

**Geography Curriculum Progression**  
**Peasedown St John School**

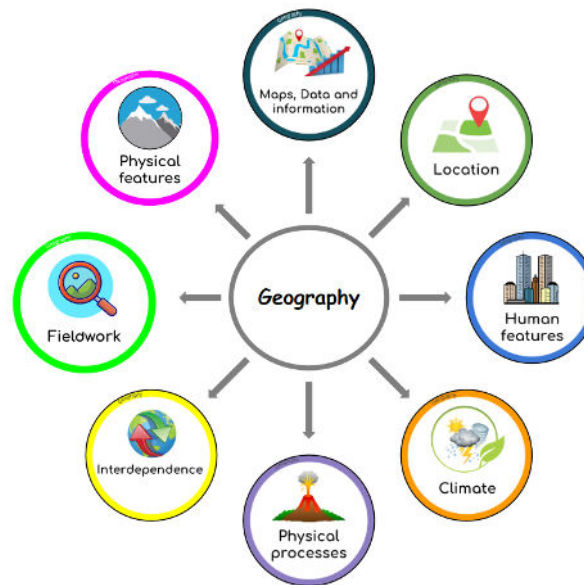
***“Geography explains the past, illuminates the present and prepares us for the future”***  
***Michael Palin***

At Peasedown St John Primary School, we believe a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people and remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

We have chosen ‘big ideas’ (also known as ‘threshold concepts’) that build throughout our geography curriculum. These help children to develop conceptual understanding over time and to link old learning to new learning. The subject topics are mapped out to ensure coverage and to identify, logically and systematically, a clear progression in learning linked to these Big Ideas. Our Big Ideas in geography ensure that children learn and understand both substantive and disciplinary knowledge.



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**National Curriculum Breadth of Study in Geography**

|                             | <i>EYFS</i>  |          | <i>KS1</i>  |               | <i>KS2</i>   |               |               |               |
|-----------------------------|--|----------|---|---------------|--|---------------|---------------|---------------|
|                             | <i>N</i>   | <i>R</i> | <i>Year 1</i>   | <i>Year 2</i> | <i>Year 3</i>  | <i>Year 4</i> | <i>Year 5</i> | <i>Year 6</i> |
| <b>Skills / Disciplines</b> | <b>How learning builds from the Early Years :</b><br>The key concepts for geography are introduced in the Early Years Foundation Stage. They are revisited through topics and detailed information about vocabulary is contained in the EYFS plans.<br>PSJ- The World and<br>PSJ- People and Communities |          | <ul style="list-style-type: none"> <li>Develop contextual knowledge of places on land and at sea including physical and human characteristic</li> <li>Understand how physical and human geographical features arise and are interdependent and change over time</li> <li>Have skills that enable them to collect, analyse and communicate with data gathered in fieldwork</li> <li>Interpret a range of maps, diagrams globes, photos and information systems</li> <li>Communicate geographical information through maps, numerical and qualitative skills and writing at length</li> </ul>   |               |  |               |               |               |
| <b>Knowledge</b>            |  |          | <b>In the context of their immediate locality:</b> <ol style="list-style-type: none"> <li>Name and <b>locate the 7</b> continents and 5 oceans of our world.</li> <li>Name locate and identify the countries and capital cities of the UK and surrounding seas.</li> <li>Understand similarities of place in a small area of the UK and a small area of a contrasting non-European country.</li> <li>Identify seasonal and weather patterns in the UK.</li> <li>Locate the hot regions of the world and the cold in relation to the poles and the equator.</li> <li>Use basic geographical vocabulary of physical features (beach, cliff, forest, hill, mountain, sea, ocean, river, soil, valley vegetation, season , weather) and of human features (city, town, village, farm, factory, farm, house, office, port, harbour shop).</li> <li>Identify UK countries, countries, continents and oceans on maps, globes and atlases</li> <li>Use compass directions and locational directional language- near/far, left/right) to describe features and routes on a map.</li> <li>Use aerial photos to recognise landmarks and basic features, devise simple maps and use basic symbols with a key.</li> <li>Use field and observational skills to study the geography of the school and its grounds and the key human and physical features of the surrounding environment.</li> </ol> |               | Beyond the <b>local</b> to Europe and North and South America: <ol style="list-style-type: none"> <li>Locate world's countries using maps to focus on Europe, N and S America concentrating on environmental regions key physical and human characteristics, countries and major cities.</li> <li>Name and locate <b>places</b>-counties and cities of UK-geographical regions with human, physical characteristics and topographical features ( hills, mountains, coasts and rivers) land use patterns and understand how they have changed over time.</li> <li>Identify the position and significance of latitude, longitude, equator, Northern and Southern hemisphere, N and S poles, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</li> <li>Understand geographical similarity and difference through a 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.</li> <li>Describe and understand aspects of <b>physical</b> geography including climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes and the water cycle.</li> <li>Describe and understand aspects of <b>Human geography</b> including settlement, land use, economic activity, trade links, natural resources, energy, food minerals and water.</li> <li>Use maps, atlases globes and digital mapping skills to locate countries and describe features.</li> <li>Use compass, grid ref 4 and 6 and key (including OS maps) to build knowledge of the UK and wider world.</li> <li>Observe measure and record in the field to present human and physical features in the local area using sketch maps, plans, graphs and digital means.</li> </ol> |               |               |               |

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Our Overview of Geography Teaching (How we have organised the N.C. Breadth of Study)



|                  | <i>EYFS</i>  |   | <i>KS1</i>   |  | <i>LKS2</i>  |   | <i>UKS2</i>   |   |
|------------------|--|---|--|--|--|---|---|---|
|                  | <i>N</i>   | <i>R</i>  | <i>Year 1</i>  | <i>Year 2</i>  | <i>Year 3</i>  | <i>Year 4 &amp; 5<br/>2023-24</i>   | <i>Year 5<br/>From 2024-25</i>  | <i>Year 6</i>   |
| <b>2023-2024</b> | <p>Our homes - different types of homes</p> <p>Seasonal Changes</p> <p>Exploring winter and exploring maps</p> <p>Exploring Spring</p> <p>Habitats</p> <p>The seaside and rock pools</p> | <p>Seasons and environmental changes linked to the seasons (throughout the year)</p> <p>Our school and my route to school</p> <p>Describing our local area; using maps to locate PSJ and Bath</p> <p>Finding Bath and London on a UK map</p> <p>Famous London landmarks</p> <p>Flowering buds</p> <p>Road safety</p> <p>Farming and land use</p> <p>Earth in the past - Ice Age</p> | <p><b>The United Kingdom</b><br/>(What makes the UK the UK?)</p> <p><b>Weather</b><br/>(seasonal and daily weather patterns in UK/hot and cold areas of the world)</p> <p><b>Local area and Hong Kong</b><br/>(Contrasting small area of the UK with a non-European country)</p> | <p><b>Oceans and Continents (In depth continent study)</b><br/>(Continents and oceans, climate zones)</p> <p><b>Street detectives</b><br/>(simple map &amp; fieldwork of the school grounds &amp; local area land use)</p> | <p><b>Where in the world...</b><br/>(locating countries in Europe, rivers and mountains)</p> <p><b>Our European neighbours</b><br/>spotlight on the Alps (compare 2 European regions)</p> <p><b>Rivers</b><br/>(Niagara falls, Thames, Local Rivers)</p> | <p><b>Antarctica</b><br/>(Environmental regions)</p> <p><b>The USA</b><br/>(in depth country study)</p> <p><b>Mediterranean: Italy and Bath</b><br/>(similarities and differences two contrasting places)</p> | <p><b>Tropical Rainforests</b></p> <p><b>Misty Mountains</b><br/>(mountains and the water cycle)</p> <p><b>Global Trade</b><br/>(Fair trade/food/location /supply chains/import and export)</p> | <p><b>Kenya: A changing county</b><br/>(Main countries in Africa, Asia and Australasia – in depth study: climate, impact of tourism, conservation and urban migration)</p> <p><b>The UK</b><br/>(land use, trade, immigration, diversity. Compare changes in 2 UK towns: Birmingham/local area)</p> <p><b>Volcanoes and Earthquakes</b></p> |

## Peasedown St John School

## 2023-2024 Cycle

| Term   | TERM 1<br>7.5 weeks   |   |   |   |         |   |   |   | TERM 2<br>7 weeks         |   |   |   |     |         |   | TERM 3<br>5.5 weeks       |   |   |     |   | TERM 4<br>6 weeks        |   |   |         |       |   | TERM 5<br>6 weeks        |   |   |        |                                 |   | TERM 6<br>7 weeks            |      |   |                    |                   |   |   |   |  |  |  |
|--------|---|---|---|---|---------|---|---|---|---------------------------|---|---|---|-----|---------|---|---------------------------|---|---|-----|---|--------------------------|---|---|---------|-------|---|--------------------------|---|---|--------|---------------------------------|---|------------------------------|------|---|--------------------|-------------------|---|---|---|--|--|--|
| Month  | September   |   |   |   | October |   |   |   | November                  |   |   |   | Dec | January |   |                           |   |   | Feb |   | March                    |   |   |         | April |   | May                      |   |   |        | June                            |   |                              | July |   |                    |                   |   |   |   |  |  |  |
| Week   | 1   | 2 | 3 | 4 | 5       | 6 | 7 | 8 | 1                         | 2 | 3 | 4 | 5   | 6       | 7 | .                         | 1 | 2 | 3   | 4 | 5                        | 1 | 2 | 3       | 4     | 5 | 6                        | 1 | 2 | 3      | 4                               | 5 | 6                            | 1    | 2 | 3                  | 4                 | 5 | 6 | 7 |  |  |  |
| EYFS   | See Nursery and Reception Curriculum Maps and the progression Document <a href="#">PSJ- The World</a> and <a href="#">PSJ- People and Communities</a> |   |   |   |         |   |   |   |                           |   |   |   |     |         |   |                           |   |   |     |   |                          |   |   |         |       |   |                          |   |   |        |                                 |   |                              |      |   |                    |                   |   |   |   |  |  |  |
| Year 1 | Mary Anning/ Big Dig  |   |   |   |         |   |   |   | Memory Boxes              |   |   |   |     |         |   | The United Kingdom        |   |   |     |   | Weather                  |   |   |         |       |   | Mining and Local History |   |   |        |                                 |   | Hong Kong and the Local Area |      |   |                    |                   |   |   |   |  |  |  |
| Year 2 | Oceans and Continents   |   |   |   |         |   |   |   |                           |   |   |   |     |         |   | The Great Fire of London  |   |   |     |   |                          |   |   |         |       |   |                          |   |   |        | Significant Victorians (Brunel) |   |                              |      |   |                    | Street Detectives |   |   |   |  |  |  |
| Year 3 | Stone Age to Iron Age   |   |   |   |         |   |   |   |                           |   |   |   |     |         |   | Where in the world?       |   |   |     |   | Our European Neighbours  |   |   |         |       |   | Ancient Egypt            |   |   |        |                                 |   | Rivers                       |      |   |                    |                   |   |   |   |  |  |  |
| Year 4 | Antarctica  |   |   |   |         |   |   |   | Ancient Greeks            |   |   |   |     |         |   |                           |   |   |     |   |                          |   |   | The USA |       |   |                          |   |   | Romans |                                 |   |                              |      |   | Mediterranean/Bath |                   |   |   |   |  |  |  |
| Year 5 | Antarctica  |   |   |   |         |   |   |   | Ancient Greeks            |   |   |   |     |         |   |                           |   |   |     |   |                          |   |   | The USA |       |   |                          |   |   | Romans |                                 |   |                              |      |   | Mediterranean/Bath |                   |   |   |   |  |  |  |
| Year 6 | Volcanoes and Earthquakes   |   |   |   |         |   |   |   | Georgian Bath & Bristol d |   |   |   |     |         |   | Kenya: A changing country |   |   |     |   | Education across History |   |   |         |       |   | SATS Term                |   |   |        |                                 |   | The UK                       |      |   |                    |                   |   |   |   |  |  |  |

## 2024-2025 Cycle

| Term   | TERM 1  |  |  |  |         |  | TERM 2                  |  |  |  |     |  | TERM 3                     |  |  |  |                         |  | TERM 4  |  |                              |  |        |  | TERM 5                          |  |                    |  |                   |  | TERM 6 |  |  |  |  |  |
|--------|---|--|--|--|---------|--|-------------------------|--|--|--|-----|--|----------------------------|--|--|--|-------------------------|--|---------|--|------------------------------|--|--------|--|---------------------------------|--|--------------------|--|-------------------|--|--------|--|--|--|--|--|
| Month  | September   |  |  |  | October |  | November                |  |  |  | Dec |  | January                    |  |  |  | Feb                     |  | March   |  | April                        |  | May    |  | June                            |  | July               |  |                   |  |        |  |  |  |  |  |
| Week   |   |  |  |  |         |  |                         |  |  |  |     |  |                            |  |  |  |                         |  |         |  |                              |  |        |  |                                 |  |                    |  |                   |  |        |  |  |  |  |  |
| EYFS   | See Nursery and Reception Curriculum Maps and the progression Document  PSJ- The World and  PSJ- People and Communities |  |  |  |         |  |                         |  |  |  |     |  |                            |  |  |  |                         |  |         |  |                              |  |        |  |                                 |  |                    |  |                   |  |        |  |  |  |  |  |
| Year 1 | Mary Anning/ Big Dig  |  |  |  |         |  |                         |  |  |  |     |  | The United Kingdom         |  |  |  | Weather                 |  |         |  | Mining and Local History     |  |        |  | Hong Kong and the Local Area    |  |                    |  |                   |  |        |  |  |  |  |  |
| Year 2 | Oceans and Continents   |  |  |  |         |  |                         |  |  |  |     |  | The Great Fire of London   |  |  |  |                         |  |         |  |                              |  |        |  | Significant Victorians (Brunel) |  |                    |  | Street Detectives |  |        |  |  |  |  |  |
| Year 3 | Ancient Egypt   |  |  |  |         |  | Where in the world?     |  |  |  |     |  | Stone Age to Iron Age      |  |  |  |                         |  |         |  |                              |  |        |  | Our European Neighbours         |  |                    |  | Rivers            |  |        |  |  |  |  |  |
| Year 4 | Antarctica  |  |  |  |         |  | Ancient Greeks          |  |  |  |     |  |                            |  |  |  |                         |  | The USA |  |                              |  | Romans |  |                                 |  | Mediterranean/Bath |  |                   |  |        |  |  |  |  |  |
| Year 5 | Maya Civilisation   |  |  |  |         |  | Tropical Rainforests    |  |  |  |     |  | Anglo Saxons and the Scots |  |  |  | Misty Mountains         |  |         |  | Anglo Saxons and the Vikings |  |        |  | Global Trade                    |  |                    |  |                   |  |        |  |  |  |  |  |
| Year 6 | Volcanoes and Earthquakes   |  |  |  |         |  | Georgian Bath & Bristol |  |  |  |     |  | Kenya: A changing country  |  |  |  | Children across History |  |         |  | SATS Term                    |  |        |  | The UK                          |  |                    |  |                   |  |        |  |  |  |  |  |

**Geography Curriculum Progression**  
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**Links to whole school curriculum drivers**


|   | <i>EYFS</i>  |   | <i>KS1</i>  |  | <i>LKS2</i>  |   | <i>UKS2</i>   |  |
|---|--|---|---|--|--|---|---|--|
|   | <i>N</i>   | <i>R</i>  | <i>Year 1</i>   | <i>Year 2</i>  | <i>Year 3</i>  | <i>Year 4</i>   | <i>Year 5</i>   | <i>Year 6</i>  |
| <b><i>Community links - local and global, diversity and commonality</i></b> | Local Area - houses in PSJ<br><br>Looking after the environment on a local scale | Local Area - PSJ and Bath<br><br>Looking after the environment on a local scale | Local Area - human and physical features and comparing these with a non EU country.<br><br>Diversity and culture of a non EU country<br><br>Looking after the environment on a local and global scale | Different ecosystems around the world and how they can look after them<br><br>Local Area (fieldwork) - mapping (these skills can be translated to using maps on a national and global scale) | Diversity and culture of Europe<br><br>Local and global rivers - how can we look after them  | Global warming in Antarctica - how is this affecting the globe and relating it back to their local area<br><br>Mediterranean and Bath comparison - physical and human features<br><br>The USA diversity and culture<br><br>The Romans and Bath (History Link) | Rainforests - human impact on these, how can we help?<br><br>Global Trade - where do the children get their products from?<br><br>The Romans and Bath: 23/24 (History Link)   | The UK - Local Area (fieldwork) - how is their local area developing? Are they human impacts on the environment?<br><br>Kenya - diversity and culture and the human impact on the environment<br><br>Volcanoes and Earthquakes - do they affect us on a local scale? |
| <b><i>Visits, opportunities and experiences</i></b>                         |  | Slimbridge Wetland Centre - Wetland Wonders (Senses) Workshop                   | Weather Fieldwork   | Mapping Fieldwork  | Slimbridge Wetland Centre - The Water Cycle, Wetlands and Me Workshop<br><br>River Fieldwork | Sea Life Weymouth - Sea Defenders: Plastic Pollution Workshop<br><br>Bristol Museum: The USA Exhibition<br><br>Discovering Antarctica Interactive Activities<br><a href="#">Discovering Antarctica</a>  | Fairtrade Tea Party<br><br>The Trading Game<br><a href="#">The Trading Game   National Geographic Society</a><br><br>Rainforest in a box<br><a href="#">Rainforest in a box - Schools (chesterzoo.org)</a><br><br>Roman Baths (23/24) | Make a Volcano<br><a href="#">How to make a volcano   Natural History Museum (nhm.ac.uk)</a><br><br>Local Area Fieldwork   |

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|--|--|--|--|---|--|--|---|---|
| <p><i>High quality books - fiction and non-fiction</i></p> |  |  | <p><b><u>The United Kingdom</u></b><br/> The Big Book of the UK - Imogen Russell Williams</p> <p>Maps of the United Kingdom - Rachel Dixon</p> <p><b><u>Weather</u></b><br/> Tree: Seasons come, seasons go - Patricia Hegarty and Teckentrup</p> <p>The Weather Girls - AKI Delphine Mach</p> <p><b><u>Local Area and Hong Kong</u></b></p> | <p><b><u>Oceans and Continents</u></b><br/> The incredible ecosystems of planet Earth - Rachel Ignotofsky</p> <p>What a wonderful Earth - Leisa Stewart-Sharpe &amp; Lydia Hill</p> <p>Earth's incredible oceans - Jess French &amp; Claire McElfatrick</p> <p><b><u>Street Detectives</u></b><br/> Martha Maps it out - Leigh Hodgkinson</p> | <p><b><u>Where in the World...</u></b><br/> Big Picture Atlas by Emily Bone</p> <p>Atlas of Adventures by Lucy Leatherland</p> <p><b><u>Our European Neighbours</u></b></p> <p><b><u>Rivers</u></b><br/> Rivers: An Incredible Journey from Source to Sea - Simon Chapman</p> <p>Amazing Rivers - Julie Vosburgh Agnone</p> <p>Water Cycles - DK</p> | <p><b><u>Antarctica</u></b><br/> Shackleton's Journey - William Grill</p> <p>Antarctica: A world of wonder - Mario Cuesta Hernando</p> <p><b><u>The USA</u></b><br/> National Parks of the USA - Katie Siber</p> <p>The 50 States - Gabriella Balkan</p> <p>Living in the USA - Jen Green</p> <p><b><u>Mediterranean</u></b></p> | <p><b><u>Tropical Rainforests</u></b><br/> Expedition Diaries: Borneo Rainforest - Simon Chapman</p> <p>Rainforest Warrior - Anita Ganeri</p> <p>The Rainforest Book - Charlotte Milner</p> <p><b><u>Misty Mountains</u></b><br/> Mountains of the World - Dieter Braun</p> <p>World Feature Focus: Mountains - Rebecca Khan</p> <p>Majestic Mountains: Discover Earth's Mighty Peaks - Mia Cassany</p> <p><b><u>Global Trade</u></b></p> | <p><b><u>Volcanoes and Earthquakes</u></b><br/> Earth Shattering Events - Sophie Williams &amp; Robin Jacobs</p> <p>Everything Volcanoes and Earthquakes - National Geographic Kids</p> <p>The Big Earth Book - Mark Brake</p> <p><b><u>Kenya</u></b></p> <p><b><u>The UK</u></b></p> |
|--|--|--|--|---|--|--|---|---|

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Summary of key knowledge, skills and vocabulary that we teach through our Big Ideas

|   | EYFS  |   | KS1   |   | LKS2   |  | UKS2   |  |
|---|---|---|---|---|--|--|--|--|
|   | N   | R   | Year 1  | Year 2  | Year 3   | Year 4   | Year 5   | Year 6   |
| <p><b>Location</b></p>  <p><b>Location is the position of a particular point of the Earth's surface.</b></p> | <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> | <p>Locate our school and village in relation to Bath and London</p> | <p><b><u>The United Kingdom</u></b><br/>A continent is a large area made up of lots of different countries.<br/>The UK is located in the western part of Europe.<br/>The UK stands for the United Kingdom.<br/>The UK is made up of four countries and capital cities: England (London), Scotland (Edinburgh), Northern Ireland (Belfast) and Wales (Cardiff). Children will use a map to find the location of these on a map of the UK.<br/>Children will know whether our local area (PSJ) is urban or rural.</p> <p><b><u>Weather</u></b><br/>The equator is an imaginary line around the middle of the world. Places near the equator are hotter.<br/>The North Pole is at the top of the world</p> | <p><b><u>Oceans and Continents</u></b><br/>Recap Yr 1: Continents knowledge. There are 7 continents: Asia, Africa, North America, South America, Antarctica, Europe and Australasia (Oceania). Children should be able to describe the location of the 7 continents in relation to one another using appropriate NSEW vocabulary.</p> <p><b><u>Street detectives</u></b><br/>Recap knowledge learnt in Y1 about where PSJ is in the UK and our nearest towns, cities, beaches, ports and transport links.</p> | <p><b><u>Where in the world...</u></b><br/>Recap Yr 2: Europe - Where we live. Locations of continents in relation to each other.<br/>Europe is surrounded by the Atlantic Ocean in the west and the Arctic Ocean in the north.<br/>Europe is in the northern hemisphere because it is north of the equator.<br/>The Arctic Circle runs through the north of Europe<br/>Recall Yr 1: North pole temperature.</p> <p><b><u>Our European neighbours</u></b><br/>Europe has 4 megacities: Paris, London, Istanbul and Moscow. Note: Istanbul is geographically in both Europe and Asia!<br/>Recap Yr 2: Densely populated</p> | <p><b><u>Antarctica</u></b><br/>Recap Yr 1: South Pole.<br/>It is located in Antarctica, which is a continent covered in ice.<br/>It is in the southern hemisphere because it is south of the equator.</p> <p><b><u>The USA</u></b><br/>The USA is located in the continent of North America.<br/>It is in the northern hemisphere because it is north of the equator.<br/>The USA is surrounded by the Atlantic Ocean to the east and the Pacific Ocean to the west.<br/>The USA is made up of 50 states.<br/>Lines of longitude indicate that the USA has 6 time zones.<br/><b><u>Mediterranean</u></b><br/>The Mediterranean Sea is the sea which separates Europe to the north and Africa to the south. It is also surrounded by</p> | <p><b><u>Tropical Rainforests</u></b><br/>Recap Yr 1: Equator - countries near are hotter.<br/>The Tropic of Cancer (23.5°N) and the Tropic of Capricorn (23.5°S) are also lines of latitude.<br/>The tropical rainforest is a biome. Recap Yr 2: What is a biome? All tropical rainforests are located in tropical areas (between the two tropics). We can also call these places 'equatorial areas' due to their proximity to the equator.</p> <p><b><u>Misty Mountains</u></b><br/>Children should know the names and locations of some major mountains and mountain ranges on a global scale, e.g. Kilimanjaro (Tanzania, Africa), Everest and the Himalayas (Nepal, Asia), Mt. Elbrus (Russia, Europe), Aconcagua and the</p> | <p><b><u>Kenya: A changing county</u></b><br/>Kenya is located in the east of Africa. It is an LIC (low income country) It has a coastline on the Indian Ocean.<br/>The Equator (latitude) runs straight through Kenya, which means that it has a tropical climate in some places.<br/>Nairobi is the capital city of Kenya.</p> <p><b><u>The UK</u></b><br/>Recap Yr 1: The UK countries and capital cities.</p> <p><b><u>Volcanoes and Earthquakes</u></b><br/>Children should be able to discuss the location of plate boundaries using appropriate geographic terminology (NSEW), e.g. there is a plate boundary along the western coastline of South America; there is a plate boundary running through the</p> |


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|  |  |  | <p>and the South Pole is at the bottom. The Poles are the coldest places on Earth. Children will be able to indicate on a world map and globe where they would find hot places (referring to the equator) and cold places (referring to the Poles).</p> <p><b><u>Local area and Hong Kong</u></b><br/> Hong Kong is part of China, which is a country on the continent of Asia. Hong Kong is just north of the equator; it is much closer to the equator than the UK.<br/> Hong Kong is made up of lots of small islands surrounded by the South China Sea.<br/> Local area is located in England in the continent of Europe. Our local area is located in the south-west of England.<br/> Recall Yr 1: 4 countries of the UK - focus on England for our local area.</p> |  | <p><b><u>Rivers</u></b><br/> Children to locate rivers, such as:<br/> Tay (Scotland)<br/> Clyde (Scotland)<br/> Severn (England and Wales)<br/> Thames (England)<br/> Avon - there are 5 rivers in England with this name because 'Avon' is similar to the old Celtic word for 'river.'<br/> Wye (Wales)<br/> Usk (Wales)<br/> Foyle (Northern Ireland)</p> | <p>some Asian countries to the east.<br/> It is in the northern hemisphere because it is north of the equator.<br/> The Bay of Naples provides access to the Mediterranean Sea.<br/> Recall Yr 1: 4 countries of the UK - focus on England for our local area.<br/> Our local area (Bath) is located in the south-west of England.</p> | <p>Andes (South America) , the Alps (Europe) and the Urals (Russia).<br/> Children should know the names and locations of the UK's tallest mountains: Scafell Pike (England), Mt. Snowdon (Wales), Ben Nevis (Scotland) and Slieve Donard (Northern Ireland).<br/> Children should know the names and locations of some mountain ranges in the UK, e.g. the Pennines, Brecon Beacons, Cairngorms, Pennines, Snowdonia and the Grampians.</p> <p><b><u>Global Trade</u></b><br/> Children should be able to locate all the counties covered in this unit on a map and identify the connections/trade routes.</p> | <p>centre of the Atlantic Ocean (Mid-Atlantic Ridge).</p> |
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| <p><b>Physical Features</b></p>  <p><i>The things we see all around you created by nature. They would still be there even if humans were not. They include seas, mountains and rivers.</i></p> | <p>Developing an understanding of growth, decay and changes over time.</p> | <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> | <p><b><u>The United Kingdom</u></b><br/>A physical feature is something that is natural, e.g. a river, mountain, beach, etc. Children could be supported in analysing images of the four countries to describe some characteristics of these places, e.g.: hilly/mountainous, busy/crowded, lots of farmland and farm animals, murals on buildings (N.Ireland), coastline, beaches, etc<br/>London has some physical features, such as the River Thames.<br/>Children will be able to identify and name human and physical features in PSJ and surrounding areas.</p> <p><b><u>Weather</u></b><br/>Weather is what the sky and air outside is like. Weather happens daily and climate is the pattern of weather in a place.</p> <p><b><u>Local area and Hong Kong</u></b><br/>Lamma Island is part of Hong Kong; it is south of the</p> | <p><b><u>Oceans and Continents</u></b><br/>An ocean is a large body of water. There are 5 oceans: Pacific, Atlantic, Indian, Southern and Arctic.</p> <p><b><u>Street detectives</u></b><br/>Children will be able to identify physical features on maps.</p> | <p><b><u>Where in the world...</u></b><br/>Children should be able to interpret photographs of features and categorise these features as physical, e.g. Mt. Blanc, Mt. Elbrus, Ben Nevis, Mt Etna, Danube River, River Rhine, Vistula River, etc.</p> <p><b><u>Our European neighbours</u></b><br/>Children to discuss the physical features you may find in different countries in Europe. E.g. mountains, beaches, rivers etc.</p> <p><b><u>Rivers</u></b><br/>A river is a body of water which flows across land in a channel with banks on either side. The start of a river is called the source. It is usually found in a hilly/upland area. The end of a river is called the mouth. It is usually where the river meets the sea. A river can be divided up into three sections: the upper course, the middle course and the lower course. <i>Upper course;</i> usually has a very</p> | <p><b><u>Antarctica</u></b><br/>Children should know the difference between ice shelves (floatings pieces of ice which are attached to a land mass), glaciers and ice sheets (large masses of ice) and icebergs (a large piece of ice floating in the sea that has broken off a glacier or ice shelf).<br/>Antarctica is a mountainous environment.</p> <p><b><u>The USA</u></b><br/>The Grand Canyon is a river valley located in the state of Arizona. The Colorado River runs through this valley.</p> <p><b><u>Mediterranean</u></b><br/>Children should be taught to interpret photography (aerial and ground-level) in order to describe the physical geography/shape of the Bay of Naples. When locating Naples in the atlas, they should apply this understanding to locate the Bay of Naples.<br/>Mt. Vesuvius is one of Europe's most active volcanoes, which means it will</p> | <p><b><u>Tropical Rainforests</u></b><br/>Vegetation refers to the types of plants and trees that are found in a certain place. Tropical rainforests have 4 layers of vegetation: forest floor, understorey, canopy and emergent layer. Each layer has its own conditions and characteristics.</p> <p><b><u>Misty Mountains</u></b><br/>Mountains are physical features, which means they are made by natural processes. A mountain is an elevation in the Earth's crust. A mountain range is a series of hills/mountains connected by elevated land. 'Relief' is the geographic term used to describe how high the land is elevated above sea level.</p> <p><b><u>Global Trade</u></b><br/>Children to discuss the raw materials needed to make items traded. Where do these come from? E.g. copper for an iphone.</p> | <p><b><u>Kenya: A changing county</u></b><br/>A national park is an area of land that is protected from development; the natural landscape and habitats are conserved. The Masai Mara NP is located in the southwest of Kenya. It is part of the African Savanna (tropical grassland vegetation belt). It is the best-known wilderness area in Kenya; a wilderness area is a place that is almost entirely in its natural state; a place with little human impact. It is a conservation area - this means that people are working to protect the natural environment and the creatures that live there.</p> <p><b><u>The UK</u></b><br/>A national park is an area of land that is protected from development; the natural landscape and habitats are conserved. Examples of national parks in the UK include Exmoor, the Lake District,</p> |
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|  |  |  | <p>main Hong Kong Island.</p> <p>Lamma Island is rural, meaning it is countryside and has fewer people.</p> <p>There are no proper roads on the island, so people travel either by bike, boat or on foot.</p> <p>People have jobs in farming, fishing, shops or hotels (tourists like to visit Lamma Island).</p> <p>Look at the physical features of our local area - focus on Bath (River Avon, the weir, Limestone hills etc)</p> |  | <p>hilly/ mountainous landscape, sometimes find waterfalls. (These are created by erosion.)</p> <p><i>Middle course;</i> the river becomes very bendy, these bends are called meanders.</p> <p>Meanders are made by erosion - when a river travels around a bend, the river moves fastest on the outside. This means that the river is more powerful on the outside and it wears away the river bank. This causes the river to become more curved. <i>Lower course;</i> the final stage of the river where it is approaching its mouth (usually the sea). The surrounding landscape is usually quite flat. These areas are called floodplains.</p> <p>These areas are often prone to flooding, which occurs when the water in rivers overflows onto the land. Flooding usually happens</p> | <p>erupt again in the future.</p> <p>Children should be able to compare and contrast these physical features with ones found in Bath. (River Avon, the weir, Limestone hills etc)</p> |  | <p>Snowdonia and Dartmoor.</p> <p>National parks have advantages and disadvantages. These can be categorised as social, economic and environmental (SEE)</p> <p><b><u>Volcanoes and Earthquakes</u></b></p> <p>A volcano is an opening in the Earth's crust through which volcanic materials (lava, ash, gas, etc.) can escape from the mantle.</p> <p>Volcanoes can be classified in three ways: active, dormant and extinct.</p> <p>A tsunami is a series of giant waves.</p> |
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| <p><b>Human Features</b></p>  <p><i>The things we find on the landscape that are man-made. They include houses, monuments, shops and roads.</i></p> | <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> | <p>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.</p> | <p><b><u>The United Kingdom</u></b><br/>A human feature is something that is manmade, e.g. schools, houses, monuments, etc. An urban area is a built-up area, e.g. a city. A rural area is a place with fewer buildings, e.g. the countryside. London has many human features, e.g. important buildings such as the Houses of Parliament and Buckingham Palace.</p> <p><b><u>Weather</u></b><br/>A weather forecast is something that tells us what the weather will be like (a prediction) over the next few days. They are useful because we can make sure that we are prepared for the weather.</p> <p><b><u>Local area and Hong Kong</u></b><br/>Hong Kong Island has an urban landscape. Recap: An urban area is a very built-up area. Lots of people live on Hong Kong</p> | <p><b><u>Oceans and Continents</u></b></p> <p><b><u>Street detectives</u></b><br/>Urban areas are densely populated, which means there are lots of people/crowded. They tend to have more small, terraced housing and high-rise apartments. Rural areas are more sparsely populated, which means there are fewer people/homes are more spaced out. People may live in larger houses or cottages.</p> | <p><b><u>Where in the world...</u></b><br/>A capital city is where a country's government/leader is located; it is usually the biggest, most densely populated city in the country. Recap key term - urban. Children should be able to interpret photographs of features and categorise these features as human, e.g. the Eiffel Tower (Paris), Big Ben (London), Brandenburg Gate (Berlin), Leaning Tower of Pisa (Pisa), St. Basil's Cathedral (Moscow) etc.</p> <p><b><u>Our European neighbours</u></b><br/>A megacity is a city with more than 10 million inhabitants. Europe has 4 megacities: Paris, London, Istanbul and Moscow.</p> <p><b><u>Rivers</u></b><br/>Children to discuss the impact of humans visiting and building near rivers. E.g. erosion taking</p> | <p><b><u>Antarctica</u></b><br/>Children to discuss the impact humans are having on global warming which links to the melting of the ice caps in Antarctica.</p> <p><b><u>The USA</u></b><br/>Population distribution is about how people are spread out over a certain area - densely populated = more people in a certain; sparsely populated = fewer people in a certain area. The interior of the USA is very sparsely populated. The most densely populated areas are found in coastal areas, especially the east coast. New York City is an urban area located on the east coast of the USA. It is the most densely populated city in the whole of the USA because of the scarce availability of land and the popularity of the location.</p> | <p><b><u>Tropical Rainforests</u></b><br/>Children to discuss the destruction of rainforests - impact of humans actions on the rainforests.</p> <p><b><u>Misty Mountains</u></b><br/>Children to discuss the challenge of human features appearing on mountains.</p> <p><b><u>Global Trade</u></b><br/>Children to discuss the impact of global trade for the cities and more rural areas.</p> | <p><b><u>Kenya: A changing county</u></b><br/>Nairobi is rapidly urbanising, which means the population is increasing and the area is becoming more built up. Rural - urban migration = people moving from rural areas to live in urban areas. Push factors = reasons why people want to leave rural Kenya (e.g. lack of job opportunities, few educational opportunities, poor quality of life, etc.) Pull factors = reasons why people are attracted to the city (e.g. the perception of a better quality of life, more job opportunities, etc.)</p> <p><b><u>The UK</u></b><br/>Recall the meaning of key terms - densely and sparsely populated, urban and rural. Population distribution is the pattern of how people are spread out across a certain area. The UK's</p> |

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|  |  |  | <p>Island; it is very crowded, so most people live in high-rise apartments (many people have very tiny rooms). Lots of people travel to work and school each day. The roads get very busy, so people prefer to travel by train (overground and underground), bus or tram.</p> <p>Our local area (Bath): an urban area, compare the architecture in Bath and Hong-Kong, Bath has a very busy train station which has major links to London and Bristol.</p> |  | <p>place quicker, flooding in homes and shops etc.</p> | <p>The Port of New York has access to the Atlantic Ocean.</p> <p><u>Mediterranean</u><br/>Children to discuss the impacts of global trade and tourism on the Mediterranean. E.g. building of houses and shops to keep up with numbers of tourism and global trade.</p> <p>Compare this with Bath and the impacts of tourism in the city. Prices of houses have risen along with rent of shops causing popular shops to close as they cannot afford the rent.</p> |  | <p>population distribution is uneven because some places are very densely populated, whilst other places are sparsely populated. London is the UK's most densely populated city; it is a megacity because it has more than 10 million inhabitants. A settlement is a place in which people live. In the past, settlements were chosen (by early settlers) due to site factors. These are the physical features which would have been useful for early settlers (e.g. a river for a source of water and for transportation). Different settlements developed in different ways. E.g. Some settlements have a linear formation (because they have formed along roads and other transport routes), some have a nucleated formation (because they have formed around a central point, e.g. a church)</p> |
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|   |  |  |   |  |  |   |  | and others are more dispersed (agricultural communities). Since the industrial revolution, UK settlements have become more urbanised (over 80% of people).<br><br><b><u>Volcanoes and Earthquakes</u></b><br>Children to discuss the social, economic and environmental impacts that earthquakes, tsunamis and volcanoes have. E.g. what happens to the buildings, houses etc.  |
| <p><b>Physical Processes</b></p>  <p><i>These are processes that happen on the Earth's surface. They include earthquakes, volcanoes and tsunamis.</i></p> | Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. | Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | The foundations for physical processes are laid during year 1. This is done through exploring what the word physical means. By the end of year 1 children will understand what that 'physical' means: <b><i>The things we see all around you created by nature. They would still be there even if humans were not.</i></b> Through this understanding they can apply this to the big idea 'physical processes'. | <b><u>Oceans and Continents</u></b><br>Children are introduced into the idea that the Earth's surface is made from tectonics. This is through the supercontinent of 'Pangea' before all the continents split.<br><br><b><u>Street detectives</u></b> | <b><u>Where in the world...</u></b><br>Children discuss the physical features such as mountains; challenge children to discuss how they think mountains are formed.<br><br><b><u>Our European neighbours</u></b><br>Recap what is spoken about in the previous unit.<br><br><b><u>Rivers</u></b><br>The water cycle is the continuous movement of water within the Earth's and its atmosphere. | <b><u>Antarctica</u></b><br>It can take hundreds of years for glaciers to form. They are formed when: Snow falls and does not melt because the temperature does not rise above 0°C. More layers of snow build up (accumulation). The weight of the snow causes the lower layers to compress and turn to solid ice. It is important that children can discuss physical processes in an appropriate sequence. | <b><u>Tropical Rainforests</u></b><br>Convection involves:<br>a) Energy from the sun causes water to evaporate. This means water turns from a liquid into a gas (called water vapour),<br>b) Higher up in the atmosphere, the temperature of the air is cooler. This causes the water vapour to condense back into water droplets.<br>c) Water droplets join together to create clouds.<br>d) When the clouds become too heavy | <b><u>Kenya: A changing county</u></b><br><br><b><u>The UK</u></b><br><br><b><u>Volcanoes and Earthquakes</u></b><br>The Earth has 4 layers:<br>- The outer layer is called the crust; this is a thin layer of solid rock.<br>- Beneath the crust is the mantle; this is made of hot, semi-molten rock called magma.<br>- In the middle is the outer core and inner core. These |

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|  |  |  |  |  | <p>Children will understand the key parts of the process:</p> <ul style="list-style-type: none"> <li>- Evaporation is when water turns from a liquid into a gas (called water vapour) and rises up into the atmosphere.</li> <li>- Condensation is when water vapour (gas) turns back into water droplets (liquid). Lots of water droplets gather together to make clouds.</li> <li>- Precipitation is the geographical term for rainfall. This happens when clouds become too heavy to stay suspended in the sky.</li> <li>- The process repeats.</li> </ul> <p>It is important that children can describe physical processes in a logical sequence, creating a circular flow diagram to communicate their understanding.</p> | <p>Global warming means that average temperatures are increasing around the world. Glaciers are retreating (melting). There is less sea ice. Species are at risk (many use the ice for hunting and breeding).</p> <p><b><u>The USA</u></b><br/>The Grand Canyon was made by erosion - as the river flowed through the river valley, the power of the water wore the rock away, making the canyon deeper and wider.</p> <p><b><u>Mediterranean</u></b><br/>Challenge: talk about how the bay of Naples was formed. Also a good opportunity to link to the limestone hills in Bath as well.</p> | <p>and can no longer be suspended in the air, it starts to rain (precipitation).</p> <p><b><u>Misty Mountains</u></b><br/>There are different types of mountains; these include: fold mountains, volcanic and plateau. They are all formed by movements in the Earth's crust. Fold mountains are formed when the Earth's crust (rock) is pushed together. Volcanic mountains are formed when volcanoes erupt; when the lava cools, it creates layers of solid rock. Plateau mountains could have started life as either fold or volcanic mountains. The top of the mountain is slowly eroded (broken down) by water (rivers) or strong wind to create a wide, flat surface.</p> <p><b><u>Global Trade</u></b></p> | <p>are made from metals. The Earth's crust is split up into large slabs of rock called tectonic plates. Where two plates meet is called a plate boundary. The Earth's crust is constantly moving very slowly. Earthquakes and volcanoes occur along plate boundaries. Children should be able to identify the crust and the mantle on a diagram that shows the structure of the Earth. Earthquakes are most likely to occur near a plate boundary, where a sudden movement of the Earth's crust releases a huge amount of energy. The energy travels through the Earth's crust as seismic waves, which cause the ground to shake. Tsunamis are usually caused by earthquakes under the sea, but can also be caused by volcanic eruptions and landslides.</p> |
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| <p><b>Climate</b></p>  <p><i>The usual weather patterns of a place.</i></p> | <p>Seasons</p> | <p>Seasonal changes and noticing the changes in the world around us</p> | <p><b><u>The United Kingdom</u></b><br/>Children know that in the UK, we have four seasons and they will be able to name these seasons.</p> <p><b><u>Weather</u></b><br/>Weather is something that changes daily. Children will be able to describe the weather that characterises each season. Children will understand that weather affects us in a variety of ways including: what we wear, the activities we can participate in and precautions we must take in order to stay healthy</p> <p><b><u>Local area and Hong Kong</u></b><br/>Like the UK, Hong Kong has 4 seasons: spring, summer, autumn and winter. Hong is located closer to the equator than the UK, meaning it is much warmer. The weather can be described as 'tropical.'<br/>General weather patterns:</p> | <p><b><u>Oceans and Continents</u></b><br/>Children will be introduced to the term 'climate,' which means the weather patterns of a place (so weather is the day-to-day conditions whereas climate is the general weather patterns over a longer period of time, e.g. warm summers as opposed to a warm day).<br/>A climate zone is an area that is characterised by its weather patterns.</p> <p><b><u>Street detectives</u></b></p> | <p><b><u>Where in the world...</u></b><br/>Parts of Europe (e.g. the UK) are located in the temperate climate zone. This is characterised by warm summers and mild winters, and precipitation all year round. The weather patterns in this area are ideal for deciduous forests (this is an example of a vegetation belt).<br/>Deciduous forests have trees which lose their leaves in winter (KS1 science recall).<br/>Parts of Europe are located in the subpolar climate zone (this appears simply as 'cold' on the choropleth map). This includes northern Russia.<br/>The weather patterns in this area are characterised by very long winters with very low temperatures and short, mild summers. There is little precipitation all year round.<br/>The taiga is a vegetation belt that is found in this climate zone, which covers much of</p> | <p><b><u>Antarctica</u></b><br/>Antarctica has a polar climate (it is the coldest place on Earth!) Polar climates are characterised by long, cold winters, with annual temperatures mostly below freezing. Lack of precipitation (it is a cold desert because it is arid). There are just two seasons: summer and winter.<br/>Antarctica has little biodiversity (variety of different species) due to its extreme climate. Children should be able to identify some ways that a species (e.g. emperor penguins and seals) has adapted to survive in Antarctica.</p> <p><b><u>The USA</u></b><br/>Climate zones in the US vary with latitude (from arid in Texas to polar in Alaska).<br/>Children should know that the Tropic of Cancer is a line of latitude and know its location in relation to the equator (north) and the USA (just south).</p> | <p><b><u>Tropical Rainforests</u></b><br/>Recall: The equator is a line of latitude that runs horizontally around the world. It has a value of 0°. Places near the equator have warmer climates.</p> <p>The tropical rainforest is a biome. A biome is a large area that is characterised by the types of plants and animals that live there (they are well-suited to the climate).<br/>All tropical rainforests are located in tropical areas (between the two tropics). We can also call these places 'equatorial areas' due to their proximity to the equator.<br/>Rainforest climates are hot all year round. This is because they are located on the equator, where the earth receives direct energy from the sun. The high temperature leads to frequent rainfall.<br/>The process which causes frequent rainfall in the</p> | <p><b><u>Kenya: A changing county</u></b><br/>The <u>Equator (latitude)</u> runs straight through Kenya, which means that it has a <u>tropical climate</u> in some places.<br/>Recall - tropical climate = high temperature and high precipitation all year round.</p> <p><b><u>The UK</u></b></p> <p><b><u>Volcanoes and Earthquakes</u></b><br/>When volcanoes erupt they send gases into the air, this can affect the climate of the location of the eruption. However, this can also affect further afield and cause warming of the temperature e.g. the eruption from the Icelandic volcano in 2010 (Eyjafjallajökull).</p> |
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|  |  |  | <p>Winter - Cold, but not as cold as the UK</p> <p>Autumn - cool, less rain than summer and spring.</p> <p>Summer - hot and very humid, can also be rainy</p> <p>Spring - hot, rainy and humid</p> <p>Children will be able to compare the climates in Hong-Kong and UK.</p> |  | <p>northern Russia. It is a forest of coniferous trees. Coniferous trees are trees that do not lose their leaves/needles in winter (KS1 science recall)</p> <p><b><u>Our European neighbours</u></b></p> <p>Because of our <u>climate</u> (recall - <u>temperate</u> climate), there are certain types of food that we can only grow for a few months of the year (and some things that we cannot grow at all). A lot of our fruit and veg comes from a region in Spain called Almeria.</p> <p><b><u>Rivers</u></b></p> | <p>Some parts of the USA (Florida) are at risk of hurricanes. A hurricane is a tropical storm which brings heavy rain and strong wind. It can cause flooding. Some parts of the USA are at risk of drought (Arizona). A drought is when an area experiences a long period with little precipitation. It leads to water shortages.</p> <p><b><u>Mediterranean</u></b></p> <p>The Mediterranean climate is characterised by: Summers - high temperature, low precipitation<br/>Winter - mild/cool temperature, higher levels of precipitation.</p> <p>Some other parts of the world have the same weather patterns - Children should be able to interpret a climate zone map to identify some of these places (e.g. parts of western California and parts of southern Australia - use an atlas to support locational knowledge if necessary). Children</p> | <p>rainforest is called convection.</p> <p><b><u>Misty Mountains</u></b></p> <p>The climate of mountains is characterised by low temperatures; for every 1000m increase in altitude, the temperature drops by about 6.5°C. Mountains also often have lots of precipitation. The process which causes it to rain in mountainous areas is called relief rainfall. This happens because:</p> <p>a) Warm, moist air blows in from the sea (it contains moisture because of evaporation).<br/>b) The air is forced up the mountain<br/>c) The temperature is lower at higher altitude, so the moisture in the air condenses to form clouds.<br/>d) When the clouds are heavy, water will fall as precipitation.</p> <p><b><u>Global Trade</u></b></p> |  |
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|   |  |  |  |  |   | will be able to compare the climates of the UK and the Mediterranean.  |   |  |
| <p><b><i>Interdependence</i></b></p>  <p><b><i>An area having unique physical and human characteristics interconnected with other places, often linked with the resources available in those places.</i></b></p> <p><b><i>Characterised into social, economic and environmental.</i></b></p> | <p>Begin to understand the effect their behaviour can have on the environment.</p> <p>Shows interest in different occupations and ways of life indoors and outdoors.</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><b><u>The United Kingdom</u></b></p> <p><b><u>Weather</u></b></p> <p><b><u>Local area and Hong Kong</u></b></p> <p><b><u>Economic</u></b></p> <p>People have jobs in farming, fishing, shops or hotels (tourists like to visit Lamma Island).</p> | <p><b><u>Oceans and Continents</u></b></p> <p><b><u>Environmental</u></b></p> <p>Children could learn about how some plants and animals have adapted to their environment. A biome is an area that is characterised by the type of vegetation and animals that live there (they are sometimes referred to as vegetation belts).</p> <p><b><u>Social</u></b></p> <p>Asia is the most densely populated continent. Australia is the most sparsely populated continent (discounting Antarctica, which has no permanent residents). Children could start to consider why certain places are more densely populated than others, e.g. coastal areas have access to resources, in the past it was easier to communicate and travel in these areas.</p> | <p><b><u>Where in the world...</u></b></p> <p><b><u>Our European neighbours</u></b></p> <p><b><u>Environmental</u></b></p> <p>Because of our climate there are certain types of food that we can only grow for a few months of the year (and some things that we cannot grow at all). A lot of our fruit and veg comes from a region in Spain called Almeria.</p> <p><b><u>Economic</u></b></p> <p>We rely on certain places to import goods; they in turn rely on us to import their goods, so that they have jobs and income. By importing our fruit and veg from Spain it provides jobs/income in these areas. Though the UK does have local fishing industries, we still rely on other countries greatly for this source of food.</p> | <p><b><u>Antarctica</u></b></p> <p><b><u>Environmental</u></b></p> <p>Antarctica has little <u>biodiversity</u> (variety of different species) due to its <u>extreme climate</u>. Children should be able to identify some ways that a species (e.g. emperor penguins and seals) has <u>adapted</u> to survive in Antarctica. <u>Global warming</u> means that <u>average temperatures</u> are increasing around the world. Glaciers are retreating (melting). There is less sea ice. Species are at <u>risk</u> (many use the ice for hunting and breeding).</p> <p><b><u>Economic</u></b></p> <p>Children to look at what research takes place in Antarctica. This provides jobs for the wider population. <a href="#">Research projects - British Antarctic Survey (bas.ac.uk)</a></p> <p><b><u>The USA</u></b></p> <p><b><u>Social</u></b></p> | <p><b><u>Tropical Rainforests</u></b></p> <p><b><u>Environmental</u></b></p> <p>Rainforests are known as the 'lungs of the planet' because they give off oxygen. Carbon sink - rainforests draw in and store carbon, meaning they remove carbon dioxide from the atmosphere. This is reducing the rate of climate change. Palm oil is a vegetable oil that comes from the fruit of palm trees. It is used in over 50% of our household and food products. The palm oil industry has negative impacts on large areas of the rainforest: -Monoculture: large areas of virgin forest are removed and replaced with palm oil plantations. Just one type of tree/crop is grown which means less food for rainforest creatures and less biodiversity.</p> | <p><b><u>Kenya: A changing county</u></b></p> <p><b><u>Environmental</u></b></p> <p>The Masai Mara National Park provides a habitat for many vulnerable and endangered species. Human activities in the National Park are threatening the environment: - Off-road driving (especially safari jeeps) - Overuse of water - draining the Mara River basin. - Disruption to wildlife habitats - Poaching</p> <p><b><u>Social</u></b></p> <p>The Masai Mara National Park provides jobs in tourism and therefore a source of income for local people (few alternative jobs in rural areas other than agriculture, which is poorly-paid). Rural migrants move to urban areas due to the perceptions of a better life; though</p> |

## Geography Curriculum Progression

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|  |  |  |  | <p><b><u>Street detectives</u></b></p> <p>We import a lot of fish from Iceland, Sweden and Norway (this provides jobs/income in these areas). This is because these countries have good access to the North Atlantic Ocean, which has some of the richest fishing grounds in the world. Though tourism involves the movement of people as opposed to goods, it is still an important example of how we trade and make money. Tourism creates lots of jobs for a place, including work in hotels, restaurants, transport, shops, attractions, etc.</p> <p><b><u>Rivers</u></b></p> <p><b>Environmental</b><br/>Rivers provide: Changing levels of energy that shape the landscape. Energy for hydro-electric power. Habitats for wildlife.</p> <p><b>Social</b><br/>Freshwater for settlements,</p> | <p>The interior of the USA is very sparsely populated. The most densely populated areas are found in coastal areas, especially the east coast.</p> <p><b>Economic</b><br/>Children to look at what the benefits might be of living near the sea. The Port of New York has <u>access</u> to the Atlantic Ocean.</p> <p><b><u>Mediterranean</u></b></p> <p><b>Environmental</b><br/>What impact is tourism having on the wider environment in both Italy and Bath?</p> <p><b>Social</b><br/>The Bay of Naples has 2.5 million visitors each year with the roman ruins and the access to islands such as capri helping. Bath has 6 million visitors with the roman baths being the most popular tourist attraction.</p> <p><b>Economic</b><br/>Year 3 recall - these crops are exported to other parts of the world where they cannot be grown; people in Naples have income from these exports.</p> | <p>-Slash and burn: this is a method used to create space for palm oil plantations. It destroys animal habitats and many creatures are killed in the fires. Burning large areas of forest releases huge amounts of CO2 into the atmosphere.</p> <p><b>Social</b><br/>The smoke from burning also has negative impacts on the health (respiratory) of rainforest inhabitants and people living in nearby settlements.</p> <p><b>Economic</b><br/>Rainforests are important for various other reasons, including: resources (timber, minerals and food), medicine, home to indigenous people, etc.</p> <p><b><u>Misty Mountains</u></b></p> <p><b>Environmental</b><br/>Mountain ecosystems have little biodiversity (small variety of life) because they are difficult environments to live in (link back to climate).</p> | <p>this is often not a reality. Rapid urbanisation in LICs leads to the creation of slums (also known as shanty towns or squatter settlements). These are built without regulation due to lack of housing in urban areas in LICs. An example of a slum in Nairobi is called Kibera.</p> <p><b>Economic</b><br/>Rural migrants move to urban areas due to the perceptions of a better life; though this is often not a reality. Mass rural to urban migration and rapid urbanisation in LICs (low income countries) like Kenya creates social, economic and environmental problems.</p> <p><b><u>The UK</u></b></p> <p><b>Environmental</b><br/>Energy is important because we need it for a variety of reasons (domestic, industrial, travel, etc.) We get our energy from a variety of resources:</p> |
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|  |  |  |  |  | <p>agriculture and other industries. Human activity is a main cause of pollution in rivers and oceans and of some increased flooding events.</p> <p><b>Economic</b><br/> Rivers provide: Resources for leisure and tourism. Navigation for exploration, trade and commerce. A means to transport nutrients and sediment.</p> | <p>The Bay of Naples is important for economic activities - shipping, fishing and tourism (thanks to Roman ruins and access to islands such as Capri). Economic activities provide jobs and income.</p> | <p>The lower parts of a mountain might be forested. Vegetation becomes increasingly sparse with increasing altitude because the conditions become more difficult for plant growth. The area where trees disappear is called the timberline. The highest parts are either barren with lichens, or have some sparse grasses and alpine flowers. Some animals have successfully adapted to the harsh climate</p> <p><b>Social</b><br/> Mountainous environments are usually sparsely populated. Disadvantages include poor access, isolation, difficulties in building infrastructure (e.g. roads) and difficulties in building homes.</p> <p><b>Economic</b><br/> The environment provides some advantages, including: tourism (employment and income), timber from coniferous forests (resources); grazing space for</p> | <p>- Non-renewables - resources that will eventually run out, e.g. coal, oil and natural gas.<br/> - Renewables - resources that will not run out, e.g. solar power. These are more sustainable and have fewer negative environmental impacts. The term 'energy mix' refers to which resources we use and in what proportion.</p> <p><b>Economic</b><br/> Recap employment sectors (year 5):<br/> - Primary sector jobs involve extracting natural resources, e.g. agriculture, mining, etc.<br/> - Secondary sector jobs involve manufacturing, e.g. factory workers, food processing, etc.<br/> - Tertiary sector jobs are service jobs, e.g. drivers, teachers, etc.<br/> Children to find out about how jobs have changed in their local area, e.g. decline in mining in Radstock Vs. the dominance of</p> |
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|  |  |  |  |  |  |  | <p>mountain goats and sheep (agriculture).</p> <p><b><u>Global Trade</u></b><br/> Globalisation: the connection and links between different countries.<br/> Supply chain: activities which involve creating and selling new products.<br/> Children should be given the opportunity to discuss if global trade is a good thing and if it is possible to make it fairer.</p> <p><b><u>Environmental</u></b><br/> The extraction of natural resources for the supply chain.<br/> Manufacturing - what resources does this require?<br/> China's natural resources (coal and oil)</p> <p><b><u>Social</u></b><br/> Globalisation: having friends/family in different countries and visiting them, sending emails.</p> <p><b><u>Economic</u></b><br/> Globalisation: different countries trading with one another.<br/> The country which we import most of our goods from is China.</p> | <p>service jobs in the present day.</p> <p><b><u>Volcanoes and Earthquakes</u></b><br/> Earthquakes and tsunamis have social, economic and environmental effects.<br/> A volcanic eruption can have both local and global effects.<br/> Living near a plate boundary has many advantages, such as:</p> <ul style="list-style-type: none"> <li>- Access to geothermal energy (Reykjavik in Iceland)</li> <li>- Fertile soil (Java in Indonesia)</li> <li>- Access to minerals (northern Chile)</li> <li>- Tourist attraction (Mt. Fuji, Mt. Vesuvius)</li> </ul> <p>Tectonic hazards cannot be prevented. People living in tectonic areas therefore need to find ways to mitigate the risk.<br/> Mitigation means to make something less dangerous - to reduce the impact.<br/> Mitigation strategies can be classified under the 2Ps - prediction and protection.</p> |
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|  |  |  |  |  |  |  | <p>This is because:</p> <ul style="list-style-type: none"><li>- China has lots of natural resources (e.g. coal and oil) which are needed to power industries.</li><li>- China has the world's biggest population (1/3 of the global population). This means a big workforce for the factories.</li><li>- Workers are paid less in China, which means that we pay less for the goods that are made (it is cheaper to import many goods from China than to buy them from UK manufacturers).</li></ul> <p>Most goods travel from China to the UK (and the rest of the world) on container ships.</p> <p>There are different jobs involved in the supply chain. These jobs fall into 4 categories: primary (extraction of natural resources), secondary (manufacturing), tertiary (services) and quaternary (research and development).</p> <p>Children should examine an example of a supply chain to notice how different parts take place in</p> |  |
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|   |  |   |   |  |   |  | different parts of the world. Use an iphone as a case study.  |   |
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| <p><b>Maps, data and information</b></p>  <p><b><i>A map is a picture which represents an area and its landscape. Data is information about a place.</i></b></p> |  | <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</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><b><u>The United Kingdom</u></b><br/><b>Lay the foundations:</b><br/>Children will be able to identify the location of Europe and the UK on a map and globe. Children will be able to use directional language to describe location (NESW). Children will be able to describe the location of the UK in relation to the equator (north of) and the North Pole (south of). An aerial photograph is a photograph taken from above. Children will locate London, and with support Peasedown and Bath, on a map of the UK. They will be able to use directional vocabulary to describe location (NSEW) in relation to other known places.<br/><b>Children will use photographs to:</b> Identify different features and</p> | <p><b><u>Oceans and Continents</u></b><br/>Children will use an atlas to:<br/>Use a continent map to label their own world map with the 7 continents and 5 oceans.<br/><b>Children will use photographs to:</b> Compare two contrasting climate zones - tropical and polar - in terms of temperature and precipitation. Compare two contrasting biomes - tropical rainforest and tundra - in terms of plants and animals that live there. Infer basic information about each continent and ocean.<br/><b>Children will use graphical data to:</b> Compare two contrasting climate zones - tropical and polar - in terms of temperature and precipitation. Compare two contrasting biomes - tropical rainforest and tundra - in terms of plants and</p> | <p><b><u>Where in the world...</u></b><br/>Children will use an atlas efficiently to:<br/>Locate some of the capital cities in Europe by looking at the index to find the page number and grid references. (London, Paris, Madrid, Rome, Vienne, Oslo, Berlin, Stockholm, Warsaw, Helsinki and Copenhagen). Find physical and human features of Europe.<br/><b>Children will use photographs to:</b> Indicate weather patterns and vegetation (deciduous forests) in this climate zone.<br/><b>Children will use climate graphs to:</b> To identify months with highest/lowest temperature and highest/lowest precipitation and describe general weather patterns.<br/><b>Children will use choropleth maps to:</b> To determine which areas have a temperate climate</p> | <p><b><u>Antarctica</u></b><br/>Children will use an atlas efficiently to: (e.g. checking in the index for the relevant page number and grid reference)<br/>Located some key physical features of Antarctica using longitude and latitude references. Locate some key features of Antarctica (including surrounding seas and ocean) on a blank map; they should be taught to describe these locations in reference to longitude and latitude. Lines of latitude are horizontal and they show distance from the equator. The Antarctic Circle is a line of latitude. Lines of longitude are vertical and they indicate time zones.<br/><b>Children will use photographs to:</b> Understand what the climate looks like. Recognise physical features on ground</p> | <p><b><u>Tropical Rainforests</u></b><br/>Children will use climate graphs to:<br/>To learn that tropical rainforests have high temperatures and high amounts of precipitation all year round. Identify the months with the highest/least rainfall and highest/lowest temperatures.<br/><b>Children will use a biome map to:</b> Identify the Tropic of Cancer and the Tropic of Capricorn. Cross reference with a political map in an atlas to identify specific countries with rainforest biomes.<br/><br/><b><u>Misty Mountains</u></b><br/>Children will use an atlas efficiently to: (e.g. checking in the index for the relevant page number and grid reference)<br/>Locate major mountains and mountain ranges.<br/><b>Children will use photographs to:</b></p> | <p><b><u>Kenya: A changing county</u></b><br/>Children will use an atlas efficiently to: (e.g. checking in the index for the relevant page number and grid reference)<br/>Locate Kenya on a map of Africa, the Indian Ocean, countries which share a border with Kenya and the Equator. Locate Masai Mara National Park on a map. (longitude and latitude opportunity).<br/><b>Children will use photographs to:</b> Determine the reasons why this place is important. They should categorise these reasons as environmental or social. Determine why Nairobi is becoming more urbanised. Categorise their reasons as push and pull factors. Determine the problems caused by rapid urbanisation. Categorise these</p> |

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|  |  |  | <p>categorise them accordingly. Identify different human/physical features (Aerial photographs).</p> <p><b><u>Weather</u></b><br/><b>Lay the foundations:</b><br/>Children will demonstrate their understanding by sorting different resources (e.g. images) into appropriate categories - summer, autumn, winter and spring. Children will know that different symbols represent different types of weather. Children will be able to recognise some of these symbols to interpret the weather conditions of a place. Children will be able to create symbols to represent the weather of a place.<br/><b>Children will use photographs to:</b><br/>Examine images of different places and categorise them at hot/equator and cold/Poles. Interpret different images to identify and describe</p> | <p>animals that live there.<br/><b>Children will use a key to:</b><br/>Interpret which climate zones are found in each of the 7 continents. Interpret which biomes are found in each of the 7 continents.</p> <p><b><u>Street detectives</u></b><br/><b>Children will use photographs to:</b><br/>An aerial photograph is a photograph taken from above (children could compare aerial photographs of their local area with ground-level photographs to determine why they can be very useful. Look at ground-level photographs of different places and sort them into groups: urban or rural. Interpret aerial photographs to determine whether their local area and surrounding (ideally contrasting) places are rural or urban.<br/><b>Children will use OS maps to:</b><br/>Understand what human and physical</p> | <p>and a subpolar climate; they should cross reference this with a political map of Europe to determine which countries are within these areas.</p> <p><b><u>Our European neighbours</u></b><br/><b>Children will use an atlas efficiently to:</b><br/>Locate Europe's 10 most densely populated cities. Teacher could present a picture of each city to contextualise the activity. Identify which of these export countries are European and which are not.<br/><b>Children will use choropleth maps to:</b><br/>Identify densely populated areas.<br/><b>Children will use graphical data to:</b><br/>Interpret: Imports Vs. exports of fish. Where do our fish imports come from?<br/>Determine which European countries receive the most tourists.<br/><b>Children will use pie charts to:</b></p> | <p>level and aerial photographs.<br/><b>Children will use climate graphs to:</b><br/>Interpret simplified graphs to identify warmest/coldest months and driest/wettest months.<br/>Children should be taught to interpret graphs which show changes in average temperature and changes in sea ice extent.<br/><b>Children will use topographic maps to:</b><br/>Recognise physical features.</p> <p><b><u>The USA</u></b><br/><b>Children will use choropleth mapping to:</b><br/>Identify different climate zones in the US and explain where they are in relation to latitude lines.<br/>Notice other geographical characteristics of this area e.g. temperature, precipitation, population density and topography. Explore the population density of New York to notice trends (e.g. the area around the</p> | <p>Acquire knowledge of mountain ecosystems. Determine the advantages and disadvantages of living in mountainous environments.<br/><b>Children will use climate graphs to:</b><br/>Extract relevant information to identify that mountains have cold, rainy climates.<br/><b>Children will use population choropleth maps to:</b><br/>Determine that mountainous areas are sparsely populated. (Use Digimaps to support)<br/><b>Children will use OS maps to:</b><br/>Identify the location of mountains and mountain ranges by recognising contour lines.<br/><b>Children will use Digimaps to:</b><br/>Use aerial images to identify and describe topographic features.</p> <p><b><u>Global Trade</u></b><br/>Using an atlas, children should locate China and the UK. Children should</p> | <p>problems as social, economic and environmental. Interpret a variety of images/charts to determine negative impacts of human activity on the Masai Mara National Park.<br/><b>Children will use graphical data to:</b><br/>Determine the reasons why this place is important. They should categorise these reasons as environmental or social.<br/>Determine why Nairobi is becoming more urbanised. Categorise their reasons as push and pull factors.<br/>Determine the problems caused by rapid urbanisation. Categorise these problems as social, economic and environmental.</p> <p><b><u>The UK</u></b><br/><b>Children will use an atlas efficiently to:</b><br/>(e.g. checking in the index for the relevant page number and grid reference)<br/>Located the 4 parts of the UK, the 4 capital cities, other major cities, major</p> |
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|  |  |  | <p>different weather conditions.</p> <p><b><u>Local area and Hong Kong</u></b><br/><b>Lay the foundations:</b><br/>With support, children will be able to locate Hong Kong on a map of China and a map of the world.<br/>With support, children will be able to use directional vocabulary (NESW) to describe the location of Hong Kong in relation to the UK and other known places (children to consider how they would get to HK if they were to visit).<br/><b>Children will use photographs to: (With support)</b><br/>Interpret images of HK to determine what the weather's like in different seasons and compare these images with the UK.<br/>Children to examine images to determine key facts (how people live and get around) and compare with the UK.<br/><b>Children will use climate graphs to:</b></p> | <p>features can be found in an area.<br/>Identify different symbols, including roads, railways and public footpaths.<br/>Interpret ambiguous symbols.<br/>Interpret OS maps and aerial photographs to determine whether their local area and surrounding (ideally contrasting) places are rural or urban.<br/><b>Children will understand maps are/have:</b><br/>A map is a picture which represents an area.<br/>They are useful for many reasons, including helping us to find places.<br/>Have lots of different features, including a title, symbols, a key and a compass.<br/>Study a variety of maps and discuss their similarities (e.g. tourist map, road map, OS map, fantasy map, atlas and a political map shows borders between countries).<br/><b>Children will understand grid maps:</b><br/>Children will learn simple 2-figure</p> | <p>Show where our vegetables come from.</p> <p><b><u>Rivers</u></b><br/><b>Children will use an atlas efficiently to:</b><br/>Locate major UK rivers and mark them on their own map.<br/>Identify whether a river is in England, Scotland, Wales or Northern Ireland.<br/><b>Children will use photographs to:</b><br/>Identify key features of the upper course, middle course and lower course and describe appearance using appropriate geographical terminology.<br/><b>Children will use population density maps to:</b><br/>Notice that the areas along a river are often the most densely populated (e.g. River Nile).<br/>Discuss how settlements have historically developed near rivers due to the benefits they offer.</p> | <p>Port of New York is most densely populated.<br/><b>Children will use an atlas to:</b><br/>Make connections between locations, climate zones and natural hazards they face.<br/>Find the Grand Canyon.<br/><b>Children will use a climate zone map to:</b><br/>To make connections between location, climate zone and the natural hazards they face.<br/>To compare two different locations in the US, such as Arizona, which is arid and New York, which is warm (like the UK).<br/>Determine why New York is a popular place to live.<br/><b>Children will use photographic imagery to:</b><br/>Explain the hazards/problems associated with extreme weather events.<br/>Understand climate zones.<br/>Make observations and describe the physical geography of this location.<br/><b>Children will use population</b></p> | <p>locate the chipping routes from China to the UK on a map.</p> | <p>rivers and mountain ranges.<br/>Locate some of the main UK national parks.<br/><b>Children will use photographs to:</b><br/>Identify site factors.<br/>Identify the three different types of settlement formation (linear, nucleated and dispersed).<br/><b>Children will use population choropleth maps to:</b><br/>Inform their descriptions of population distribution across the UK. (e.g. Northern parts of Scotland, where the climate is colder and the topography is more mountainous, are more sparsely populated. In contrast, the southeast of England is ....).<br/><b>Children will use graphical data to:</b><br/>Interpret graphs to determine what our current energy mix is like (e.g. which resources do we use most?).<br/><b>Children will use OS maps to:</b><br/>Identify site factors.</p> |
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|  |  |  | <p>If appropriate with heavy support, children could explore the climate graph with their teacher to identify which months get the highest/lowest temperature/precipitation. Compare with the UK.</p> | <p>coordinates - e.g. (a,2)<br/>Children will recognise that many maps have grid squares; each grid square has a set of coordinates, which can be used to locate a place or feature more quickly.<br/>Simple coordinates have a letter (which we get from the x/horizontal axis) and a number (which we get from the y/vertical axis).<br/>To use simple 2-figure grid references to locate features on a map (could be a fantasy map, e.g. a treasure map, or a map of a town. Ideally, maps will include map symbols from OS maps.)</p> |  | <p><b>distribution charts to:</b><br/>See which parts are the most populated and which are the least populated.<br/>Cross reference with other charts (topography, climate, etc) to explain why different parts of the USA have different densities.<br/><b>Children will use a topography map to:</b><br/>Determine why New York is a popular place to live.</p> <p><b><u>Mediterranean</u></b><br/><b>Children will use an atlas efficiently to:</b><br/><b>(e.g. checking in the index for the relevant page number and grid reference)</b><br/>To Locate the Mediterranean Sea and some surrounding major cities, e.g. Valencia, Naples, Athens, Nice, Dubrovnik.<br/>Categorise the countries according to which continent they are located on.<br/>Locate Mt. Vesuvius on a global scale and on a regional scale.<br/><b>Children will use photographs to:</b></p> | <p>Identify the three different types of settlement formation (linear, nucleated and dispersed).<br/>Show how settlements have changed over time.<br/>Explore national parks to identify key human/physical features in order to consider possible pros/cons of tourism in these areas.<br/><b>Children will use historical maps to:</b><br/>Identify site factors.<br/>Identify the three different types of settlement formation (linear, nucleated and dispersed).<br/>Show how settlements have changed over time.<br/><b>Children will use a Clark-Fisher graph to:</b><br/>Link what they have learned about jobs in their local area.</p> <p><b><u>Volcanoes and Earthquakes</u></b><br/><b>Children will use an atlas efficiently to:</b><br/><b>(cross referenced with a plate boundary map)</b><br/>Identify a place that could experience an</p> |
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|  |  |  |  |  |  | <p>To support understanding of what climate change looks like. Explore the area to identify what can grow there. Interpret photographs of tourist attractions (Why would people want to visit these places? What would they do there?)</p> <p><b>Children will use climate graphs to:</b><br/> Identify months with the highest/lowest temperatures and precipitation.</p> <p><b>Children will use topographic maps to:</b><br/> Identify which locations might be most suitable for agriculture activities e.g. areas with flatter terrain, few inhabitants etc.</p> <p><b>Children will use population choropleth maps to:</b><br/> Identify which parts of Naples are densely/sparsely populated in order to link this to their knowledge of economic activity.</p> <p><b>Children will use graphical data to:</b><br/> Determine who visits Italy (e.g.</p> |  | <p>earthquake or volcanic eruption. Locate places that have experienced earthquakes. Describe the movement of a tsunami using appropriate terminology. E.g. The tsunami began in the Pacific Ocean and travelled west towards the coast of Japan.</p> <p>Use longitude and latitude to locate famous volcanoes. Children should be able to use an atlas to efficiently locate the places that have advantages of living near a plate boundary.</p> <p><b>Children will use photographs to:</b><br/> Interpret the different effects of earthquakes. Categorise these effects as SEE. Discover the different effects of tsunamis. They should also be supported in categorising these effects as SEE. Discover the different effects of volcanic eruptions. They should also be supported in categorising these</p> |
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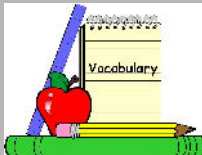
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|   |  |  |   |  |   | <p>which country has the biggest/smallest amount of visitors to Italy?). Children could annotate this information onto a world map to reinforce understanding of interdependence.</p>  |   | <p>effects as either SEE or global and local. <b>Children will use graphical data to:</b> Interpret the different effects of earthquakes. Categorise these effects as SEE. Discover the different effects of tsunamis. They should also be supported in categorising these effects as SEE. Discover the different effects of volcanic eruptions. They should also be supported in categorising these effects as either SEE or global and local.</p> |
| <p><b>Fieldwork</b></p>  <p>Fieldwork</p> <p><i>When you go outside of the classroom to use the skills learnt in the classroom.</i></p> |  | <p>Practice using directional language to explore the immediate environment by playing Simon Says with the class, e.g. 'Simon says take 3 steps right.'</p> <p>Take children outside into the school grounds and in pairs or groups get them to direct each other around the grounds using directional language.</p> <p><b>Possible Fieldwork Enquiry Questions:</b></p> | <p><b><u>The United Kingdom</u></b><br/>Use a map of PSJ to find key locations (treasure hunt/orienteering).</p> <p><b><u>Weather</u></b><br/>What is the weather like around our school? Monitor weather patterns over a period of time in 3 contrasting areas around school/PSJ. Create a class weather forecast for the observations made.</p> | <p><b><u>Oceans and Continents</u></b><br/>With support, children will be able to use a choropleth map to identify densely and sparsely populated places and to begin to notice patterns, e.g. coastal areas are more densely populated than inland areas.</p> <p><b><u>Street detectives</u></b><br/>Pupils annotate aerial views of their school and grounds, and annotate maps of their local area.</p> | <p><b><u>Where in the world...</u></b><br/>Use compass directions to describe location. Children should be able to use an atlas to locate Europe on a global scale, along with its neighbouring continents, surrounding oceans, the Arctic Circle and the equator.</p> <p><b><u>Our European neighbours</u></b><br/>Children should be supported in</p> | <p><b><u>Antarctica</u></b><br/>Children should be able to use an atlas to efficiently locate Antarctica on a global scale (e.g. checking in the index for the relevant page number and grid reference).</p> <p><b><u>The USA</u></b><br/>Children should be able to use an atlas efficiently (e.g. checking in the index for the relevant page number and grid reference) to locate</p> | <p><b><u>Tropical Rainforests</u></b></p> <p><b><u>Misty Mountains</u></b><br/>Use 4 and 6 figure grid references to determine where mountains are on different maps.</p> <p><b><u>Global Trade</u></b></p> | <p><b><u>Kenya: A changing county</u></b><br/>Children should be able to use the 8-point compass to describe the location of Kenya in relation to neighbouring countries. E.g. Kenya is south of Ethiopia.</p> <p><b><u>The UK</u></b><br/>Local Area fieldwork 1. Before you undertake your fieldwork it is valuable to ask your pupils to consider what geographical</p>  |

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|  |  | <p>Where are the best places to play in our area?</p> <p>What helps us keep safe in our area?</p> | <p><b><u>Local area and Hong Kong</u></b></p> <p>Children explore maps and aerial photographs to discover that Hong Kong is very densely populated. Children study maps and use locational vocabulary (NSEW) to describe the location of Lamma island in relation to other parts of Hong Kong. Describe Bath in relation to other parts of England.</p> | <p>Draw a simple map of the school grounds and mark on its geographical features and locational points. Based on information gathered from aerial photographs of the school grounds along with their experiences of walking around the school, children will create a map of their school grounds. They use maps to follow routes and to plan safe routes to a place of interest. Children should use appropriate map symbols to represent different features around school. They should define these symbols in a key. Children should include a north arrow or compass diagram. Children should include grid squares (these could be provided on the paper already). Once finished, encourage children to describe a journey around school, using appropriate</p> | <p>interpreting the choropleth map to determine which areas have a temperate climate and a subpolar climate; they should cross reference this with a political map of Europe to determine which countries are within these areas. Children should be supported in understanding simplified climate graphs to identify months with highest/lowest temperature and highest/lowest precipitation and describe general weather patterns.</p> <p><b><u>Rivers</u></b></p> <p>Local river Visit:</p> <ul style="list-style-type: none"> <li>• Draw and annotate a sketch.</li> <li>• Measure the speed (use Pooh Sticks) to compare the other sites along the course.</li> <li>• Take pictures of any signs of human interaction with the river in question. Children use an atlas efficiently (e.g. using the index to find page number and coordinates) to locate major UK</li> </ul> | <p>the capital city, some of the states, rivers, mountains and neighbouring countries. Children should be supported in interpreted photographs (aerial and ground-level) to determine how the land is used in New York (e.g. shops, high-rise residential, offices, port, etc.)</p> <p><b><u>Mediterranean</u></b></p> <p>Children should be able to use an atlas efficiently (e.g. checking in the index for the relevant page number and grid reference) to locate the Mediterranean Sea and some surrounding major cities. Using topographic data and population data, children should be supported in identifying which locations might be most suitable for agricultural activities, e.g. areas with flatter terrain, few inhabitants, etc. Support children in exploring photographs of the area to identify what can grow</p> | <p>questions they could ask to find out about their local area.</p> <p>2. In order to plan your fieldwork you will need maps of your local area, which can be sourced from the Ordnance Survey, Esri UK or Google Earth.</p> <p>3. Your pupils can record their data from their fieldwork in many different ways including:</p> <ul style="list-style-type: none"> <li>• Annotating a base map with information</li> <li>• Field sketches of different scenes, street-scapes or views that they see</li> <li>• Taking photographs and recording the location and information they are collecting.</li> </ul> <p>4. • Creating a land-use map of their local area with a key and symbols and annotated sketches or photos (including aerial photographs) to record the information from their field notes.</p> <ul style="list-style-type: none"> <li>• Build a model of their high-street or other local place using their</li> </ul> |
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|   |  |  |   | <p>vocabulary (NSEW, coordinates). Possible enquiry questions:</p> <p>Is our local area urban or rural?</p> <p>What do we have more of: physical features or human features?</p> <p>Is our local environment looked after?</p> <p>Children will use the 8-point compass to describe a simple route on a map (e.g. a map of the school or a simple road map).</p>                       | <p>rivers and mark them on their own map.</p> <p>Children should have guided practice in interpreting images to determine the effects of flooding in a place like the Somerset Levels.</p> <p>With support, they could be encouraged to categorise these effects into three geographical groups: Social, economic and environmental.</p>   | <p>there. Compare these areas with Bath.</p> <p>Support children in interpreting photographs of tourist attractions in the Mediterranean and Bath (why would people want to visit these places? What would they do there?)</p>   | <p>information to identify key buildings and their uses.</p> <ul style="list-style-type: none"><li>• Then and now maps, identifying key aspects of change in your local area drawing on historic resources and the current circumstances.</li></ul> <p>Children should be able to describe the location of cities and physical features using the 8-point compass (e.g. London is in the southeast of England).</p> <p><u>Volcanoes and Earthquakes</u></p> |  |
| <p><b>Key Vocabulary</b></p>  <p><b>Terminology that supports our knowledge and understanding</b></p> |  |  | <p><u><b>The United Kingdom</b></u></p> <p><b>Capital City</b> - is the city from where the government of a country works, e.g. London is the capital city of England.</p> <p><b>Cliff</b> - a steep rock face at the edge of the sea or on the side of a mountain.</p> <p><b>Coastal</b> - land near the sea, i.e. on the coast</p> <p><b>Continent</b> - one of the earth's large</p> | <p><u><b>Oceans and Continents</b></u></p> <p><b>Continent</b> - a large area made up of different countries.</p> <p><b>Ocean</b> - a large body of water.</p> <p><b>Biome</b> - an area that is characterised by the type of vegetation and animals that live there.</p> <p><b>Climate</b> - the weather pattern of a place.</p> <p><b>Atlas</b> - a book that shows a variety of</p> | <p><u><b>Where in the world...</b></u></p> <p><b>Arctic circle</b> - is a line of latitude at the top of the globe.</p> <p><b>Capital City</b> - is where the country's government/leaders are located, it's usually the biggest and most densely populated.</p> <p><b>Subpolar climate zone</b> - long, cold winters and short, warm summers.</p> <p><b>Temperate climate</b></p> | <p><u><b>Antarctica</b></u></p> <p><b>Biomes</b> - are very large ecological areas on the earth's surface, with fauna and flora (animals and plants) adapting to their environment.</p> <p><b>Desert</b> - A very dry region with little or no precipitation.</p> <p><b>Glacier</b> - Glaciers are large masses of ice that form over hundreds, or thousands of years from layers of</p> | <p><u><b>Tropical Rainforests</b></u></p> <p><b>Biome</b> - specific environment that's home to living things suited for that place and climate.</p> <p><b>Biodiversity</b> – The wide range of living things on Earth.</p> <p><b>Canopy</b> – The tallest layer of trees in a forest.</p> <p><b>Climate</b> – The weather and temperature usually found in an area over a long period</p>  | <p><u><b>Kenya: A changing county</b></u></p> <p><b>Climate change</b> - a change in global or regional climate patterns.</p> <p><b>Environmental footprint</b> - amount of carbon dioxide released into the air because of your own energy needs.</p> <p><b>Congestion</b> - blocking or crowding a place and causing difficulties.</p> |

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|  |  |  | <p>land masses. Large land masses which with the exception of Antarctica are made up of a group of countries</p> <p><b>Country</b> - an area of land with boundaries which (usually) fit within one continent.</p> <p><b>City</b> - any big settlement where lots (millions) of people live. (<i>But, in the UK a city is recognised as a town that has received the title from the crown. The smallest city in the UK is St David's with a population of less than 2,000.</i>)</p> <p><b>Human Features</b> - things (features) made by or for people, e.g. roads, railways, houses, hospitals.</p> <p><b>Lake</b> - a large area of water surrounded by land.</p> <p><b>Island</b> - a piece of land surrounded by water.</p> <p><b>Landmark</b> - a prominent or well-known object in, or feature of, a particular landscape.</p> <p><b>Mountain</b> - a large natural elevation of the earth's surface.</p> <p><b>Physical features</b> -</p> | <p>different maps at different scales.</p> <p><b>Climate zone</b> - an area that is characterised by its weather pattern.</p> <p><b>Densely populated</b> - an area with lots of people.</p> <p><b>Sparsely populated</b> - an area with few people (spread out).</p> <p><b>Tropical</b> - warm and precipitation is high, there is no winter season.</p> <p><b>Arid</b> - hot and dry, very little precipitation.</p> <p><b>Temperate</b> - 4 seasons, moderate precipitation, warm to hot summers and cool to cold winters.</p> <p><b>Mediterranean</b> - warm, wet winters and hot, dry summers.</p> <p><b>Polar</b> - cool summers and very cold winters.</p> <p><b>Desert</b> - very hot with very low precipitation.</p> <p><b>Savannah</b> - grassland which has a tropical wet and dry climate.</p> <p><b>Tundra</b> - cold desert, the coldest biome.</p> <p><b>Vegetation</b> - plants found in a particular habitat or area.</p> <p><b>Precipitation</b> - synonym for rain,</p> | <p><b>zone</b> - not too hot and not too cold, they experience 4 different seasons (UK).</p> <p><b>Deciduous forests</b> - trees that shed their leaves during one season.</p> <p><b><u>Our European neighbours</u></b></p> <p><b>Alpine</b> - relating to the Alps, or a mountainous biome with little vegetation at high altitude.</p> <p><b>Biome</b> - an area defined by a certain climate and certain animals and plants which have adapted to survive and thrive in the climate.</p> <p><b>Capital City</b> - a city where a country's government is located.</p> <p><b>Characteristics</b> - a distinguishing quality or feature.</p> <p><b>Climate</b> - The long term prevailing weather conditions of an area.</p> <p><b>Country</b> - A political unit with boundaries (usually) within a single continent.</p> <p><b>Glacier</b> - a body of ice which "flows" down a mountain.</p> <p><b>Hemisphere</b> - Half</p> | <p>compressed snow.</p> <p><b>Global Warming/Climate Change</b> - The warming of the earth and oceans due to increased presence of carbon dioxide in the earth's atmosphere.</p> <p><b>Iceberg Calving</b> - the breaking of ice chunks from the edge of a glacier.</p> <p><b>Ice Shelf</b> - is a thick suspended platform of ice that forms where a glacier or ice sheet flows down to a coastline and onto the ocean surface.</p> <p><b>Latitude</b> - the angular distance of a place north or south of the earth's equator.</p> <p><b>Longitude</b> - the distance of a place east or west of the Greenwich meridian.</p> <p><b>South Pole</b> - the southern end of the earth's axis, the southernmost point on earth.</p> <p><b><u>The USA</u></b></p> <p><b>Biomes</b> - are very large ecological areas on the earth's surface, with fauna and flora (animals and plants) adapting</p> | <p>of time.</p> <p><b>Current</b> - a body of water or air moving in a definite direction.</p> <p><b>Condensation</b> - the change in the state of water vapour to liquid water when in contact with a liquid or solid surface or cloud condensation.</p> <p><b>Deforestation</b> - The destruction of trees over a large area.</p> <p><b>Humid</b> - Having a high level of moisture in the air.</p> <p><b>Indigenous</b> - A living thing that belongs naturally to an area.</p> <p><b>Temperate</b> - Places where it is neither very hot or very cold. Usually has warm summers and cool winters.</p> <p><b>Tropical</b> - Around the middle of the world in the region called the Tropics.</p> <p><b><u>Misty Mountains</u></b></p> <p><b>Biome</b> - a large region of Earth that has a certain climate and certain types of living things.</p> <p><b>Dome Mountain</b> - A smooth and round looking mountain. They are formed when a great amount of melted</p> | <p><b>Tourism</b> - spending time away from home for recreation and relaxation.</p> <p><b>Sustainable tourism</b> - a low impact on the environment and local culture, while helping to generate future employment for local people.</p> <p><b>Migration</b> - movement from one place to another.</p> <p><b>Topography</b> - the surface features of land. It includes the mountains, hills and creeks.</p> <p><b>Urban</b> - towns and cities usually with largely man-made features and high population densities.</p> <p><b>Rural</b> - areas in countryside with small settlements and populations.</p> <p><b><u>The UK</u></b></p> <p><b>Region</b> - A region is an area of land that has common features.</p> <p><b>Industry</b> - the production of goods (such as cars) or services (such as tourism or entertainment).</p> <p><b>Economy</b> - the wealth and resources of a place.</p> |
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|  |  |  | <p>features which occur naturally due to the power of the planet (and are not made by humans) e.g. mountains, volcanoes, oceans.<br/> <b>River</b> - a large natural stream of water flowing in a channel to the sea, a lake, or another river.<br/> <b>Urban</b> - a place with more human features than natural features, e.g. towns and cities are urban.<br/> <b>Rural</b> - a place with more natural features than human features. Hamlets and villages are rural.</p> <p><b><u>Weather</u></b><br/> <b>Temperature</b> - how hot or cold a place is.<br/> <b>Equator</b> - the imaginary line around the middle of the Earth.<br/> <b>Weather</b> - is something that changes daily.<br/> <b>North Pole</b> - at the top of the world.<br/> <b>South Pole</b> - at the bottom of the world.<br/> <b>Weather Forecast</b> - a prediction of what the weather will be</p> | <p>water falling out of the sky.<br/> <b>Coastal</b> - Near a coast<br/> <b>City</b> - Any populous place. In Britain a city is recognised as a town that has received the title from the crown. A large settlement of people found within a country.<br/> <b>Equator</b> - The great circle of the earth, equidistant from the poles, dividing the Northern and Southern hemisphere.<br/> <b>Hemisphere</b> - Half of the terrestrial globe, dividing into northern and southern hemispheres by the equator<br/> <b>Landmark</b> - A prominent or well known object in or feature of a particular landscape.<br/> <b>Latitude</b> - An angular distance measured in degrees north and south of the equator.<br/> <b>Population</b> - All the inhabitants of a particular place.<br/> <b>Weather</b> - The day to day meteorological conditions,</p> | <p>of the terrestrial globe; either Northern or Southern, or Eastern or Western.<br/> <b>Human Processes</b> - The way people create or change a location.<br/> <b>Interdependence</b> - People places and processes relying on other people, places and processes in order to work.<br/> <b>Land use</b> - The purpose given to or activities within a given area of land.<br/> <b>Mountain</b> - A natural elevation of the Earth's surface which is higher than a hill.<br/> <b>Resource</b> - Something that people can make use of.<br/> <b>Topography/topographical</b> - pertaining to the height, relief or surface features of an area.<br/> <b>Trade</b> - The exchange of goods and services between two or more parties.<br/> <b>Tourism</b> - Visiting an area for the purpose of leisure or recreation.<br/> <b>Tundra</b> - a vast, flat, treeless Arctic region of Europe,</p> | <p>to their environment.<br/> <b>Canyon</b> - a deep, narrow valley with steep sides.<br/> <b>Climate</b> - long term weather patterns in an area.<br/> <b>Delta</b> - a landform that forms at the mouth of a river, where the river flows into an ocean, sea, estuary, lake, or reservoir.<br/> <b>Drought</b> - less rainfall than is expected over an extended period of time, usually several months or longer. Or, more formally, it is a deficiency of rainfall over a period of time, resulting in a water shortage for some activity, group, or environmental sector.<br/> <b>Erosion</b> - the act in which rock/soil is worn away, often by water, wind or ice.<br/> <b>Flood plain</b> - an area of low-lying ground adjacent to a river, formed mainly of river sediments and subject to flooding.<br/> <b>Gorge</b> - a deep, narrow valley with steep sides, usually smaller than a canyon.</p> | <p>rock (magma) push its way up under the earth's crust, but doesn't ever flow out.<br/> <b>Volcanic (fire)</b> - mountains are formed when molten rock (magma) deep within the earth erupts, and piles up layer on top of layer on the surface.<br/> <b>Mountain Range</b> - Long chains or groups of mountains.<br/> <b>Fault-block</b> - These are formed when cracks in the Earth's surface open up, large chunks of rocks can be pushed up while others are pushed down.<br/> <b>Fold</b> - The most common type of mountain. Formed when two plates collide and the edges crumple as they are pushed together and the rock of the Earth's surface is pushed up to create mountains.<br/> <b>Summit</b> - The top of a mountain.<br/> <b>Tectonic Plates</b> - huge slabs of the earth's crust which float on the molten mantle.</p> | <p><b>Primary industry</b> - involved in the extraction and collection of natural resources, such as copper and timber, as well as by activities such as farming and fishing.<br/> <b>Secondary industry</b> - taking the raw materials produced by the primary sector and processing them into manufactured goods and products.<br/> <b>Tertiary/ Service industry</b> - The tertiary sector is also called the service sector and involves the selling of services and skills.<br/> <b>Topography</b> - Topography is a detailed map of the surface features of land.<br/> <b>Relief</b> - a location's relief is the difference between its highest and lowest elevations.<br/> <b>Arable farming</b> - growing crops such as wheat and barley rather than keeping animals or growing fruit and vegetables.<br/> <b>Dairy Farming</b> - production of dairy products.<br/> <b>Retail</b> - the process of selling consumer</p> |
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|  |  |  | <p>like over the next week.</p> <p><b><u>Local area and Hong Kong</u></b></p> <p><b>Aerial</b> - from the air.</p> <p><b>Beach</b> - an area of sand or small stones near the sea or another area of water such as a lake.</p> <p><b>Climate</b> - the weather conditions prevailing in an area in general or over a long period.</p> <p><b>Continent</b> - one of the earth's large land masses. Large land masses which with the exception of Antarctica are made up of a group of countries.</p> <p><b>Country</b> - An area of land with boundaries which fits within a continent.</p> <p><b>City</b> - A large settlement of people found within a country.</p> <p><b>Equator</b> - an imaginary line drawn on the Earth and spaced equally between the North and South Pole.</p> <p><b>Forest</b> - a large area covered with trees and undergrowth.</p> <p><b>Harbour</b> - a place on the coast where ships may moor in</p> | <p>especially temperature, cloudiness and rainfall, affecting a specific place.</p> <p><b><u>Street detectives</u></b></p> <p><b>Map</b> - a map is a drawing of all or part of the earth's surface.</p> <p><b>Plan</b> - a plan gives a "bird's eye" view of a place.</p> <p><b>Aerial photograph</b> - a picture that shows what a place looks like from above (what someone in an aeroplane might see if they looked down from above - like a "bird's eye" view).</p> <p><b>Location</b> - a particular place.</p> <p><b>Symbol</b> - a picture or graphic that stands for (represents) a real thing (e.g. a cross might represent a church).</p> <p><b>Key</b> - shows what each symbol on a map or plan means or represents.</p> <p><b>Grid reference</b> - a way of using coordinates to find a location (place) on a map or plan.</p> <p><b>Compass points</b> - directions on a compass, e.g. North,</p> | <p>Asia, and North America in which the subsoil is permanently frozen.</p> <p><b>Taiga</b> - forest of the cold, subarctic region. The subarctic is an area of the Northern Hemisphere that lies just south of the Arctic Circle.</p> <p><b>Vegetation belt</b> - Plant life as a whole in a certain area, influenced by climatic conditions.</p> <p><b><u>Rivers</u></b></p> <p><b>Source</b> - the point at which a river starts.</p> <p><b>Drainage basin</b> - any area of land where precipitation collects and drains off into a common outlet, such as into a river, e.g. the Amazon Basin.</p> <p><b>Upper course</b> - the first stage of river, often located on high ground.</p> <p><b>Middle course</b> - the second stage of a river, where the land is flatter and the river wider.</p> <p><b>Lower course</b> - the land is flat and the river is at its widest.</p> <p><b>Tributary</b> - a small stream or river that</p> | <p><b>Grand Canyon</b> - the large canyon made by the Colorado River in the USA State of Arizona.</p> <p><b>Latitude</b> - a measure of the distance you are located from the equator.</p> <p><b>Levee</b> - an embankment built to prevent the overflow of a river.</p> <p><b>Longitude</b> - the distance of a place east or west of the Greenwich meridian.</p> <p><b>Mountain</b> - a large landform that stretches above the surrounding land in a limited area, usually in the form of a peak.</p> <p><b>Mountain range</b> - a series or chain of mountains that are close together.</p> <p><b>Plateau</b> - a large region that is higher than the surrounding area and relatively flat.</p> <p><b>Population Density</b> - Measurement of the number of people in an area. This can be calculated by dividing the number of people by the area in question.</p> <p><b>Population Distribution</b> - The</p> | <p><b><u>Global Trade</u></b></p> <p><b>Trade</b> - The buying and selling of goods and services.</p> <p><b>Globalisation</b> - the process of the world's countries becoming more connected as a result of international trade</p> <p><b>Primary Industry</b> - extracting the raw materials e.g. farming, mining, fishing, and forestry.</p> <p><b>Secondary Industry</b> - Turning raw materials into other products (processing/manufacturing stage) e.g. wood into furniture, tin into mobile phones, fish into fish fingers.</p> <p><b>Tertiary Industry</b> - Services as provided to businesses (shops selling the brand) and other customers. The distribution to retailers around the globe falls into this sector.</p> <p><b>Raw materials</b> - a basic material that is used to produce goods.</p> <p><b>Manufactured products</b> - products that have been made from a raw material,</p> | <p>goods or services to customers.</p> <p><b>Fossil fuel</b> - A hydrocarbon fuel, such as petroleum, coal, or natural gas.</p> <p><b>Renewable energy</b> - energy generated from <i>sources</i> that are naturally replenished, such as sunlight, <i>wind</i>, tides and geothermal heat.</p> <p><b>Non-renewable energy</b> - from sources that will run out or will not be replenished for thousands or even millions of years.</p> <p><b>Population density</b> - the number of people living in an area.</p> <p><b>Population distribution</b> - The way in which people are spread across a given area.</p> <p><b><u>Volcanoes and Earthquakes</u></b></p> <p><b>Crust</b> - the outermost shell of the planet Earth. Earth's crust is generally divided into older, thicker continental crust and younger, denser oceanic crust.</p> <p><b>Magma</b> - refers to the molten rocks and other materials that can be found</p> |
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|  |  |  | <p>shelter.</p> <p><b>Human Geography</b> - Things created/affected by people. These processes would not occur without human involvement.</p> <p><b>Island</b> - a piece of land surrounded by water.</p> <p><b>Mountain</b> - a large natural elevation of the earth's surface.</p> <p><b>Physical features</b> - features which occur naturally due to the power of the planet.</p> <p><b>Port</b> - a harbour area where ships load and unload goods or passengers.</p> <p><b>Rural</b> - characteristic of the countryside rather than the town.</p> <p><b>Transport</b> - a way of taking people or goods from place to place.</p> <p><b>Urban</b> - Relating to cities and towns with a larger population than in rural areas.</p> <p><b>Vegetation</b> - plants considered collectively, especially those found in a particular area or habitat.</p> <p><b>Village</b> - a group of houses and other</p> | <p>South, East and West.</p> <p><b>Human</b> - things made for or changed by people (not by nature) e.g. roads, railways, buildings and swimming pools.</p> <p><b>Physical</b> - things made of changed by nature (not by people) e.g. volcanoes, oceans, rivers, and mountains.</p> <p><b>Small scale</b> - a map or plan where very big things look very small, e.g. continents and oceans.</p> <p><b>Large scale</b> - a map or plan with more detail than a small scale map, perhaps showing individual human and physical features.</p> | <p>joins the larger river.</p> <p><b>Erosion</b> - the process by which a river cuts away rocks and soil.</p> <p><b>Transportation</b> - when eroded material is taken downstream.</p> <p><b>Deposition</b> - when eroded material is 'dropped' or deposited when the river no longer has the capacity to carry it.</p> <p><b>Meander</b> - the natural bend in a river.</p> <p><b>Oxbow lake</b> - a section of a meandering river that becomes isolated from the main to form a lake.</p> <p><b>Flood plain</b> - the area surrounding a river that is flooded from time to time when the river overflows its banks.</p> <p><b>Mouth</b> - the point where the river ends.</p> <p><b>Estuary</b> - in the lower course, where the river meets the sea.</p> <p><b>Delta</b> - formed at the mouth of a river by deposition when mud accumulates and incoming tide cannot wash it away.</p> | <p>pattern of where people live. Places which are sparsely populated contain few people. Places which are densely populated contain many people.</p> <p><b>Topography (relief)</b> - the study of the shape of the surface features of an area.</p> <p><u><b>Mediterranean</b></u></p> <p><b>Active volcano</b> - a volcano that has had at least one eruption during the past 10,000 years.</p> <p><b>Agriculture Farming</b> - It includes both growing and harvesting crops and raising animals, or livestock.</p> <p><b>Coastal Plain</b> - a flat, low-lying piece of land next to the ocean.</p> <p><b>Gorge</b> - a deep, narrow valley with steep sides, usually formed by a river or stream cutting through hard rock.</p> <p><b>Port</b> - a town by the sea or by a river that has a harbour, or the harbour itself.</p> <p><b>Tectonic plates</b> - The plates that make up the surface of the earth.</p> | <p>especially with machinery</p> <p><b>Supply chain</b> - everybody involved in getting a product in the hands of a customer.</p> <p><b>Import</b> - A good or service brought into one country from another.</p> <p><b>Export</b> - A good or service sent to another country for sale.</p> <p><b>Fair trade</b> - Trade between companies in more developed countries and producers in less developed countries in which fair prices are paid to the producers.</p> | <p>deep within the earth.</p> <p><b>Lava</b> - refers to magma that has reached the earth's surface through a volcano's vent. As a result, lava is nothing more than magma on the surface of the earth.</p> <p><b>Mantle</b> - is the mostly solid bulk of Earth's interior. The mantle lies between Earth's dense, super-heated core and its thin outer layer, the crust.</p> <p><b>Tectonic Plates</b> - The theory of plate tectonics revolutionised the earth sciences by explaining how the movement of geologic plates causes mountain building, volcanoes, and earthquakes.</p> <p><b>Plate Boundary</b> - In some ways, Earth resembles a giant jigsaw puzzle. That is because its outer surface is composed of about 20 tectonic plates, enormous sections of Earth's crust that roughly fit together and meet at places called plate boundaries.</p> <p><b>Seismic Waves</b> - are usually generated by movements of</p> |
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|  |  |  | buildings that is smaller than a town, usually in the countryside. |  | <p><b>Dam</b> - is a barrier that stops or restricts the flow of water in a river or a stream.</p> <p><b>Weir</b> - is a barrier across the width of a river that alters the flow of water, creating a step or cascade. (A wier is also known as a low head dam.)</p> <p><b>Hydro-electic dam</b> - a dam which incorporates special turbines that convert the kinetic energy of flowing water into “clean, green, renewable” electrical energy.</p> <p><b>Water cycle</b> - the natural process where water <b>condenses</b> (changes from gas to liquid) as precipitation, <b>flows</b> through streams and rivers to the sea/ocean, then <b>evaporates</b> (changes from liquid to gas) and so on, and so on, over and over again.</p> <p><b>Precipitation</b> - is water that falls as rain, hail, sleet, snow, dew, fog, mist, etc. (It is important that pupils do not think that the only source</p> | <p><b>Seismic</b> - relating to earthquakes or other vibrations of the earth and its crust.</p> <p><b>Volcano</b> - a mountain or hill, with a crater or vent through which lava and gas are or have been erupted from the earth's crust.</p> <p><b>Mediterranean</b> - characteristic of the Mediterranean Sea, the countries bordering it, or their inhabitants.</p> <p><b>Population density</b> - the number of people per unit of area, usually quoted per square kilometre or square mile.</p> <p><b>Region</b> - an area, especially part of a country or the world having particular characteristics but not always fixed boundaries.</p> | <p>the Earth's tectonic plates but may also be caused by explosions, volcanoes and landslides.</p> <p><b>Volcanic Materials</b> - types of materials that are produced when a volcano erupts for example; lava, pyroclastic rocks, gases.</p> <p><b>Active Volcano</b> - a volcano which is either erupting or likely to erupt in the future.</p> <p><b>Dormant Volcano</b> - a volcano which has not erupted in a very long time but may erupt in the future.</p> <p><b>Extinct Volcano</b> - a volcano which will not erupt in the future.</p> |
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|  |  |  |  |  | of fresh water is rain.)<br><b>Irrigation</b> - is the way humans channel water from lakes and rivers into fields and forests make crops grow.<br><b>Grid reference</b> - a way of using coordinates to find a location (place) on a map or plan.<br><b>Tropical climate</b> - weather that is hot all year round because it is close to (or on) the Equator where sunlight is always intense. Often land with a tropical climate is covered in dense, diverse vegetation, e.g. tropical rainforest. |  |  |  |
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**Assessment for and of learning**

We recognise that the purpose of assessment is to identify where there is under or over provision for learners so that any problem can be addressed promptly. Therefore teachers have a clear understanding of the expectations for their year group and the relevant milestone; know what good learning looks like on a daily basis and over time; and know that it is their understanding of **how** a pupil completes a task or activity enables the pupil to clearly demonstrate **what** they have learned and their **depth** of learning.

Teachers complete ongoing informal assessments on children's learning that help them to identify gaps in learning which can be addressed promptly. These may be in the form of careful questioning, recall quizzes, exit questions, mind maps or other assessment for learning tasks, or through assessment of the child's exercise book.

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**End of phase expectations in the skills of Geography**

Children are assessed for the knowledge that they have learnt and the skills they have developed and honed. We expect every child to reach the 'advancing' stage of development according to their milestone. A few children will reach deeper levels of understanding and some children will only attain a basic level of understanding.

**EYFS**

**Understanding the world**

**ELG: People, Culture and Communities**

Children at the expected level of development will:

- 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.

**ELG: The Natural World**

Children at the expected level of development will:

- 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** and changing states of matter.

**Milestone 1 (Year 1 - Year 2)**

| Learning Objective    | Key Indicator  | Basic  | Advancing  | Deep  | Milestone Coverage  |
|-----------------------|--|--|--|---|---|
| To investigate places | Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) | With the support of a teacher, some geographical questions are asked and answered. | Generally, some pertinent geographical questions are asked and answered.   | A good range of pertinent geographical questions are asked and answered.  | Year 1 - The United Kingdom and Hong-Kong/Local Area<br><br>Year 2 - Amazing Earth: Continents and Oceans |
|                       | Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area                               | Guided by a teacher, the key features of a location are identified and described.  | There is a general understanding that different places have different characteristic features and that they can help to decide what sort of place it is. | There is a good understanding and use of the characteristic features of different areas to identify what sort of place it is. | Year 1 - The United Kingdom and Hong-Kong/Local Area<br><br>Year 2 - Street Detectives                    |

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|                         | Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.  | With support from a teacher, there is an awareness of the countries of the United Kingdom, some of the continents, oceans and countries of the world.                            | There is a growing knowledge of the countries of the United Kingdom and the continents, countries and oceans of the world.   | There is a good knowledge of the countries of the United Kingdom, the world's continents and oceans and a rapidly growing knowledge of other countries around the world.  | Year 1 - The United Kingdom<br><br>Year 2 - Amazing Earth: Continents and Oceans |
|                         | Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment                              | With support from a teacher, simple fieldwork is carried out and the key human and physical features of the area surrounding the school are described.                           | A growing use of simple fieldwork skills are used and the key physical and human features of the area surrounding the school are generally described well using some geographical vocabulary.                        | Simple fieldwork techniques are chosen and the key physical and human features of the school are described well using geographical vocabulary   | Year 1 - Weather<br><br>Year 2 - Street Detectives: Our Local Area               |
|                         | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.   | With the support of a teacher, the four countries and capital cities of the United Kingdom are named and some of their characteristics described.                                | The four countries and capital cities of the United Kingdom are named and there is a growing awareness of many of their characteristic features, which are used to identify similarities and differences.            | The four countries and capital cities of the United Kingdom are named and there is a good awareness of their characteristic features, which are used to create excellent comparisons.   | Year 1 - The United Kingdom  |
|                         | Name and locate the world's continents and oceans.   | With the support of a teacher, the world's continents and oceans are named.  | The world's continents and oceans are named accurately and there is some application of this knowledge in describing places.   | The world's continents and oceans are named accurately and well reasoned descriptions of places in relation to them are provided.   | Year 2 - Amazing Earth: Continents and Oceans                                    |
| To investigate patterns | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country | With the support of a teacher locations are compared and contrasted with the use of some geographical vocabulary.  | Some good comparisons, using geographical vocabulary, are applied to contrasting localities.   | Good criteria, and a good grasp of geographical vocabulary used in comparing locations with contrasting characteristic features.  | Year 1 - Hong-Kong and Local Area  |
|                         | 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.       | With the support of a teacher, seasonal and daily weather patterns in the United Kingdom are observed and recorded. There is an awareness of the Equator, North and South Poles. | Seasonal and daily weather patterns are generally observed and described with some detail. There is a growing ability to describe hot and cold areas of the world in relation to the Equator, North and South Poles. | Seasonal weather patterns are understood well, and careful observations of daily weather undertaken. There is a well developed ability to describe hot and cold areas of the world in relation to the Equator, North and South Poles. | Year 1 - Weather   |

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|                               | Identify land use around the school.  | With the support of a teacher, patterns of land use near the school are investigated.   | Patterns of land use are investigated and described using geographical language.                                 | Patterns of land use are investigated and described in detail using well-chosen geographical vocabulary.   | Year 2 - Street Detectives: Our Local Area  |
|                               | Describe how the locality of the school has changed over time.  | With the support of a teacher, some of the changes to the locality of the school over time are identified and described using some geographical language. | Geographical language is selected to describe changes to the locality of the school over time.                   | Careful vocabulary choices and well-reasoned areas for research are used to provide clear and interesting details of how the locality of the school has changed over time. | Year 2 - Street Detectives  |
| To communicate geographically | Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>• key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• key human features, including: city, town, village, factory, farm, house, office and shop</li> </ul> | With the support of a teacher, some basic geographical features are identified and used to describe a place.  | A growing repertoire of geographical vocabulary is selected to describe places.                                  | A large repertoire of geographical vocabulary is carefully chosen to accurately and concisely describe the key characteristics of places.                                  | Year 1 - The United Kingdom and Hong-Kong/ Local Area<br><br>Year 2 - Street Detectives: Our Local Area |
|                               | Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.  | With support from a teacher, compass directions and locational language are used to describe places.  | Generally, compass directions are used accurately and locational language used appropriately to describe places. | Compass directions and locational language are used fluently and accurately to describe places with judicious detail.  | Year 1 - The United Kingdom and Hong-Kong/Local Area<br><br>Year 2 - Street Detectives: Our Local Area  |
|                               | Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).   | With the support of a teacher, simple maps, keys and grid references are used.  | Simple maps that include keys and simple grid references are created in a number of contexts.                    | Maps that include keys and simple grid references and a good level of detail are created for a wide variety of purposes. Choices of symbols for keys are well reasoned.    | Year 2 - Street Detectives: Our Local Area  |

**Milestone 2 (Year 3 - Year 4)**

| Learning Objective | Key Indicator | Basic | Advancing | Deep | Milestone Coverage |
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| To investigate places   | Ask and answer geographical questions about the physical and human characteristics of a location   | There are some good examples of geographical questions about the characteristics of a location.   | A developing range of geographical questions are asked and answered accurately.  | Some very pertinent questions that uncover the nature of a location are asked and answered                               | Year 3 - Where in the world?                            |
|                         | Explain own views about locations, giving reasons.   | When prompted, views about a location are generated with some use of geographical vocabulary to explain them.   | Geographical vocabulary is generally used to explain reasons for likes and dislikes about locations.                                 | Clear and well-chosen geographical vocabulary is used to explain likes and dislikes about locations.                     | Year 4 - Antarctica/ Mediterranean                      |
|                         | Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. | Some fieldwork techniques are applied when investigating the local area.  | A growing range of fieldwork techniques are chosen and applied when investigating the local area.                                    | Competent use of well-chosen fieldwork techniques is applied to a range of studies of locations.                         | Year 3 - Rivers   |
|                         | Use a range of resources to identify the key physical and human features of a location.  | There is some awareness of the range of resources that can be used to investigate a place and to identify its characteristics.                              | Resources are chosen in order to investigate and describe the characteristics of places.   | Well-chosen resources are selected to investigate places and describe, in some detail, their characteristic features.    | Year 3 - Where in the world?                            |
|                         | Name and locate the countries of Europe and identify their main physical and human characteristics.  | With the support of a teacher, some of the names of the countries in Europe and some of their characteristics are identified.                               | A growing number of European countries are known and their characteristic features identified using geographical vocabulary.         | A large number of European countries are known and criteria are created to show similarities and differences between     | Year 3 - Our European Neighbours                        |
|                         | Name and locate the countries of North and South America and identify the main physical and human characteristics of a particular location.                                      | There is a growing awareness of the countries of North and South America and, with support, some key characteristics of particular locations are described. | There is a good awareness of the countries of North and South America and a growing depth of understanding of a particular location. | There is a good awareness of the countries of North and South America and a deep understanding of a particular location. | Year 4 - The USA  |
| To investigate patterns | Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the  | There is some awareness of the terms that can be used to describe geographical patterns.  | There is a good level of application of a growing range of terminology to describe geographical patterns.                            | There is an excellent knowledge and well-chosen application of terminology to describe geographical patterns             | Year 3 - Where in the world?<br><br>Year 4 - Antarctica |

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|                               | Arctic and Antarctic Circles and date/ time zones.<br>Describe some of the characteristics of these geographical areas  |  |  |  |   |
|                               | Describe geographical similarities and differences between countries.   | With support from a teacher, similarities and differences between countries are identified.                              | Criteria are chosen from a list to help describe the similarities and differences between countries.   | Well-reasoned criteria are created to describe the similarities and differences between countries.   | Year 4 - Mediterranean  |
| To communicate geographically | Describe key aspects of:<br>• physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.<br>• human geography, including: settlements and land use. | With guidance from a teacher, some terminology is used to describe locations geographically.                             | When reminded of the range of known geographical vocabulary, descriptions include a good level of detail.  | An in-depth understanding of geographical terms is well chosen to provide accurate   | Year 3 - Where in the world.../ Our European Neighbours/ Rivers<br><br>Year 4 - Mediterranean |
|                               | Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.                                       | With guidance from a teacher, position and direction is described using some detail and reference to the United Kingdom. | When reminded of the known ways to describe position and direction, a good range of terminology and reference points, including the United Kingdom and the continents of the world, is used. | A very good understanding of the many ways to reference position and direction are carefully chosen to provide interesting descriptions that include reference to the United Kingdom, continents, oceans and major landmarks of the world. | Year 4 - Mediterranean/ Bath  |

**Milestone 3 (Year 5 - Year 6)**

| Learning Objective    | Key Indicator   | Basic  | Advancing   | Deep   | Milestone Coverage   |
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| To investigate places | Collect and analyse statistics and other information in order to draw clear conclusions about locations | With support from a teacher, a range of statistics is collected and analysed and some conclusions about locations are drawn. | A growing range of statistical and other information is selected and used to draw some conclusions about locations. | A wide range of statistical and other information is well chosen and used to draw pertinent conclusions about a location | Year 5 - Misty Mountains<br><br>Year 6 - The UK and Tectonic Hazards |
|                       | Identify and describe how the physical features affect  | There is some awareness that physical features of a location affect human activity and some                                  | There is a growing awareness that a range of physical features affect human activity and a variety of               | A good awareness that many physical features and events influence human activity is used to                              | Year 5 - Rainforests   |



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|  | the human activity within a location.  | examples are given.   | good examples are given.  | describe the possibilities and limitations for human activity.   |  |
|  | Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.   | With support from a teacher, a range of geographical resources are used to give some details and opinions of the characteristic features of a location. | Detailed descriptions and opinions of places justified by using a growing range of geographical resources.                            | Highly detailed descriptions and well-reasoned opinions are developed by using appropriate geographical resources.   | Year 5 - Rainforests<br>Year 6 - The UK, Kenya |
|  | Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.   | With guidance from a teacher, different types of fieldwork are used to investigate and record details of places.  | Different types of fieldwork are chosen to investigate and record, in a number of ways, details of places.                            | Different types of fieldwork are suggested and used to find specific details of a range of diverse places and to record and present findings in a variety of ways.   | Year 6 - The UK                                |
|  | Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).   | There are some good observations about the different representations of a location.   | A number of interesting and pertinent observations about various representations of locations are developed and explored.             | Some very insightful and well thought out opinions of different representations of a place are presented and explored.   | Year 6 - The UK                                |
|  | Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time. | Supported by structured activities, there is a growing knowledge of the world and how some aspects have changed over time.                              | There is a good awareness of a wide variety of places and features of the world and how some features have changed over time.         | There is an extensive and well developed understanding of the world and some characteristic features of places. Similarities and differences are identified and used to create insightful comparisons, including those that chart changes over time. | Year 6 - Kenya                                 |
|  | Name and locate counties and cities of the United Kingdom, geographical  | With some support from a teacher, knowledge of the counties and cities of the United Kingdom is revised and built upon and some                         | The names of the counties and major cities of the United Kingdom are identified and many of the key features of its regions described | Fluent recall of the counties and major cities of the United Kingdom and a growing understanding of the nature of its regions are used to  | Year 6 - The UK                                |

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|                         | regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time.                    | key features of its regions explored.  | using geographical vocabulary.   | provide clear descriptions that include well-chosen geographical vocabulary.   |   |
| To investigate patterns | Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, and time zones (including day and night). | With some support, the geographical significance of some geographical features and zones are described.  | There is a growing understanding of, and some good descriptions of, the significance of geographical features and zones.                     | There is an in-depth understanding of and some excellent descriptions of the significance of geographical features and zones.                                    | Year 5 - Tropical Rainforests<br><br>Year 6 - Kenya                                 |
|                         | Understand some of the reasons for geographical similarities and differences between countries.   | With support, some reasons for geographical similarities and differences between countries are explored. | There is a growing understanding of some of the similarities and differences with some good examples provided.                               | There is a good understanding of a wide range of physical and human geographical similarities between countries which are described very well.                   | Year 5 - Global Trade<br><br>Year 6 - Kenya   |
|                         | Describe how locations around the world are changing and explain some of the reasons for change.  | With support, changes within locations are described.  | There is a growing awareness of how some locations around the world are changing with some good explanations of the reasons for the changes. | There is a broad understanding of many changes in locations around the world with an in-depth understanding of some of the changes, which are clearly explained. | Year 5 - Rainforests and Misty Mountains<br><br>Year 6 - Kenya and Tectonic Hazards |
|                         | Describe geographical diversity across the world.   | There is some awareness of geographical diversity and some good examples are given.                      | There is a growing understanding of the range of geographical diversities that exist and some good examples are given.                       | Many types of diversity are understood and some are explained with a high degree of pertinent geographical description   | Year 5 - Kenya and The UK   |
|                         | Describe how countries and geographical regions are   | There is some awareness of how geographical regions are linked and some examples are given.              | There is a growing understanding of various links between geographical regions which are described well.                                     | A wide range of links between geographical regions are understood and described with a high level of accurate detail.  | Year 5 - Global Trade   |

**Geography Curriculum Progression**  
**Peasedown St John School**

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|-------------------------------|--|--|--|--|---|
|                               | interconnected and interdependent.   |  |  |  |   |
| To communicate geographically | Describe and understand key aspects of:<br><ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> | There is some awareness of the key physical and human geographical zones with some examples given.                               | There is a growing understanding of some of the key physical and human geographical zones with some good examples given. | There is a broad understanding of the key physical and geographical zones with an in-depth understanding of some.  | Year 5 - Misty Mountains/ Tropical Rainforests<br><br>Year 6 - Tectonic Hazards |
|                               | Use the eight points of a compass, four figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.   | With support from a teacher, position and direction are described using a number of terms to demonstrate knowledge of the world. | With increasing independence and application of terminology, knowledge of the world is described well.                   | Fluent understanding of terminology and a good knowledge of many characteristic features of the world is used to give detailed descriptions of locations and patterns. | Year 6 - The UK   |
|                               | Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).  | With guidance, maps that identify patterns are created.  | Through investigation, patterns are identified and depicted on maps.   | Through thorough investigation, a wide variety of patterns are investigated and depicted on maps.  | Year 5 - Misty Mountains<br><br>Year 6 - Tectonic Hazards                       |