Knowledge Progression
Year 5/6 Geography

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
Key Vocabulary	Rural Urban Asia, Africa, peak, satellite, choropleth, population density, Oceania, time zone, daylight saving, latitude, longitude, city, region, Greenwich Mean Time, topography Land use	Sustainable development, Urban, Rural, Climate, Human features, Physical features, Third world, The Tropics Fair trade, port, harvest, economic/economy.	Lava flow, tectonic, magma chamber, tuff, pyroclastic flow, Biome, eco-system, desert, rainforest, deciduous, taiga, savannah, temperate climate, tundra Evaporation, Sea level, Tributary Distribution, nuclear, eco-power, turbine,	Urbanisation, Compass, Grid reference, Ordnance survey, Human features, Physical features Grid references, co-ordinates, global positioning satellite.
Previous knowledge/ Learning	*In LKS2, our children learnt to:* *G1* - Name and locate the main counties in England (Yorkshire, Lancashire, West Midlands, Kent, Sussex, Surrey) and cities in the UK (Leeds, Bradford, Newcastle, Manchester, Liverpool, London, Birmingham, Edinburgh, Cardiff, Belfast), identifying their physical and human characteristics and their topographical features – hills, mountains, coasts and rivers whilst comparing an urban and a rural area. *G2* - Know the Tropic of Cancer and Capricorn, the equator (northern and southern hemispheres), the Arctic and the Antarctic Circle and can demonstrate why areas of the world are warmer/colder than the UK. *G3* - Identify the longest rivers in the world, the largest deserts, the highest mountains and have compared these to the UK's (Ben Nevis, Snowden, The Thames, The Severn, The Aire, The Wharfe) *G4* - Know the key differences (location, environmental regions and associated biomes, cities, human and physical features) between living in the UK, living in Brazil.	*In LKS2, our children learnt to:* *G5* - Know at least five differences between living in the UK and a Mediterranean country (Greece) Explore the similarities and differences in terms of human and physical characteristics. Describe the advantages and disadvantages of Leeds vs Greece.	*In LKS2, our children learnt to:* *G6* - Know that earthquakes are usually caused by seismic movements in the tectonic plates. *G7* - Label a volcano: lava, magma, crater, chamber and can talk confidently about where eruptions occur more regularly and why. Furthermore, they evaluate when/where/why earthquakes and volcanoes are more destructive – plate tectonics and the Ring of Fire. *G8* - Label the main features of a river: source, meander, tributary, mouth, bed, flood plain, delta, waterfall. *G9* - Explain the water-cycle including transpiration. *G10* – Know how rivers are utilised (trade links and damning for power) *G11* - Know why most cities are located by a river (Stone Age and Roman link) and have investigated this using satellite imagery. *G12* - Can, on a satellite image, locate some biomes (desert, tropical rainforest, temperate forest) and explain how two biomes differ using bar charts (temperature) or line graphs (rainfall). *G13* - Label layers of a rainforest and can identify patterns in countries where deforestation is an issue and advise the beef, soy and palm industries on the consequences of their actions on a global scale.	*In LKS2, our children learnt to:* *G14* - Understand the basic symbols and keys used on an Ordnance Survey map of Yorkshire. *G15* - Know the eight points of a compass and four-figure grid references and can use them practically. *G16* - Plan a walk in the local area highlighting the landmarks using an OS map.
N.C. Objectives	1. 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. 2. Name and locate counties and cities of the UK, 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. 3. 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)	1. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America.	1. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. 2. 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.	1. Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied. 2. Use the eight points of a compass. Four and six-figure grid references, symbols and keys (including the use of Ordnance Survey Maps) to build their knowledge of the UK and the wider world. 3. 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.

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Key Knowledge – what do we want our children to know before they leave our year group? How will we get them there? How is that personalised to Tranmere?

Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
POWERFUL KNOWLEDGE: *OUR CHILDREN WILL:* *G1* - Know the names of and locate at least eight European countries associated with WW2. (identifying their topographical features – hills, mountains, coasts and rivers), eight major capital cities (European and global - WW2 link – Berlin, Warsaw, Prague, Paris, London, Amsterdam, Brussels, Moscow) and ten cities in UK. (see 3/4 coverage) *G2* - Know about time zones (night and day) and work out the differences (learn about one of the following: US for TV scheduling, New Year for different nations, why sporting events like the ashes start so late here) whilst learning about lines of longitude and latitude and the Prime/Greenwich Meridian. *HOW DOES THIS LOOK AT TRANMERE?* In cycle 1: Weather and Climate - The children will study lines of longitude and latitude and discuss the Northern and Southern Hemisphere. Each child will become a weather expert on one of the six climates zones (Koppen Climate Classification: Polar, Temperate, Arid/Desert, Tropical, Mediterranean, Mountains). They will, in order to prepare for a presentation, research and create a world map that identifies countries within their climate zone shading these in, will create a line graph for the average temperature of a country or a city within their climate zone discussing seasonality, will create a line graph for the average rainfall for that country or city and the physical characteristics of their climate zone and the animals that thrive there. Having done this, they will present their findings to students who haven't studied their climate zone helping them to add the information to their line graphs, global maps etc. The end goal is for the children to have a rich knowledge about all six climate zones. - Now that the children understand longitude, enhance their understanding using time zones. They will study the Prime Greenwich Meridian and will explain why Sydney sees new years before London (mention that China are the only ones to have their own time zone). In cycle 2: WW2 - On a map of the globe, the children will plot major European cities involved in the conflict. They will record key geographical features of Europe on the map using a key and will discuss how these will have influenced Hitler's invasion plans (Why did he invade Poland? – Danzig port. Why did Hitler not invade Spain? - Pyrenees Why did Hitler want the Rhineland? – Rhine river). Further enhancing our map, we will study Choropleth maps for the death tolls of military and civilian deaths (noticing how high these were in Russia and explaining this with reference to climate).	*POWERFUL KNOWLEDGE:* *OUR CHILDREN WILL:* *G3* - Name and locate the key topographical features and significant human features: including coast, hills, mountains and rivers in UK and contrast these to Africa. Name and locate major African cities (Johannesburg, Cape Town, Cairo, Asmara, Khartoum, Tripoli, Nairobi) and countries (Kenya, Ethiopia, Somalia Eritrea, Sudan, Egypt, Libya, South Africa), including, human features: Luxor, Petra, Pyramids, Robben Island, Sphinx, Slave Lodge, population density and languages) and the physical geography (mountains, lakes, weather and climate zones, oceans, rivers, deserts, grasslands and valleys). *G4* - Discuss the advantages and disadvantages of visiting South Africa focussing on economic factors, racial tensions, graphing climate information and comparing the biomes to the UK. *HOW DOES THIS LOOK AT TRANMERE?* In cycle 2: Local Geography and Book Study (Boy 87) - The children will complete a continental study of Africa. On a continental map, they will plot the key human and physical features as outlined above. Looking at satellite images of Africa, the children will predict the population density of countries and will predict which countries will enjoy the greatest tourist trade. The children will create a choropleth map for population density and will check to see whether their predictions were correct. They will then be given a choropleth map for tourism density and will evaluate whether that prediction was correct. The children will learn about six-figure references and will create a math-based quiz for their map. Finally, the children will compare birth and death rates of the UK and Ethiopia.	*POWERFUL KNOWLEDGE:* *OUR CHILDREN WILL:* *G5* - Know what is meant by biomes and can name the features (habitats, climate, geographical locations) of: Tundra, Desert, Deciduous forest, Alpine, Grasslands, Savannah, Tropical rainforest, Temperate forest, Taiga forest, Marine, Freshwater and Coral Reef. To know that vegetation belts are the plant life within a biome and explain why these are essential. *G6* - Know why industrial areas and ports are important, whilst knowing the human and physical differences between MEDCs (developed) and LEDC (third world) countries and how their distribution of natural resources affects trade and economic development. *G7* - Understand how climate (Central and Southern America) affects product production and how it can be traded and transported to generate economic growth – bananas and fair trade (unfair/fair distribution of resources). *HOW DOES THIS LOOK AT TRANMERE?* In cycle 1: Weather and Climate - Each child will become a biome expert on one of the twelve biomes (see above). They will, in order to prepare for a presentation, research and create a world map that identifies countries within their biomes shading these in, will create a line graph for the average temperature of a country or a city within their biome discussing habitats, will create a line graph for the average rainfall for that country or city and the physical characteristics of their biome and the plant life that thrives there (vegetation belt). Having done this, they will present their findings to students who haven't studied their biome helping them to add the information to their line graphs, global maps etc. The end goal is for the children to have a rich knowledge about all twelve biomes. In cycle 2: The Mayans - Children will learn about the natural resources enjoyed by the Mayans: wood, gold, bronze, cattle, chocolate. They will then form tribes and have said resources unfairly distributed to them to represent the unfair distributions around the globe. To survive, wearing head dresses and tribal masks, the children will trade resources with one another on the playground/banks. - For trade lesson number 2, will bring their understanding up to modern day as our children will assume the role (unbeknownst to them) of either an MEDC or an LEDC and as a result will either be blessed with natural resources (pencils, pens, rulers, compasses etc. – representing energy, food, minerals and water) or not. They will then begin a trading game, across all 3 classes, that will highlight how unfairly resources are distributed around the globe. During this trading game they will be charged with producing: cars, phones, washing machines, cheese and tyres and will suffer from financial crashes, civil wars and tsunamis. - The final trade lesson will focus on Fairtrade. We will begin by learning about the journey of a banana from stalk to fork. Our children will learn about the trading of bananas and, through drama and role play, assume the role of the banana worker, plantation owner, shipper, shops/supermarkets, importer and ripener and will learn what role each of these key characters play in delivering the banana from plant to shop. Then we will estimate and debate how much of the profits each worker should receive for it to be fair before revealing who makes the most money during the production of bananas. The purpose of this being an enhanced understanding of the principles and moral integrity of fair-trade products. In cycle 2: WW2 - The importance of industrial areas and ports are covered when learning about Danzig, the Rhine Land and the Ruhr.	*POWERFUL KNOWLEDGE:* *OUR CHILDREN WILL:* *G8* - Know how to use graphs to record features such as temperature or rainfall across the world. Complete a traffic analysis comparing traffic on the Tranmere estate to traffic on the Bradford Road. Following this, they graph their findings and compare them to traffic images (google maps) from Leeds during rush hour, midday and evenings. *G9* - Can use six-figure grid references to create a map that includes a comprehension/quiz about Africa that incorporates OS symbols. *HOW DOES THIS LOOK AT TRANMERE?* In cycle 2: Local Geography and Book Study - As previously mentioned, the children will learn about 6 figure references during their Africa study. - Entry point: The children will use world maps to place GB and they will place Saltaire in relation to Guiseley, designing a set of instructions for travelling there by car, train or bus. - Why was Saltaire a good place to build a new village? The children will look at old maps discussing local infrastructure and geographical features. Including: Eco/sustainable schools, travel and traffic, local wellbeing, buildings and grounds and inclusion and participation. They will have a class debate about the geographical reasons why Titus chose Saltaire. - The children will write a persuasive letter from Titus trying to convince the council that Saltaire is the best geographical place for the mill (English Link). - The children will complete a traffic analysis. They will, at intervals throughout the day, measure traffic flow at a multitude of locations. These will include, Ridgeway, Thorpe Lane, Hawksworth Lane and Bradford Road. Following this, they will graph their findings and compare the traffic flow at the start, middle and end of the school day. Next, they will, using google maps (just click the three lines – menu button to the left of the search bar and select traffic information), study routes into Leeds City Centre and will explain the best route and the best time of day to travel from Guiseley into Leeds.