

# Geography Yearly Overview

## EYFS progression map from birth to the end of Reception year

### Area of Learning Understanding the World

#### Concept:


#### People, Culture and Communities

**Geography – should be delivered through the use of geographical skills, fieldwork (Using maps and directions, drawing maps, fieldwork, positioning) and enquiry (Express Views, patterns, research, data).**


**Educational Programme from the EYFS framework:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

|   |           | Geography – Locational and Place Knowledge   |  | Geography – Human and Physical Geography  |   |   | ELG   |  |
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|   |           | UK   | The World  | Weather and Climate   | Making comparisons  | Land use and Physical features  | Environmental   | Children at the expected level of development will: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; 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. |
| Progression steps to enable typical progression within this concept | Birth – 3 | <ul style="list-style-type: none"> <li>I can explore place through small world explorations.</li> </ul>  | <ul style="list-style-type: none"> <li>I can explore culturally diverse small world toys and artefacts.</li> </ul>   | <ul style="list-style-type: none"> <li>I can use some words to label the weather e.g. rain, sun, hot</li> </ul>   | <ul style="list-style-type: none"> <li></li> </ul>  | <ul style="list-style-type: none"> <li></li> </ul>  | <ul style="list-style-type: none"> <li></li> </ul>  |  |
|   | 3-4 yrs   | <ul style="list-style-type: none"> <li>I can describe a familiar route e.g. where I walk to get to nursery.</li> <li>I can describe where a story is taking place (the setting) e.g. in a forest.</li> </ul>   | <ul style="list-style-type: none"> <li>I know that there are different countries in the world.</li> </ul>  | <ul style="list-style-type: none"> <li>I know that when the weather is cold I need to wear a coat.</li> </ul>   | <ul style="list-style-type: none"> <li>When looking at photos and/or artefacts, I can talk about how some countries are different to .....</li> </ul>   | <ul style="list-style-type: none"> <li>I can explore land use through creating small world settings e.g. a farm, a building site, a dinosaur island etc.</li> </ul>   | <ul style="list-style-type: none"> <li></li> </ul>  |  |
|   | Reception | <ul style="list-style-type: none"> <li>I can remember where areas within the school are: my classroom, reception’s garden, the main office, the hall, the KS1 playground</li> <li>I can look at aerial photographs of ..... and begin to identify the school, roads, fields, shops, houses and paths etc.</li> </ul> | <ul style="list-style-type: none"> <li>I know that we all live on a planet called Earth.</li> <li>I know, when looking at Earth, that the green, brown, yellow and white bits are land and the blue bits are water.</li> <li>I know there are other countries in our world and I can begin to name some of significance to myself or to my learning (e.g. Kenya)</li> <li>I know the UK is in the continent of Europe.</li> <li>I know that Kenya is in a different part of the world.</li> <li>I can find the UK on a world map.</li> </ul> | <ul style="list-style-type: none"> <li><b>UW TNW target</b> I know how the weather changes over the seasons.</li> <li><b>UW TNW target</b> Describing the weather that I experience day to day in .....</li> <li><b>UW TNW target</b> Describing the weather that I might experience day to day in places other than .....</li> <li>I can match suitable clothing to associated weather conditions.</li> <li>I know some ways to stay safe when it is sunny.</li> </ul> | <ul style="list-style-type: none"> <li>I can recognise some similarities and differences between life in this country and life in other countries in terms of what they eat, how they travel to school, where they live and the weather.</li> </ul> | <ul style="list-style-type: none"> <li>I know that I go to school in a city, town or village, called ..... near to the town/ city of .....</li> <li>I can name features of my immediate area such as field, road, house, school, shop, path</li> <li>I can create small world settings that include some drawn elements.</li> <li>I can draw my own simple map of imagined settings.</li> </ul> | <ul style="list-style-type: none"> <li>I know that we should use litter bins to safely throw our rubbish away.</li> <li>I know that we should recycle and reuse materials to help our natural environment.</li> </ul> |  |



- I can draw my own simple map of my local area.

|   |   | Autumn   | Spring   | Summer   |
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| 1 | <b>Unit/outcome</b>                     | <b>Local area<br/>(Including seasons Autumn)</b>   | <b>UK<br/>(Including seasons Winter and Spring)</b>  | <b>Fieldwork<br/>(Including seasons Summer)</b>  |
|   | <b>Key enquiry questions</b>            | What kind of area is my school in?   | What is the UK's weather like?   | How can we improve our school environment?   |
|   | <b>United Nations Sustainable Goals</b> |  |  <p>Learn more about climate change and the impact the human race has had on it.</p>  |  |
|   | <b>Sticky knowledge</b>                 | <p>To know which town and country my school is located in.</p> <p>To know and identify features in the local area.</p> <p>To know that human features are built by people and physical features are natural.</p> <p>To know that urban areas are towns and cities.</p> <p>To know rural areas are the countryside.</p> | <p>To name and locate the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>To know the different types of daily weather patterns in the UK.</p> <p>To understand and explain the impact of global warming on the UK.</p> | <p>To know how to describe physical and human features.</p> <p>To know the four points of a compass.</p> <p>To know how to use symbols on a map.</p> |
|   | <b>Language</b>                         | Human features, physical features, town, city, village, factory, farm, house, office, shop, forest, hill, season, weather, Summer, Autumn, Winter, Spring, Port, harbour, capital city, country, beach, cliff, coast, mountain, sea, river, soil, valley, vegetation, marine,  |  |  |






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|  |                    | United Kingdom, England, Wales, Scotland, Northern Ireland, Republic of Ireland, London, Edinburgh, Cardiff, Belfast, North Sea, Irish Sea, English Channel, local, national, area   |   |  |
|  | <b>Progression</b> | <ul style="list-style-type: none"> <li>To know how to use an atlas (UK map) to locate their local area.</li> <li>To know how to follow routes on prepared maps.</li> <li>To be able to draw their own maps and plans by drawing around shapes/using own symbols.</li> <li>To know how to use aerial/satellite photos to recognise familiar features.</li> <li>To make first-hand observations.</li> <li>To know the difference between human and physical geography.</li> <li>To engage in simple teacher-led fieldwork enquiries.</li> <li>Understand what a compass is and how to use one.</li> <li>Use basic symbols in a key.</li> </ul> | <ul style="list-style-type: none"> <li>To know how to use a globe and a world map to locate the UK.</li> <li>To know how to use a UK map to locate capital cities, countries and surrounding seas.</li> <li>To identify seasonal and daily weather patterns in the United Kingdom.</li> <li>To make first-hand observations.</li> </ul> | <ul style="list-style-type: none"> <li>To identify land use around school.</li> <li>Engage in simple, teacher-led fieldwork enquiries.</li> <li>Use simple locational and directional language (near/far) to describe features.</li> <li>Be able to use a compass.</li> <li>Use basic symbols in a key.</li> <li>To make first-hand observations.</li> </ul> |

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| <b>2</b> | <b>Unit/outcome</b>                     | <b>Our wonderful World</b>                      | <b>Comparison of places Haiti – extreme weather</b>           | <b>Hot and cold places</b>  |
|          | <b>Key enquiry question</b>             | <b>Which continent would I like to live in?</b> | <b>How does distance from the equator affect the weather?</b> | <b>Can meerkats survive in the North Pole?</b>  |
|          | <b>United Nations Sustainable Goals</b> |   |   |  <p>There is a need to protect plant and animal life on land.<br/>It is important to protect and preserve ecosystems.</p> |

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|  | <b>Sticky knowledge</b> | <p>To know the features of our local area.</p> <p>To know the names and location of the seven continents.</p> <p>To know the names and locations of the five oceans.</p> <p>To know that an atlas can be used to locate countries, continents and oceans.</p>  | <p>To be able to locate Haiti and the UK and know which continent they are in.</p> <p>To know the physical and human geographical features of Haiti and the UK.</p> <p>To know how the weather is different in Haiti compared to the UK.</p> <p>To know how the distance from the equator can affect the weather.</p> <p>To know what a hurricane is and how they affect people's lives.</p>  | <p>To know the location of the Kalahari Desert and the North Pole.</p> <p>To know how the equator affects hot and cold places.</p> <p>To know how climate affects vegetation.</p> <p>To know how animals adapt to their environment.</p> <p>To know how climate change affects the North Pole.</p>   |
|  | <b>Language</b>         | <p>Continents, Europe, Asia, Africa, North America, South America, Antarctica, Australasia, Oceania, Australia, Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, North Pole, South Pole, Arctic Circle, Antarctic Circle. Northern hemisphere, Southern Hemisphere, Equator, Haiti, Hurricane, desert, adapt, vegetation, climate, habitat</p> |   |  |
|  | <b>Progression</b>      | <ul style="list-style-type: none"> <li>• Use world maps, globes and atlases to identify continents, oceans and locations studied.</li> <li>• To know the geographical similarities and differences between the continents.</li> <li>• To use simple compass directions.</li> <li>• Use basic geographical knowledge.</li> </ul>  | <ul style="list-style-type: none"> <li>• Use world maps, globes and atlases to identify continents, oceans and locations studied.</li> <li>• Use a compass (four compass points) to follow and describe routes.</li> <li>• Use simple locational and directional language and compass directions to describe features and routes (e.g. left/right from own perspective, NSEW)</li> <li>• Use first-hand observation to comment on features/patterns/similarities and begin to measure using standard units.</li> <li>• To be able to identify geographical features in Haiti.</li> <li>• To be able to describe how the weather is different between Haiti and the UK.</li> </ul> | <ul style="list-style-type: none"> <li>• Use world maps, globes and atlases to identify continents, oceans and locations studied.</li> <li>• To describe how climate affects vegetation and animal habitats.</li> <li>• To know which animals, live in hot and cold environments and how they have adapted to these conditions.</li> </ul> |







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|          |   |  | <ul style="list-style-type: none"> <li>To describe the weather conditions in a hurricane.</li> <li>To describe how hurricanes affect people's lives.</li> </ul>   |  |
| <b>3</b> | <b>Unit</b>                             | <b>UK</b>  | <b>Urban growth and migration</b>   | <b>Rivers - Fieldwork</b>  |
|          | <b>Key enquiry question</b>             | <b>Are all parts of the UK urban?</b>  | <b>What is the impact of megacities?</b>  | <b>How does a river change from source to mouth?</b>   |
|          | <b>United Nations Sustainable Goals</b> |  |  <p>We must ensure that cities and communities are inclusive, safe, resilient and sustainable.</p>   |  <p>Reduce and prevent pollution. Protect ecosystems.</p>   |
|          | <b>Sticky knowledge</b>                 | <p>To know the location of key cities and regions within the UK.</p> <p>To know how the population is distributed within the UK.</p> <p>To know the different types of settlements and the reasons for their location.</p> <p>To know the location of the major physical features within the UK.</p> <p>To know the geographical similarities and differences between their local area and other schools in the Trust.</p>   | <p>To know the population density and distribution across the World.</p> <p>To know the cities within lower income countries (LIC) are growing rapidly.</p> <p>To know that a mega city has a population over 10 million.</p> <p>To know why people move to cities.</p> <p>To know the impact that population growth has on a city.</p> <p>To know how to make living in cities more sustainable.</p> | <p>To know the location of three major rivers (Nile, Amazon and Mississippi).</p> <p>To know and explain the water cycle.</p> <p>The know the main features and processes of rivers.</p> |
|          | <b>Language</b>                         | North East, North West, Yorkshire, West Midlands, East Midlands, London, East Anglia, South East, South West, Wales, Scotland, population distribution, population density, mega city, region, rural, urban, pattern, county, settlement, land use, source, mouth, river bank, river bed, flooding, tributary, confluence, erosion, deposition, industry, trade, employment, water cycle, evaporation, transpiration, condensation, precipitation, course, meander, upper course, middle course, lower course, river basin, lower income country (LIC), high income country (HIC), environment |   |  |
|          | <b>Progression</b>                      | <ul style="list-style-type: none"> <li>To know the different types of settlements and the reasons for their location.</li> </ul>   | <ul style="list-style-type: none"> <li>To be able to describe the pattern population density and distribution in the UK and the World.</li> <li>To give a simple explanation of the UK's</li> </ul>   | <ul style="list-style-type: none"> <li>To know the key elements and features of a river.</li> <li>To know the physical processes involving rivers.</li> </ul>                            |

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|  |  | <ul style="list-style-type: none"> <li>• Begin to use a wider range of maps (including OS maps) as well as atlases, globes and digital mapping to locate countries, features in the local area and describe features studied.</li> <li>• Know that four-figure grid references can be used to identify locations and begin to use them.</li> <li>• Work out simple distances on maps and digital maps (e.g. aerial distance or along a straight road).</li> <li>• Begin to understand the use of scale on maps (link to positive integer scaling and simple correspondence from Maths NC).</li> <li>• On digital maps, begin to identify scale and annotate with text and labels.</li> </ul> | <ul style="list-style-type: none"> <li>• population distribution.</li> <li>• To be able to give a simple explanation for why people may migrate into cities.</li> <li>• To describe the environmental impact of urban growth.</li> <li>• Begin to use a wider range of maps (including OS maps) as well as atlases, globes and digital mapping to locate countries, features in the local area and describe features studied.</li> </ul> | <ul style="list-style-type: none"> <li>• Create a simple sketch map e.g. of a short route followed, with symbols and a key.</li> <li>• Begin to understand more complex keys (e.g. wider range of OS symbols, size of symbol for quantity).</li> <li>• Engage in guided enquiries and begin to suggest own questions for enquiry.</li> <li>• Begin to evaluate own observations and compare them with others.</li> <li>• Understand the eight compass points and begin to use them to follow routes.</li> <li>• Apply age-appropriate maths knowledge to understanding of geography (e.g. length, distance, volume, angles, area and scales).</li> <li>• Secure use of left/right from any perspective (e.g. with an upside-down map) and use compasses and eight compass points to follow and describe routes.</li> </ul> |
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| 4 | <b>Unit</b>                             | <b>Europe/Tourism</b>  | <b>World's biomes</b>  | <b>World's resources</b>   |
|   | <b>Key enquiry question</b>             | <b>Why are people for or against tourism?</b>  | <b>How do rainforests and deserts differ?</b>  | <b>Is food production sustainable?</b>   |
|   | <b>United Nations Sustainable Goals</b> |  <p>There is a need to protect plant and animal life on land.<br/>It is important to protect and preserve ecosystems.</p> |  <p>There is a need to protect plant and animal life on land.<br/>It is important to protect and preserve ecosystems.</p> |  <p>Every person has access to clean, safe water.</p>  <p>Know the importance of encouraging sustainable, clean industry.</p>  <p>Reduce the amount of people living in poverty.</p> |






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|  | <p><b>Sticky knowledge</b></p> | <p>To know why tourists, visit certain places.<br/>To be able to explain what is the same and different about Spain and Iceland.<br/>To know what tourism is.<br/>To know some of the positive and negative effects of tourism.<br/>To know what ecotourism is and how it can be sustainable.</p>  | <p>To know the location of the world biomes.<br/>To know where the Equator, Tropic of Cancer and Tropic of Capricorn are.<br/>To know how climate affects the type of vegetation and animals living in an area.<br/>To know the location of major rainforests and deserts within the world.<br/>To know the structure of the rainforest.</p>  | <p>To know that our food comes from different places around the world.<br/>To understand that climate affects the types of food that can be grown.<br/>To know that some areas of the world do not have access to clean water or adequate food supply.<br/>To know the effects of not having access to clean water or adequate food supply.<br/>To know the impact food production has on the environment.<br/>To know what fair trade is.</p>   |
|  | <p><b>Language</b></p>         | <p>Europe, Spain, Iceland, ecotourism, food miles, sustainable, sanitation, biome, ecosystem, rainforest, desert, Amazon, Sahara, Equator, Tropic of Cancer, Tropic of Capricorn, trade, food miles, environment, canopy, emergent, forest floor, tundra, savannah, temperate grasslands, deciduous woodlands, coniferous woodlands, vegetation belt,</p>  |   |  |
|  | <p><b>Progression</b></p>      | <ul style="list-style-type: none"> <li>To explain the characteristics of a place which may attract tourists.</li> <li>To explain the benefits and negatives of tourism on people and the environment.</li> <li>Use a wider range of maps (including OS maps at varying scales) as well as atlases, globes and digital mapping to locate countries and describe features studied.</li> <li>Use the contents/index of an atlas.</li> <li>Draw a map (including symbols and key) from a description and compare to other maps.</li> <li>Engage in guided enquiries and suggest own questions for enquiry.</li> <li>Evaluate own observations and compare them with others.</li> </ul> | <ul style="list-style-type: none"> <li>On digital maps, accurately measure distances, including non-linear distances and annotate with markers, text, photographs, hyperlinks, etc.</li> <li>Use bar charts, time graphs and discrete and continuous data (from Maths NC).</li> <li>Use a compass and the eight points of a compass to follow and describe routes and identify locations.</li> <li>To be able to explain the structure of the rainforest.</li> <li>To explain how animals have adapted to their environment.</li> <li>Use a wider range of maps (including OS maps at varying scales) as well as atlases, globes and digital mapping to locate countries and describe features studied.</li> <li>Use the contents/index of an atlas.</li> </ul> | <ul style="list-style-type: none"> <li>To know that the world's resources are not equally distributed.</li> <li>To know that humans use natural resources to survive.</li> <li>To understand where our food comes from and the impact of this on the environment.</li> <li>Use a wider range of maps (including OS maps at varying scales) as well as atlases, globes and digital mapping to locate countries and describe features studied.</li> <li>Use the contents/index of an atlas.</li> <li>Draw a map (including symbols and key) from a description and compare to other maps.</li> <li>Use complex keys (e.g. making estimates based on size of symbols).</li> <li>Begin to draw to scale and understand and use scale- bars (link to integer correspondence from Maths NC).</li> <li>Use scales to estimate distances e.g. along a road/river.</li> <li>Use four-figure grid references to identify and describe locations.</li> <li>.</li> </ul> |

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|  |  |  | <ul style="list-style-type: none"> <li>• Draw a map (including symbols and key) from a description and compare to other maps.</li> <li>• Use complex keys (e.g. making estimates based on size of symbols).</li> <li>• Begin to draw to scale and understand and use scale- bars (link to integer correspondence from Maths NC).</li> <li>• Use scales to estimate distances e.g. along a road/river.</li> <li>•</li> </ul> |  |
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| 5 | <b>Unit</b>                             | <b>North America – tectonic activity/mountains</b>   | <b>Energy and climate change</b>   | <b>Flooding</b>  |
|   | <b>Key enquiry question</b>             | <b>How do natural hazards affect the people of North America?</b>  | <b>How is climate change affecting the world?</b>  | <b>How does flooding impact on people’s lives?</b>   |
|   | <b>United Nations Sustainable Goals</b> |  <p>There is a need to protect plant and animal life on land.<br/>It is important to protect and preserve ecosystems.</p> |  <p>We must work together to develop alternative energy technology.</p>  <p>Promote inclusive sustainable industrialisation.</p>  <p>People living in poverty get support and access to economic growth.</p>  <p>Learn more about climate change and the impact the human race has had on it.</p> |  <p>Reduce and prevent pollution.<br/>Protect ecosystems.</p> |

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|  | <b>Sticky knowledge</b> | <p>To know the main lines of latitude and longitude.</p> <p>To know the different countries in North America.</p> <p>To know how population is distributed in North America.</p> <p>To know where and what tectonic plates are.</p> <p>To know mountains are formed.</p> <p>To know how volcanos are formed and their impact.</p>  | <p>To know what renewable and non-renewable energy is.</p> <p>To know the location of Russia and it is considered an energy superpower.</p> <p>To know the environmental impact of generating energy.</p> <p>To know how climate change is having an impact on the environment.</p> <p>To know that tropical storms are becoming more frequent and stronger.</p> <p>To know the impact of tropical storms.</p>  | <p>To know the features of the water cycle.</p> <p>To know what factors cause a river to flood.</p> <p>To know how humans can affect the river basin.</p> <p>To know the impact of floods on people and their environment.</p>   |
|  | <b>Language</b>         | <p>North America, USA, tectonic plates, conservative boundary, destructive boundary, constructive boundary, Pacific Ring of Fire, crust, mantle, core, types of mountains, fold, dome and fault block, alpine, vent, crater, renewable energy, non-renewable energy, wind farm, turbine, relief, pollution, climate change, hurricane, tropical storm, eye of the storm, precipitation, evaporation, flooding,</p>   |   |  |
|  | <b>Progression</b>      | <ul style="list-style-type: none"> <li>To explain the distribution of earthquakes and volcanoes.</li> <li>To explain how volcanoes and mountains are formed.</li> <li>To explain how eruptions impact on human lives.</li> <li>Use a wide range of maps (including OS maps at varying scales and thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied.</li> <li>Explain ideas using a thematic map for reference.</li> <li>Draw to scale from given measurements/using observations and compare to other maps.</li> <li>To understand that human activity can lead to a change in landscape.</li> </ul> | <ul style="list-style-type: none"> <li>To explain how a tropical storm is formed.</li> <li>To explain how climate change is having an impact on the environment.</li> <li>Use a wide range of maps (including OS maps at varying scales and thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied.</li> <li>Explain how types of maps give different perspectives/show prejudice (e.g. Peters Projection).</li> <li>Compare and evaluate maps with different scales.</li> <li>Begin to create own complex keys using mathematical concepts (e.g. size of symbol for quantity).</li> </ul> | <ul style="list-style-type: none"> <li>To know the key elements and features of a river and the water cycle.</li> <li>To know how human activity can affect rivers and the river basin</li> <li>To use six figure grid references.</li> <li>Begin to complete enquiries based on own suggested questions.</li> <li>Evaluate own observations, compare them with others and begin to draw conclusions.</li> <li>Use a compass, convert between the eight points of a compass and azimuth bearings (e.g. NE = 45°) and use to follow/describe routes</li> <li>Apply age-appropriate maths knowledge to understanding of geography (e.g. length, distance, mass, capacity/volume, angles, area scales, negative numbers for temperature, equivalences between metric and imperial measures).</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>To be able to identify the impact of tourism and industry in the Rocky Mountains.</li> <li>To understand that the physical and human dimensions of the environment are interrelated and together influence environmental change.</li> <li>Pupils to be able to collate and interpret information to inform the population distribution.</li> </ul> | <ul style="list-style-type: none"> <li>Begin to use six-figure grid references to identify and describe locations.</li> <li>On digital maps, use linear and area measuring tools and start to use and contrast digital maps at different scales.</li> <li>Complete and interpret tables (including timetables where appropriate) and line graphs (from Maths NC).</li> <li>Compare images that have been altered using digital technologies and explain the impact that this has (e.g. reliability).</li> </ul> | <ul style="list-style-type: none"> <li>Use a wide range of maps (including OS maps at varying scales and thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied.</li> </ul> |
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| 6 | <b>Unit</b>                             | <b>Rainforests/South America</b>  | <b>Economic trade</b>   | <b>Living in a sustainable world (fieldwork)</b>  |
|   | <b>Key enquiry question</b>             | <b>How is the rainforest changing and are we responsible for it?</b>  | <b>What is global trade?</b>  | <b>How can we make our local area more sustainable?</b>   |
|   | <b>United Nations Sustainable Goals</b> |  <p>Learn more about climate change and the impact the human race has had on it.</p>  <p>There is a need to protect plant and animal life on land.<br/>Reduce deforestation.<br/>Combat desertification.<br/>Prevent the extinction of threatened species and protect diversity.</p> |  <p>Promote inclusive sustainable industrialisation.</p>  <p>People living in poverty get support and access to economic growth.</p> |  <p>We must ensure that cities and communities are inclusive, safe, resilient and sustainable.</p>                             |
|   | <b>Sticky knowledge</b>                 | <ul style="list-style-type: none"> <li>To know the key physical features in South America.</li> <li>To know how the location of a rainforest affects its climate.</li> </ul>  | <ul style="list-style-type: none"> <li>To know that some goods are imported and exported.</li> <li>To know what globalisation means.</li> </ul>   | <ul style="list-style-type: none"> <li>To know what a sustainable city is and its features.</li> <li>To know the top sustainable city in the World.</li> <li>To identify ways to make their local area</li> </ul> |

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|  |                           | <ul style="list-style-type: none"> <li>• To know what deforestation is and why its occurring.</li> <li>• To know the impacts of deforestation on the environment.</li> <li>• To know how we can use the Amazon rainforest more sustainably.</li> </ul>  | <ul style="list-style-type: none"> <li>• To know the 3 stages of the supply chain: primary, secondary and tertiary.</li> <li>• To know what fair trade is and how this affects costs and working conditions.</li> <li>• To know how the level of development within a country affect how they trade goods.</li> </ul>  | <p>more sustainable.</p>   |
|  | <p><b>Language</b></p>    | <p>South America, Amazon basin, Amazon rainforest, Amazon river, deforestation, palm oil, logging, farming, cattle ranching, mining, hydroelectric, heli logging, desertification, soil erosion, sustainable city, greening, transport, ecological footprint, natural, physical, social, economic, trade, global scale, marketing, developments, exchanging goods and services, interconnected, interdependent, locations, continents, natural resources, import, export, supply chain, manufactured, unpackaged, unprocessed, production</p>   |  |  |
|  | <p><b>Progression</b></p> | <ul style="list-style-type: none"> <li>• To know the key elements of the rainforest biome and how this contrasts with other biomes.</li> <li>• To explain how human activity can affect the Amazon Basin.</li> <li>• To describe how the Amazon rainforest has changed overtime and explain the reasons for this.</li> <li>• Use a wide range of maps (including OS maps at varying scales and distribution/thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied.</li> <li>• Confidently use distribution/thematic maps to illustrate an idea or discussion.</li> <li>• Draw on knowledge to illustrate an idea or discussion, justifying opinions.</li> </ul> | <ul style="list-style-type: none"> <li>• To describe how countries and geographical regions are interconnected and interdependent.</li> <li>• Use a wide range of maps (including OS maps at varying scales and distribution/thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied.</li> <li>• Confidently use distribution/thematic maps to illustrate an idea or discussion.</li> <li>• Design/draw distribution/thematic maps.</li> </ul> | <ul style="list-style-type: none"> <li>• Create scale-bars on maps and draw to scale for maps/sketches, comparing own drawing to other maps and evaluating accuracy.</li> <li>• Create own complex keys using mathematical concepts (e.g. size of symbol for quantity, using metric/imperial equivalents).</li> <li>• Use six figure grid references to identify and describe locations.</li> <li>• Use six figure grid references to identify and describe locations.</li> <li>• On digital maps, use linear and area measuring tools confidently to illustrate ideas and make appropriate selections from maps to inform research.</li> <li>• Interpret and construct pie charts and line graphs based on data and calculate and interpret the mean as an average (from Maths NC).</li> <li>• Compare and then carefully select images for a purpose (e.g. as evidence or to show reliability).</li> <li>• Complete enquiries based on own suggested questions and offer suggestions for future enquiries based on results.</li> </ul> |

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|  |  |  |  | <ul style="list-style-type: none"><li>• Evaluate own observations, compare them with others and draw conclusions.</li><li>• Use a compass confidently and show awareness of the 16-point compass rose and compass quadrant bearings (e.g. <math>103^\circ = S 77^\circ E</math>)</li></ul> |
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