.

To know that we live in Whinmoor which is a town in the city of Leeds.

To know that Leeds is part of the county of West Yorkshire, in the country of England, in the UK, in the continent of Europe.

<https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-cities-towns-villages/zjn492p>

city  
town  
village  
factory  
farm

**Can you find Leeds on a map of the UK? What can I find out about Leeds from looking at a map?**

To know the key features of a map include a title, compass, symbols and a key.

## Progression in geography knowledge and vocabulary

That maps are drawn to scale.

That maps have colours for certain things.

### **What is Leeds like?**

Leeds has lots of buildings and transport links.

Leeds has a population of around 800 000,

The river in Leeds is the river Aire.

Leeds is in the North of England.

### **What types of buildings can we find in Leeds and what are they used for?**

Cities like Leeds have shops, offices leisure facilities, a market, restaurants, cinemas, museums, schools, places of worship, a museum, a railway station, a bus station, many have a cathedral.

Leeds has an airport and a football stadium.

Leeds has a variety of housing- terraces, semi-detached, detached, flats.

### **Are there any local 'landmarks'?**

Leeds has well known buildings such as Elland Road, Bridgewater Place, The Corn Exchange, Kirkgate Market, The Yorkshire Playhouse, Kirkstall Abbey, Leeds Arena

### **Are there any green spaces and what are they used for?**

Leeds has different parks including Roundhay Park, Golden Acre Park.

They are used for recreation and leisure activities.

### **What types of transport links can we find?**

Leeds Bradford Airport, Leeds Bus Station, motorways, cycle lanes.

Leeds is connected to other villages, towns and cities.

### **Can you find human and physical features of Leeds by looking at aerial photographs?**

We can look at aerial photos of places and see different features. Some of these are made (or changed) by humans, others are natural (made by nature).

Natural features include caves, rocks, cliffs, forests and mountains. Natural features are sometimes called 'physical features.' Features made by people include bridges, buildings and roads. These features are sometimes called 'human features.'

### **What is the weather and climate of Leeds?**

To know that the UK has 4 seasons and different types of weather.

What is the weather like in Leeds at different times of the year.

house

office

shop

forest

hill

mountain

soil

river

Compass

North

East

South

West

Near

Far

Left

Right

China

Asia

Shanghai

## Progression in geography knowledge and vocabulary

### **Can you make your own map of Leeds?**

Use what we have learnt about features of a map and the human and physical features of Leeds to make your own map.  
Use compass directions and positional language to talk about the map.

### **What was this place like in the past?**

(See history document)

### **Where is China?**

China is a country in the continent of Asia.

It is known as the People's Republic of China.

The capital city is Beijing.

Shanghai is the largest city. It is one of the world's biggest countries. More people live in China than any other country in the world. It has a population of over 1.3 billion! Main language spoken is Mandarin. The currency is the yuan. China has its own culture. Culture is the 'way of life' of a country or group of people, e.g. tradition, dress, language, religion.

### **Can you find out about some of the important landmarks in China?**

Landmarks are important buildings or places in an area.

The Great Wall of China is one of the wonders of the world! The longest human-made structure, it is more than 5000 miles long. The Terracotta Army is part of a burial tomb built for the first emperor of China. There are over 8000 life-size statues of soldiers. The Forbidden City or Forbidden Palace is in Beijing, it used to be where emperors of China lived and ruled. Beijing National Stadium (the Bird's Nest), site of the Summer Olympics 2008.

### **What is the climate like in China?**

The climate is the usual weather conditions of an area.

The weather describes the conditions outside on a given day, including temperature and rainfall.

Weather and Climate (China) - The weather and temperatures are very different across the country. The climate varies from warm tropical weather (in the south) to subarctic (as low as -30°C in the north). There are dry seasons and wet monsoons (a seasonal wind that brings heavy rainfall). In summer, most areas are hot and rainy. In winter, most areas are cold and dry.

### **What is it like in the city of Shanghai?**

Shanghai lies at the mouth of the Yangtze river on the coast of the East China Sea, and is one of the busiest ports in the world. Shanghai is a modern city with a complex highway and metro system. Many ships navigate their way to the East China Sea.

The population of Shanghai is about 26 million people.

### **Can you find human and physical features of Shanghai from looking at aerial photographs?**

## Progression in geography knowledge and vocabulary

We can look at aerial photos of places and see different features. Some of these are made (or changed) by humans, others are natural (made by nature).

Natural features include caves, rocks, cliffs, forests and mountains. Natural features are sometimes called 'physical features.' Features made by people include bridges, buildings and roads. These features are sometimes called 'human features.'

### **What types of buildings can we find in Shanghai and what are they used for?**

Shanghai is a large city with lots of offices, shops, houses, airport and schools.

### **Can you make your own map of Shanghai?**

Use what we have learnt about features of a map and the human and physical features of Leeds to make your own map.

Use compass directions and positional language to talk about the map.

### **How does Leeds compare to Shanghai?**

Look at the similarities and differences in the human and physical features of Leeds and Shanghai.

What would life in Shanghai look like compared to life in Leeds?

**Progression in geography knowledge and vocabulary**

**Engineers and Inventors**

**KEY CONCEPTS**

Place, Space, Scale, Cultural awareness and diversity.

**NATIONAL CURRICULUM COVERAGE**

- Name and locate the world's seven continents and five oceans.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language (near, far, left, right) to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map, and use and construct basic symbols in a key.

**Key knowledge**

**Vocabulary**

**Where did Amy Johnson travel on her flight?**

Know that she flew from Hull - this is in Yorkshire like Leeds.  
Know that Australia is one of the 7 continents and its location on the map.  
Know that London is the capital city of England.  
The names of the oceans that she would pass over.

Hull  
Leeds  
Yorkshire  
London  
England  
Australia  
Continent  
Ocean  
  
Map  
Key  
Photographs  
  
North  
East  
South  
West  
Direction

**Can you use maps and aerial photographs to plot the flight route on a map?**

Know the features of a map to create own maps of Amy Johnson's flight route.  
Know the compass directions: North, East, South, West to describe her journey.

Progression in geography knowledge and vocabulary

**Kings and Queens**

**KEY CONCEPTS**

Place, Space, Scale, Cultural awareness and diversity.

**NATIONAL CURRICULUM COVERAGE**

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

**Key knowledge**

**Vocabulary**

**Which countries does the King rule?**

Know the United Kingdom is made up of 4 countries - England, Scotland, Wales and Northern Ireland.

The capital cities are London, Edinburgh, Cardiff, Belfast

Know the flag of the United Kingdom is called the Union Jack and is made up of the parts of each countries flag - look at the flags of each country.

Know the seas surrounding the UK are the Irish sea, North Sea, English Channel and the Atlantic ocean.

**Where is parliament located?**

The house of parliament are in London which is the capital city of England

**ENVIRONMENTAL ISSUE How does King Charles' Charity work help the environment?**

Know that King Charles has many charities.

Look at his charities that help the environment.

How can we help the environment like Charles?

United Kingdom  
Union Jack  
England  
Scotland  
Wales  
Northern Ireland

London  
Edinburgh  
Cardiff  
Belfast

Capital city  
Country  
Flag

North Sea  
Irish Sea  
English Channel  
Atlantic ocean

Sea  
Ocean.

**Rainforests**

**KEY CONCEPTS**

Place, Space, Scale, Environmental impact and Sustainability, Physical and Human processes, Cultural awareness and Diversity, Interdependence

**NATIONAL CURRICULUM COVERAGE**

- 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
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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.
- 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

Key knowledge	Vocabulary
<p><b>Where are the rainforests in the world located?</b>                      To know the names of the 7 continents                      To know that rainforests can be found on all continents except Antarctica.                      To use a map to locate the areas of the world that rainforests can be found.</p> <p><b>What is a biome?</b>                      A biome is a large area characterized by its vegetation, soil, climate, and wildlife.                      There are six major types of biomes: aquatic, grassland, forest, desert, and tundra, rainforest                      A rainforest is one of the types of biome.</p> <p><b>What is climate and what is the climate like in a rainforest?</b>                      Climate describes the average weather for a place.</p>	<p>Continent                      South America                      Rainforest                      Biome                      Vegetation belt                      Roundhay Park</p> <p>Deforestation                      Climate zone                      Longitude                      Latitude                      equator                      Tropic of capricorn</p>



**Progression in geography knowledge and vocabulary**

The climate of a tropical rainforest is hot, humid, and rainy. Average monthly temperatures usually exceed 18°C and average precipitation is usually greater than 140mm per month.

**What are the different layers of the rainforest?**

The rainforest has 4 layers

Emergent, canopy, understorey and forest floor.

What can be found in each layer?

**What is a vegetation belt? What vegetation can be found in the rainforest?**

A vegetation belt is an area with distinct plant types, determined by climate, soil, drainage and elevation.

Vegetation regions can be divided into five major types: forest, grassland, tundra, desert, and ice sheet. Climate, soil, the ability of soil to hold water, and the slope, or angle, of the land all determine what types of plants will grow in a particular region.

Know which plants and trees grow in the rainforest.

**Where is the Amazon rainforest located?**

To know that the Amazon is located in the continent of South America.

The equator passes through South America

Location in relation to Northern/southern hemisphere and tropics of cancer and capricorn.

The Amazon Rainforest is located in 9 different countries but the majority of it (around 60%) is located in Brazil. The rest of it can be found in Peru, Colombia, Ecuador, Bolivia, Venezuela, Guyana, Suriname, and French Guiana.

**What can I find out about the key human and physical features of the Amazon rainforest from maps and digital photographs?**

Use maps and digital photographs to find out about the features of the rainforest.

The rainforest is a natural area with little human features.

**What types of forest are there in the UK?**

Know the names of the types of forest and which ones can be found in the UK.

**What can I find out about the key human and physical features of the Amazon rainforest from maps and digital photographs?**

**Can I create my own map using key features?**

To know the features of a map.

To know how to use a map with 4 figure grid references.

**How does the Amazon rainforest compare to a forest in the UK?**

Use school visit to Roundhay park to look at similarities and differences.

Tropic of cancer  
Northern Hemisphere  
Southern Hemisphere

River  
Mountain

**Progression in geography knowledge and vocabulary**

**ENVIRONMENTAL ISSUE - What is deforestation and what is the impact of deforestation?**

Deforestation is the clearing, or cutting down, of forests. The word is normally used to describe the actions of humans in removing forests from the planet.

The loss of trees and other vegetation can cause climate change, desertification, soil erosion, fewer crops, flooding, increased greenhouse gases in the atmosphere, and a host of problems for Indigenous people.

**Progression in geography knowledge and vocabulary**

**Yorkshire & North America**

**KEY CONCEPTS**

Place, Space, Scale, Physical and human processes, cultural awareness and diversity

**NATIONAL CURRICULUM COVERAGE**

- 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
- 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
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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.

**Key knowledge**

**Vocabulary**

**How is the United Kingdom made up?**

Recap from Year 2 - that the UK is made up of 4 countries - England, Scotland, Wales and Northern Ireland.  
Capital cities - London, Cardiff, Edinburgh, Belfast

UK  
Country  
County

**What are counties and what are the counties of the UK?**

The United Kingdom is split into 92 counties. (48 in England)  
The county that we live in is called Yorkshire - which is split into different parts. Leeds is in West Yorkshire.  
Know the location of Yorkshire on a map and become familiar with the names and location of some other counties.

Yorkshire  
Leeds  
York  
Hull

**What is the county of Yorkshire like?**

**What major cities are in the county of Yorkshire?**

**What human and physical features can be found in Yorkshire?**

Yorkshire is made up of 4 parts. North, South, East and West Yorkshire. Leeds is in West Yorkshire.  
We live in Leeds but Yorkshire has other cities - York, Bradford, Wakefield, Hull (Yr 2 link - Amy Johnson flight), and towns - Huddersfield, Whitby, Scarborough etc.

Yorkshire Dales  
Ingleborough  
Wharfedale  
Pen-Y-ghent  
Mountain

## Progression in geography knowledge and vocabulary

Human features of the city - buildings, transport links  
Know that Yorkshire also has lots of natural areas - Yorkshire dales.  
Some cities are similar to Leeds and some parts of Yorkshire are near the coast.

### **What are the Yorkshire 3 peaks and what are they like?**

The 3 peaks in Yorkshire are 3 mountains - Ingleborough (Yr6) Wharfedale and Pen-y-ghent.  
They are all found in the Yorkshire Dales.  
A mountain is an elevated portion of the earth's crust, with steep slopes and a summit.

### **What is it like at Ingleton falls?**

Ingleton falls are waterfalls in North Yorkshire.  
A waterfall is a river or other body of water's steep fall over a rocky ledge into a plunge pool below. Waterfalls are also called cascades.  
Visit to Ingleton falls.

### **Where in the world is North America?**

#### **What are the countries of North America?**

North America is one of the 7 continents.  
It is surrounded by the Atlantic ocean and the Pacific ocean.  
It is made up of Alaska, Canada, United States of America, Mexico and many other smaller island countries in the Caribbean.

#### **What is a state and what are the states of North America?**

The country of United States of America is split into states.  
Compare to counties of the UK  
Use maps to name and locate some states. (New York etc)

#### **How does North America compare to Yorkshire?**

Know some of the human and physical features of North America.  
How are they similar/different to Yorkshire?

#### **What are the Rocky mountains and what are they like?**

The Rockies are the largest mountain range in North America.  
They stretch 3000 miles through many states.  
The Rocky Mountains are notable for containing the highest peaks in central North America. The range's highest peak is Mount Elbert located in Colorado at 14,440 feet (4,401 m) above sea level.

Summit  
Waterfall  
Ingleton falls

North America  
State

Rocky mountains  
Niagara falls

Queen of the falls

**Progression in geography knowledge and vocabulary**

**How do the Rocky mountains compare to the Yorkshire 3 peaks?**

Compare facts and use maps and photographs to look at similarities and differences.

**What is Niagara falls and what are they like?**

Niagara falls is a group of 3 waterfalls.

Formed by the Niagara River,, the combined falls have the highest flow rate of any waterfall in North America that has a vertical drop of more than 50 m (160 ft). During peak daytime tourist hours, more than 168,000 m<sup>3</sup> (5.9 million cu ft) of water goes over the crest of the falls every minute

**How does Niagara falls compare to Ingleton falls?**

Use facts, maps and photographs to look at similarities and differences.

**YEAR 4**

**Water**

**KEY CONCEPTS**

Place, Space, Scale, Interdependence, Physical and human processes, Environmental impact and sustainability, Cultural awareness and diversity.

**NATIONAL CURRICULUM COVERAGE**

- 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
- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

**Key knowledge**

**Vocabulary**

**Where in the worlds can you find water?**

Water covers more than 70% of the Earth’s surface. The most common locations are in oceans, rivers, lakes and glaciers. It has special properties. It exists in the solid (ice), liquid (water) and gas (water vapour) states at normal temperatures on Earth. A biome is a large community of vegetation and wildlife that is adapted to a specific climate. There are five main types of biome, and these are: Aquatic, Grassland, Forest, Desert and Tundra. Some examples of aquatic biomes include lakes and ponds, rivers and seas, oceans, estuaries, coral reefs, wetlands and mangroves. There are five oceans on Earth: The Pacific Ocean, The Atlantic Ocean, The Indian Ocean, The Southern Ocean and the Arctic Ocean. The main seas are the Arctic, North Atlantic, South Atlantic, North Pacific, South Pacific, Indian, and Southern oceans. The coast is the place where land and sea meet.

Water  
Water Cycle  
Evaporation  
Condensation  
Precipitation  
Transpiration  
Biome  
Aquatic biome  
Sea  
Ocean  
Coast

**Why did people build early settlements near to water?**

Settlements are places where people live and sometimes work. They can be small or large depending on how many people live there and how many facilities there are. Facilities are places where certain things happen, for example, schools for education, parks for playing or shops for selling things.

Types of settlement:

A hamlet is a very small settlement with just a group of houses.

A village is also small but may have houses, a primary school, a few shops, a Post Office and a village hall.

A town is larger than a village, with lots of houses, primary and secondary schools, as well as sometimes having a railway station and shopping centre.

Settlement  
River  
Source  
Mouth  
River Course  
Flood Plain  
Tsunami  
Drought

## Progression in geography knowledge and vocabulary

A city is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral.

In the UK however, some cities may be small. This is because some settlements have a cathedral and this makes them a city.

Some settlements also have a special use, or function. For example:

ports - by a river or sea for ships to transport goods

market towns - where local farmers sell goods

resorts - for people to go on holiday

<https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zrbvjhv>

Many of the main cities and towns in the world are built around rivers, for example London being built on the Thames. Water is essential when building a settlement. You need water to drink, to wash, to water crops and to cook. Water also contains fish that can be eaten and it can be used as a transport route. All settlements need food so it is important to build need fertile soil, where it is possible to grow crops.

### **What is a water wheel and how does it help people?**

A water wheel is a machine for converting the energy of flowing or falling water into useful forms of power, often in a watermill.

### **Can you locate the UK's biggest cities, seas and longest rivers?**

The majority (71%) of the world's surface is covered by water. A continent is a land mass and an ocean is a large body of water.

The five oceans are The Atlantic, Pacific, Indian, Southern and Arctic

Can you locate the White Laith class rivers?

Use a map to find the Nile, Yangtze, Danube, Zambezi, Mississippi and the Amazon.

### **Where do rivers start and where do they go?**

Facts about the River Aire

<https://airerivertrust.org.uk/facts-figures-and-data/>

The river starts at the source and ends at the mouth. River features can be divided into upper course, middle course and lower course features. The lower course is the furthest from the source. The source of a river is in the mountains or tops of hills, when rain and or snow collects in valleys and flows down the sides of the 'v' shaped hills. Tributaries are small streams that join the larger river.

**Upper Course Features:** Deep 'v' shaped valleys, waterfalls, interlocking spurs. The upper course of a river has a faster current that causes erosion.

**Middle Course Features:** This is where the river meanders.

**Lower Course Features:** Floodplains and deltas.

[https://www.rgs.org/schools/teaching-resources/rivers-\(1\)/journey-of-a-river/](https://www.rgs.org/schools/teaching-resources/rivers-(1)/journey-of-a-river/)

### **What river do we have in Leeds?**

Climate zone

## Progression in geography knowledge and vocabulary

The river that runs through Leeds is the river Aire.

The River Aire is a major river in Yorkshire, England, 92 miles in length. Part of the river below Leeds is canalised, and is known as the Aire and Calder Navigation.

### **What is the Zambezi river like? (Class river)**

It is the 4<sup>th</sup> longest river in Africa.

It is 1599 miles long.

### **How does the Zambezi river compare to the river Aire?**

### **What is a reservoir and what are they used for?**

Reservoirs are big areas of water stored behind a man-made wall or dam. Reservoirs hold water which is used by people for drinking, washing up and showering. Water stored in a reservoir is released through pipes. Some reservoirs are completely man-made.

### **How does rainwater form in the first place?**

The water cycle is the path that all water follows as it moves around Earth in different states. Liquid water is found in oceans, rivers, lakes—and even underground. Solid ice is found in glaciers, snow, and at the North and South Poles. Water vapour—a gas—is found in Earth's atmosphere.

Evaporation: The Sun causes the water from the Earth to evaporate. This water evaporates from seas, lakes, streams and even puddles. When it evaporates, water turns into water vapour.

Condensation: As the water vapour rises, it cools down. As it cools down, condensation happens and water vapour condenses to small droplets of water. Clouds are made from a mix of dry air and small droplets of water.

Precipitation: As condensation continues to happen, more droplets of water vapour are formed. When the droplets become heavy and large enough, they fall back to the Earth's surface in the form of rain or snow.

Runoff and Transpiration: As precipitation happens in the form of rain or snow falling back to Earth, water is absorbed into the soil. This water is used by plants to grow - when water from plant leaves evaporates back into the atmosphere, this is called transpiration. Water may also run off and enter oceans, seas and rivers. Water then evaporates again and the water cycle begins again.

### **Can you measure the rainfall in Whinmoor?**

Rain is measured using a rain gauge.

### **Why do some people have more rain than others?**

Climate zones are areas around the world with specific patterns of weather.

Climate zones around the world are determined by the position and place of the equator.

They are: Arid, Mediterranean, Temperate, Continental, Polar



## Progression in geography knowledge and vocabulary

### **ENVIRONMENTAL ISSUES Water – Is it always good? Flooding.**

Fluvial (river flooding) and pluvial (rainwater) flooding are a result of the water system.

Building dams and flood barriers such as the Thames Barrier London can prevent flooding.

<https://www.bbc.co.uk/bitesize/articles/zjcg6v4>

Leeds floods <https://www.mylearning.org/stories/what-happens-when-it-floods/1131>

### **Water – Is it always good? Tsunami**

A tsunami is a giant wave or series of waves caused by a huge earthquake or volcanic eruption under the ocean. These occur from movement in the Earth's crust. The earthquake causes a large amount of water to be displaced very quickly

Tsunami of 2004

### **Water- What happens when we don't have enough?**

Droughts happen when there is not enough rain for a long period of time. It's not like a dry spell - there is so little precipitation (rain, snow, sleet or any kind of moisture) that a whole region starts to dry out.

<https://www.bbc.co.uk/newsround/14325352>

## Progression in geography knowledge and vocabulary

### Greece

#### **KEY CONCEPTS**

Place, Space, Scale, Physical and Human processes, cultural awareness and diversity, interdependence

#### **NATIONAL CURRICULUM COVERAGE**

- 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
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
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- Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

#### **Key knowledge**

#### **Vocabulary**

#### **Where in the world is Greece? Can you locate Greece on a map?**

Greece is located in Southern Europe, between Albania and Turkey.  
It borders the Aegean Sea, Ionian sea and the Mediterranean Sea.  
Countries that are near to it are Albania, Bulgaria, Macedonia and Turkey.  
Greece is in the northern hemisphere. North of the equator.

#### **Can you describe the physical geography of Greece?**

The coastline of Greece is 13,676km in length.

Greece consists of a large mainland, two smaller peninsulas and a large number of islands..

Some islands are Crete, Rhodes and Corfu.

80% of Greece is mountainous. The Pindus mountain range stretches across the centre of the country. Its highest point is 2637m above sea level.

Mount Olympus is the highest point in Greece at 2919m above sea level.

Greece has a Mediterranean climate. Some areas have mild and wet winters, followed by hot, dry summers.

<https://kids.nationalgeographic.com/geography/countries/article/greece>

#### **Can you describe human features of modern Greece?**

Use maps and photographs to look at buildings in Greece.

Continent  
Europe  
Greece  
Equator  
Hemisphere  
Sea  
City  
Human feature  
Physical feature  
Climate  
Settlement  
Population

**Progression in geography knowledge and vocabulary**

The population of Greece is 10.6 million  
Capital city is Athens.  
Many settlements around the coast.

**How do the human and physical features of Greece compare to the UK?**

**Progression in geography knowledge and vocabulary**

**Romans**

**KEY CONCEPTS**

Place, Space, Scale, Physical and Human processes, cultural awareness and diversity, interdependence

**NATIONAL CURRICULUM COVERAGE**

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**Key knowledge**

**Vocabulary**

**Where in the world is Rome? Can you locate Rome on a map?**

Rome is located in Italy in Southern Europe  
It borders the Adriatic sea, Ionian sea and the Mediterranean Sea.  
Countries that are near to it are France, Switzerland, Austria, Croatia.  
Italy is in the northern hemisphere. North of the equator.

**Can you describe the physical geography of Italy?**

Originally built on the banks of the River Tiber, Rome was encircled by seven hills – Aventine, Palatine, Capitoline, Caelian, Esquiline, Quirinal and Viminal.  
Italy's geography is mainly comprised of mountainous terrain with scattered valleys. This is because Italy is a peninsula, as it is an extension of land surrounded by the vast Mediterranean Sea surrounded by multiple islands. Italy, thanks to the sea, has a Mediterranean climate.

**Can you describe human features of modern Rome?**

Use maps and photographs to look at buildings in Rome/Italy.  
The population of Italy is 59 million.  
Capital city is Rome  
Many settlements around the coast.

Continent  
Europe  
Rome  
Italy  
Sea  
City  
Equator  
Hemisphere  
Human feature  
Physical feature  
Climate  
Settlement  
Population

**Progression in geography knowledge and vocabulary**

**How do the human and physical features of Italy/Rome compare to the Leeds/UK?**

**Which countries, as we know them today, were part of the Roman Empire?**

Rome is in Europe. The Roman Empire consisted of most of what we know of Europe today, as well as parts of Africa and the Middle East. This includes countries like Spain, France, Greece, England, and parts of Northern Africa.

**Where did Emperor Hadrian build a wall?**

Hadrian's Wall extends across Northumberland and Cumbria, and once marked the north western border of the Roman Empire. The wall stretches from Bowness on Solway, Cumbria in the east to Wallsend, Newcastle in the west.

**Where did the Romans build their main roads in Britain?**

Important Roman cities were:

Londinium - London.

Isurium - Aldborough.

Aquae Arnemetiae - Buxton.

Eboracum - York.

Deva - Chester.

Lindum Colonia - Lincoln.

Camulodunum - Colchester.

Isca Dumnoniorum - Exeter.

**Slavers and Traders**

**KEY CONCEPTS**

Place, Space, Interdependence, Physical and human processes, Environmental impact and sustainability, Cultural awareness and diversity.

**NATIONAL CURRICULUM COVERAGE**

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**Key knowledge**

**Vocabulary**

**What is trade?**

Buying and selling things is called trade.

Trade is an important way for countries to make money and has been happening across the world for hundreds of years.

Today, goods are carried around the world in container ships from port to port and by aeroplane.

**What do we trade?**

some countries have resources, such as oil, or skills, such as car manufacturing, that other countries will buy. Both people and countries want trade to benefit them

<https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zk4rmfr#:~:text=What%20is%20trade%3F,to%20port%20and%20by%20aeroplane.>

**Which countries does the UK trade with? Which trade links are important to the UK?**

**What does the UK import and Export?**

Top trade: <https://www.worldstopexports.com/united-kingdoms-top-import-partners/>

UK export goods: <https://www.statista.com/statistics/281807/largest-export-commodities-of-the-united-kingdom-uk/>

Information and lessons plans on trade: <https://www.rgs.org/schools/teaching-resources/global-trade/what-does-the-uk-export-and-to-where/>

**How and why has trade changed in the UK?**

Settlement  
Trade  
Resources  
Distribution  
Economy  
Climate zone  
Vegetation  
Fair Trade  
Transport  
  
Export  
Import

## Progression in geography knowledge and vocabulary

<https://www.english-heritage.org.uk/learn/story-of-england/victorian/commerce/>

### **ENVIRONMENTAL ISSUE What is Fair Trade?**

Resources: <https://schools.fairtrade.org.uk/teaching-resources/#page-1>

The Fairtrade Foundation was established in 1992. It aims to give farmers in poor communities around the world a better deal. By becoming a Fairtrade farmer or worker, you can: Plan for the future because you have a regular income.

Own 50% of the business, giving you an equal voice in decision making. Larger plantation companies must protect workers' rights, keeping them safe and healthy. Fairtrade Premium is an additional sum of money, which goes towards developing the farming community, protecting the environment farmers live and work in.

Fairtrade Price is a guaranteed minimum price for goods, which covers the cost of sustainable production and provides a good standard of living. You can identify Fairtrade products by looking for the Fairtrade logo.

The Fairtrade system supports 1.65 million farmers and farm workers. Includes 1226 producer organisations. One in three bananas bought in the United Kingdom is Fairtrade! You can identify Fairtrade products around your home by looking for the Fairtrade logo. Examples of Fairtrade products include coffee, tea, bananas, flowers, chocolate, gold and cotton.

### **How does the weather and climate affect where food can grow?**

The world has different climate zones, biomes and vegetation. These affect the types of foods that can grow in different place around the world.

### **Where were the invaders and settlers in North America?**

Locate where the 13 original colonies and compare to the current 50 states.

Information on the 13 original states:

For many people in England in the 1500s, North America was a land of opportunity. The London Company (later called the Virginia Company) paid for settlers to move to America. The settlers then repaid them with the money they earned in their new land.

At that time, there were no states in North America. Thirteen colonies existed that were settled by European colonists. These colonies were separated into three regions, the New England Colonies, the Middle Colonies, and the Southern Colonies.

The New England Colonies included Massachusetts, Connecticut, New Hampshire, and Rhode Island. The New England Colonies experienced long, cold winters and mild summers. Due to the weather conditions, New England was not a good place to farm.

The Middle Colonies included Pennsylvania, New York, New Jersey, and Delaware. The Southern Colonies included Maryland, Virginia, North Carolina,

South Carolina, and Georgia. The Middle Colonies were perfect for growing wheat and other grains. They soon became known as the "Bread Basket Colonies" because of the high-quality crops.

The Southern Colonies included Maryland, Virginia, North Carolina, South Carolina, and Georgia. Tobacco, rice, cotton, and indigo were the main crops grown in the Southern Colonies. The mild weather, fertile soil, and long growing season in the south led to the development of plantations.

**Progression in geography knowledge and vocabulary**

The Underground Railroad – How slaves navigated from Southern American states to Northern American states

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.



## Progression in geography knowledge and vocabulary

### World War 2

#### **KEY CONCEPTS**

Place, Space, Scale, Interdependence, Physical and Human processes.

#### **NATIONAL CURRICULUM COVERAGE**

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#### **Key knowledge**

#### **Vocabulary Books**

#### **Which countries were involved in WW2 and where are they located?**

##### **Where is Russia?**

the Axis powers—Germany, Italy, and Japan—and the Allies—France, Great Britain, the United States, the Soviet Union, and, to a lesser extent, China.

At the start of World War II, Russia and Germany were friends. However, on 22 June 1941 Hitler, the leader of Germany, ordered a surprise attack on Russia. Russia then became an enemy of the Axis Powers and joined the Allies.

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-geography-of-world-war-two/zv99rj6>

[https://school-learningzone.co.uk/key\\_stage\\_two/ks2\\_history/british\\_history/world\\_war\\_ii/world\\_war\\_ii.html](https://school-learningzone.co.uk/key_stage_two/ks2_history/british_history/world_war_ii/world_war_ii.html)

##### **Which places were invaded?**

<http://www.paultonjuniorschool.co.uk/wp-content/uploads/2021/01/15.1.2021-History.pdf>

##### **Which areas of the UK were bombed?**

<https://www.dailymail.co.uk/sciencetech/article-7579787/Heat-map-reveals-devastating-impact-bombs-fell-UK-World-War-II.html>

##### **Bombs dropped on Leeds and surrounding area**

<https://www.google.com/maps/d/u/0/viewer?ie=UTF8&oe=UTF8&msa=0&mid=1vGRsy0Qq03OO7URBcF2CAAbXHj4&ll=53.7569070000002%2C-1.33359400000000068&z=9>

##### **Why different areas were bombed outside London:**

<https://www.iwm.org.uk/history/the-blitz-around-britain>

##### **How was trade affected by the war?**

Britain is an island and by the outbreak of World War Two, it did not have enough farmland to sustain its increased population. The German Government tried to disrupt delivery of goods by sea to Britain. The Battle of the Atlantic saw the destruction of many British

Europe  
UK  
Countries  
Continent

**Progression in geography knowledge and vocabulary**

merchant ships by German U-boats. The problem was solved by importing a great deal of goods from the British Empire. This resulted in a number of campaigns such as 'Dig for Victory' and 'Make do and Mend' campaign.

<https://www.bbc.co.uk/bitesize/guides/z6ctyrd/revision/3>

**Progression in geography knowledge and vocabulary**

**Ancient Civilisations – Egypt**

**KEY CONCEPTS**

Place, Space, Scale, Interdependence

**NATIONAL CURRICULUM COVERAGE**

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**Key knowledge**

**Vocabulary**

**Where is Egypt located?**

Egypt is located in the continent of Africa.  
It is close to the Mediterranean sea.

**What it is like in Egypt? (Human and Physical features)**

Over 90% of Egypt is covered by desert, which was often referred to as the Red Land and was not easily habitable. The River Nile was a major influence on the daily lives of the people. In ancient times, most of the population occupied the area on the banks of the river, the Kemet or Black Land, named after the dark silt that remained when the flood waters receded. This was where the farmers grew their crops.

Egypt’s landscape boasts two distinctive physical features that have shaped its fortune: the dry, ever-changing sands of the Sahara Desert; and the world’s longest river, the Nile. The River Nile, that flows north into Egypt from Sudan, has crossed half of Africa to get there. And, on Egypt’s coast, the Nile finally pours into the Mediterranean Sea, but not before providing a vitally important water source that sustains Egypt’s population.

Summers are hot – temperatures can reach a sizzling 50°C! Winters are milder; the coolest months are December, January and February when temperatures average 14 or 15 °C. In the desert there can be extreme contrasts in temperature within a 24-hour period. For Egyptians, this means coping with scorching hot days and bitterly cold nights when temperatures can drop to 0°C. Rainfall is limited. Capital Cairo receives just 25 mm (or 1 inch) of rain in total for a whole year! Compare that with the 600 mm (23 inches) of rain that umbrella-loving London gets, or the 1,000 mm (40 inches) that fall in even wetter Washington DC in a year. So, you can see why the River Nile is so important for Egypt. The weather is wettest on the Mediterranean coast. In Alexandria, city-dwellers enjoy seven or eight times more rain than Cairo over a period of twelve months. You might assume Egypt is an ocean of yellow sand extending from Sudan, in the south, all the way north to the Mediterranean Sea – it’s big area of the Sahara Desert after all.

Egypt  
Africa  
Desert  
Biome  
Landscape  
Climate  
Nile  
Trade  
Settlement  
  
Time Zone  
Day  
Night  
Prime meridian  
Greenwich

## Progression in geography knowledge and vocabulary

In fact, this country is greener than you might expect, especially in places where the mighty River Nile feeds the soil.

### **What is a desert biome?**

#### **What other landscapes can be found in Egypt?**

Desert biomes are the driest of all biomes.

The following are the key characteristics of the desert biome: little rainfall (less than 50 centimeters per year) temperatures vary greatly between day and night. high evaporation rates

[https://www.youtube.com/watch?v=Nwri6J\\_J9JA&t=213s](https://www.youtube.com/watch?v=Nwri6J_J9JA&t=213s)

<https://kids.nationalgeographic.com/nature/habitats/article/desert>

### **What is the river Nile like and why was it important? (Trade)**

#### **Why did people settle near to the Nile?**

**Name:** The Nile, from the Greek 'neilos' which means 'valley'.

**Length:** It is 6,695 kilometres (4,160 miles). The longest river in the world!

**Source:** The source of the Nile is found in Burundi or Rwanda (expeditions to find the source in recent years have followed tributaries in both countries) where smaller rivers begin that flow into Lake Victoria.

**Mouth:** The mouth of the Nile is a delta, shaped like a triangle (just like the Greek letter delta Δ). Here the river flows into the Mediterranean Sea in Egypt.

**Location:** The river's most distant tributaries flow from Burundi and Rwanda. Tanzania, Uganda, and Kenya share Lake Victoria, the body of water that the Albert Nile flows out of. Travelling north the river then winds its way through South Sudan, Sudan, and Egypt. Ethiopia is where the Blue Nile begins.

The Nile has two main tributaries: the Blue Nile and the White Nile. The Blue Nile begins in the Ethiopian Highlands, flowing from Lake Tana. The White Nile was once thought to start at Lake Victoria, but this giant international pool has rivers feeding it – the longest of which start in Burundi and Rwanda.

The Blue Nile joins the White Nile at Khartoum in Sudan to form the River Nile. At this confluence (or the point where they join) you can see a real difference in the colour of the rivers, especially with a bird's eye view. These rivers have flowed over different rocks on their journey to Khartoum and the fine rock material carried in the water changes their appearance, although you couldn't say the Blue Nile was bright blue! It's more a dark murky brown, darker than the White Nile anyway. Many animals live in and around the Nile, the most famous is the Nile crocodile, that can grow as long as six metres! Snakes, hippos, buffalo and different species of antelope can also be found along the Nile.

Nile was the reason that the first farmers settled there around 5000BC. The river was used for water, food and transport, as well as making the soil in the area perfect for growing crops. The river banks were also filled with a reed called papyrus, which was turned into a kind of paper. The ancient Egyptians also used these reeds to build the boats that they would use to transport people, goods and

## Progression in geography knowledge and vocabulary

materials up and down the river. The ancient Egyptians would also use the river to catch fish with spears and nets as well as catch birds that came to the water.

The melting snow on the Ethiopian mountains and the summer rain is what caused the flood. The water would rush down the Nile and into Egypt where it would burst the banks and flow onto all the nearby flat fields. The farmers would then build mud-brick reservoirs to keep the water in. They would then build canals to allow the water to flow near their land to make it easy to move to the crops.

River Nile day: <https://visibleearth.nasa.gov/images/108771/the-nile-egypt?size=medium>

River Nile night: [https://www.nasa.gov/multimedia/imagegallery/image\\_feature\\_1923.html](https://www.nasa.gov/multimedia/imagegallery/image_feature_1923.html)

Notice that because of the lights, on the night time satellite image, you can see that the vast population is still based close to the river, just like when the Ancient Egyptians first settled there.

### **How did the Ancient Egyptians use a calendar and time?**

<https://egypt.mrdonn.org/calendars.html>

Around 3,500 BCE (a long, long time ago), the Egyptians used the shadows the giant stone obelisks cast on the ground to tell the time of day. Each obelisk was built to tell a story. But they worked very well as shadow clocks. Later on, the ancient Egyptians invented the first portable timepiece. It was also a shadow clock, but you could carry it around with you. It was light weight, and about a foot long, maybe a little longer. It had a raised section in the middle. The rod was marked with 10 or 12 sections. To tell time, you pointed the end of the rod towards the east in the morning and towards the west in the afternoon. The raised center piece cast a shadow on the rod. Where the shadow fell on the markings would tell you what time it was. This creative invention is known as the ancient Egyptian shadow clock.

Prime/ Greenwich Meridian and time zones (including day and night)

Resource: <https://www.cgpbooks.co.uk/getmedia/ac7904ed-6225-41c5-9318-09d9e5950db4/CGP-KS2-Geography-Worksheets#:~:text=They%20decided%20to%20choose%20one,UK>

Video: <https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjk46v4>

Extra info: <https://www.rmg.co.uk/stories/topics/what-prime-meridian-why-it-greenwich>

## Progression in geography knowledge and vocabulary

### YEAR 6

#### **Ingleborough**

##### **KEY CONCEPTS**

Place, Space, Scale, Physical and Human processes, Environmental impact and sustainability.

##### **NATIONAL CURRICULUM COVERAGE**

- 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
- 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
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,
- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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.

##### **Key knowledge**

##### **Vocabulary**

##### **Where is Ingleborough located?**

##### **Where is Ingleborough on a map using 6 figure grid references?**

Ingleborough is in the south-western corner of the Yorkshire Dales, at the highest point of a triangle of land with corners at Ingleton, Ribbleshead and Settle.

It is near towns Ribbleshead, Ingleton and Clapham.

##### **What is a mountain and how are they formed?**

Mountains are formed when huge areas of land hit each other. The surface of Earth is made up of lots of different sections called tectonic plates, and mountains can be formed in different ways when these plates collide or when magma can get from the centre of the earth up to the surface

There are five different types of mountains – fold, fault-block, dome, volcanic and plateau

A mountain is any land mass that is 1,000 feet above the surrounding land.

The highest point of a mountain is called a summit or a peak.

The tallest mountain in the world is Mount Everest, and it's 29,029 feet high.

Mountain  
Grid references  
Tectonic plates  
Summit  
Peak  
Range  
Fold  
Fault block  
Dome  
Volcanic  
Plateau  
  
Ingleborough  
Vegetation

## Progression in geography knowledge and vocabulary

When mountains are formed next to each other, it's called a mountain range.

Mountains have a valley, summit, foot, plateau and slope.

The temperature on mountains becomes colder the higher the altitude gets. Mountains tend to have much wetter climates than the surrounding flat land.

### **What type of mountain is Ingleborough?**

The top of Ingleborough is a large flat plateau with a number of features. It was once believed that the summit was the site of an Iron Age hillfort and indeed the name Ingleborough is Old English for 'The fort on the peak hill'

### **What vegetation can be found at Ingleborough?**

Where limestone occurs close to or on the surface the whole suite of limestone country habitats can be seen. Small base-rich wetlands can be seen with Yorkshire primrose, limestone pavement with bloody crane's-bill, calcareous grassland with common rock-rose and limestone rock outcrops, cliffs and scree with juniper. Elsewhere on deeper acid soils the full range of moorland and moorland fringe habitats occur.

### **Where are the mountains of the UK located?**

### **What is a Thematic map?**

### **How do contour lines show higher ground?**

A contour line is a line drawn on a topographic map to indicate ground elevation

### **What are the 8 points of a compass?**

North, East, South, West, North East, North West, South East, South West.

### **What are the human and physical features of Ingleborough and the surrounding areas?**

### **How is the land used at Ingleborough? What is rewilding?**

<http://rewildingbritain.org.uk/rewilding-projects/ingleborough-national-nature-reserve>

Contour lines  
Conservation  
Landscape  
Rewilding

**Progression in geography knowledge and vocabulary**

**Coasts**

**KEY CONCEPTS**

Place, Space, Scale, interdependence, Physical and human processes, environmental impact and sustainability, Cultural awareness and diversity.

**NATIONAL CURRICULUM COVERAGE**

- 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
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- 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.

**Key knowledge**

**Vocabulary**

**What is a coast? What are the features of a coast?**

The coast is where the land meets the ocean and the sea.

Groyne, pier, cliff, beach, headland, bay, cave, arch, stack, seashore, mudflats.

**How are coastlines formed?**

The boundary of a coast, where land meets water, is called the coastline. Waves, tides, and currents help create coastlines. When waves crash onto shore, they wear away at, or erode, the land.

**ENVIRONMENTAL ISSUE What is coastal erosion and what affect does erosion have?**

Coastal erosion is the name given to the process of the coastline being worn away by destructive waves. There are different types of coastal erosion, including abrasion, attrition, and hydraulic action.

Erosion at the coast can result in the formation of features such as sea caves, arches, bays, and coves. It can also cause the destruction of land and homes when cliffs fall into the sea

Longshore drift is the process of sediment transportation across a beach

**How has Whitby been affected by coastal erosion?**

An entire section of the Cleveland Way close to Saltwick Bay has disappeared, due to coastal erosion.

<https://www.gazettelive.co.uk/news/teesside-news/whitby-cliff-fall-pictures-show-15324986>

Coast

Groyne

Pier

Cliff

Beach

Headland

Bay

Cave

Arch

Stack

Shore

Mudflats

Waves

Tides

Currents

Erosion

Sea defences



## Progression in geography knowledge and vocabulary

### **What are sea defenses and how do they work?**

ways of protecting land from being flooded or worn away by the sea.  
Sea wall, groynes, gabions, rock armour, revetments, beach nourishment

### **Where is Whitby located?**

Whitby is situated on the east coast of Yorkshire facing the North Sea in a deep valley at the mouth of the River Esk.  
County- Yorkshire

### **What are the key human and physical features of Whitby?**

Buildings, climate, population, transport, leisure, employment, natural features.

### **What is tourism like in Whitby and why is it important?**

Whitby attracts visitors from around the globe because of the rich mixture of coastal and countryside scenery, maritime heritage, ancient history and proximity to a wide array of nearby attractions such as the North York Moors Steam Railway, historic York and Heartbeat Country

Many jobs are involved in the tourism industry- hotels, shops, restaurants  
They rely on visitors to bring money to the area.

### **How does Whitby compare to Leeds?**

### **Where is the Costa del Sol (Malaga) located?**

Malaga is located in the south of Spain, in the autonomous region of Andalusia. It is nearly in the middle of Costa del Sol, on the Mediterranean coastline, at the mouth of the Guadalmedina River.

### **What are the key human and physical features of Malaga?**

Buildings, climate, population, transport, leisure, employment, natural features.

### **What is tourism like in Malaga and why is it important?**

### **How does Whitby compare to Malaga?**

Links:

<https://www.3dgeography.co.uk/coastal-geography-videos>

<https://www.dkfindout.com/uk/earth/coasts/>

Whitby  
Yorkshire

Tourism  
Economy

Spain  
Europe  
Costa Del Sol  
Malaga

Climate  
Population  
Transport  
Leisure  
Employment