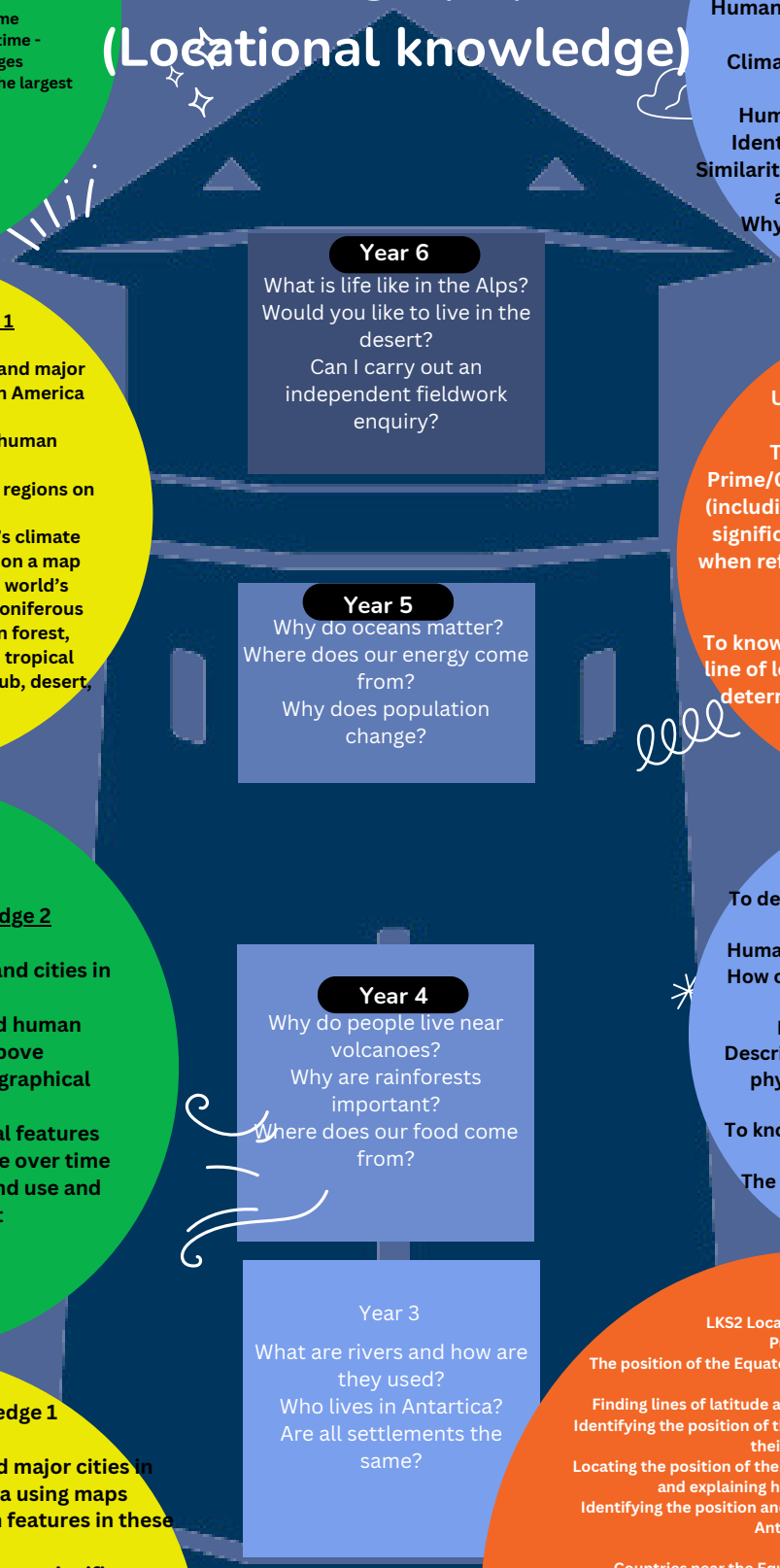
# Linton Heights Curriculum Progression Geography (Locational knowledge)



**UKS2 Locational Knowledge 2**
Pupils learn:
To locate and name more counties and cities in the UK
Confidentally locate and name the 12 geographical regions
To identify key physical and human characteristics in the above
Land use – how it has changed over time
Explain why a locality has changed over time - examples of physical and human changes
Know that London and the South East have the largest populations in the UK

**UKS2 Place Knowledge**
Pupils learn:
Describing and explaining similarities/ differences between two environmental regions studied
Human response to local environments in contrasting regions
Climate impact on trade. Land use and settlement
Human lives in desert environments
Identification of global trading routes
Similarities/ differences between the UK and a European mountain region.
Why humans visit mountain regions

**Year 6**
What is life like in the Alps?
Would you like to live in the desert?
Can I carry out an independent fieldwork enquiry?

**UKS2 Locational Knowledge 1**
Pupils learn:
To locate and name more countries and major cities in Europe and North and South America using maps
To locate more key physical and human features
To identify significant environmental regions on a map
To locate distributions of the world's climate zones, biomes and vegetation belts on a map
To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).

**UKS2 Locational Knowledge 3**
Pupils learn:
To identify the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. Using longitude and latitude when referencing location in an atlas or on a globe.

To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones.

**Year 5**
Why do oceans matter?
Where does our energy come from?
Why does population change?

**LKS2 Locational Knowledge 2**
Pupils learn:
To locate and name counties and cities in the UK
To identify key physical and human characteristics in the above
Locate and name the 12 geographical regions in the UK
To identify how topographical features and how a locality both change over time
To know the main types of land use and types of settlement

**LKS2 Place Knowledge**
Pupils learn:
To describe the similarities and differences between two regions studied.
Human response to their local environment
How climates impact on trade, land use and settlement
Human adaptation in cold places
Describe how people who live in contrasting physical areas differ to those in the UK

To know the positive and negative effects of living near a volcano
The negative effects of earthquakes on a community

**Year 4**
Why do people live near volcanoes?
Why are rainforests important?
Where does our food come from?

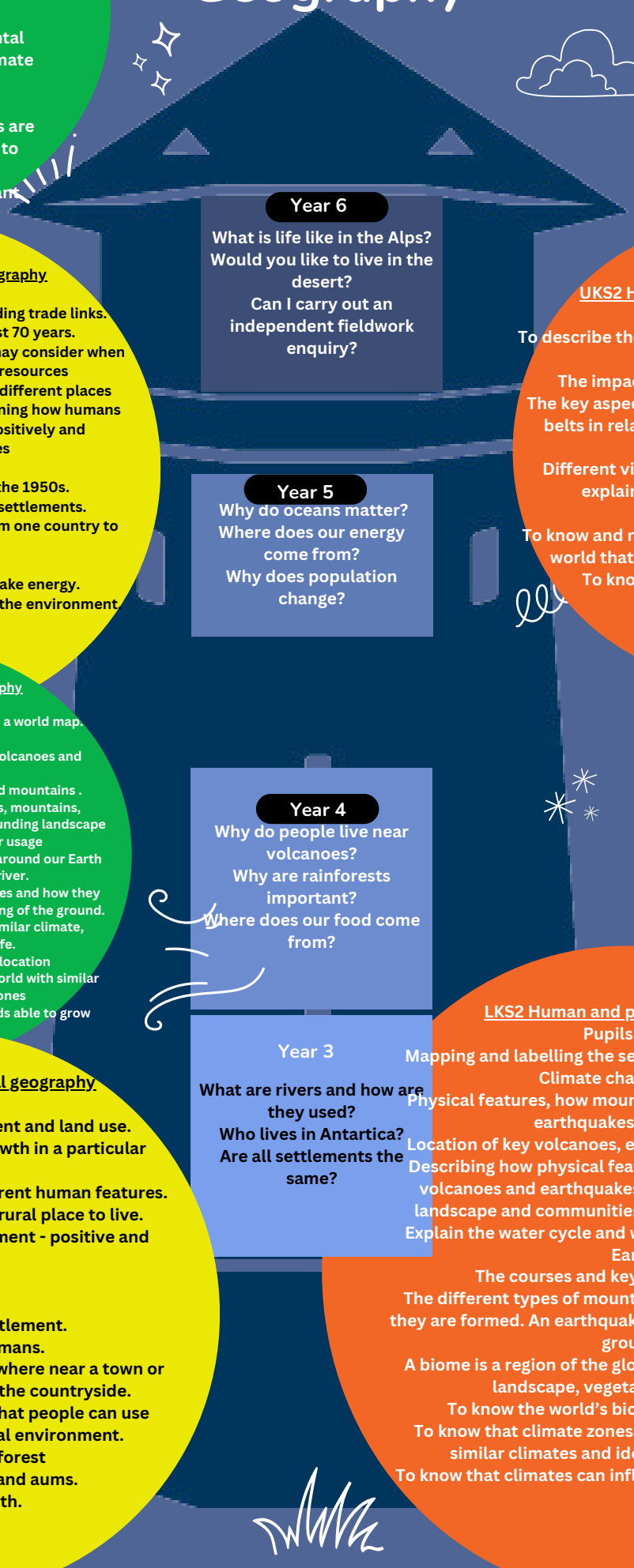
**Year 3**
What are rivers and how are they used?
Who lives in Antartica?
Are all settlements the same?

**LKS2 Locational Knowledge 1**
Pupils learn:
To locate and name countries and major cities in Europe & North/ South America using maps
To identify key physical and human features in these countries
To locate and name the world's most significant mountain ranges, volcanoes and rivers
To locate North and South America
Plate boundaries – to know that mountains, volcanoes and earthquakes normally happen here
Climate zones are areas of the world with similar climates
Equatorial, tropical, hot desert, temperate and polar climate zones
Biomes are areas of world with similar climates, vegetation and animals.
Vegetation belts – areas of world with similar plant species

**LKS2 Locational Knowledge 3**
Pupils learn:
The position of the Equator and its impact on environmental regions
Finding lines of latitude and longitude and their importance
Identifying the position of the Tropics of Cancer and Capricorn & their significance
Locating the position of the Northern and Southern hemispheres and explaining how they shape our season
Identifying the position and significance of both the Arctic and Antarctic Circle.

Countries near the Equator have less seasonal change
Equator – hottest places on Earth and splits Northern and Southern Hemispheres.
Longitude – determine how far east/ west from the Prime Meridian
Latitude – how far north/ south from the Equator
The Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.
The Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.
The boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.
To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.

# Linton Heights Curriculum Progression Geography



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**UKS2 Human and physical geography**
Pupils learn:
To describe the key aspects of the six biomes and six climate zones.
The impacts and causes of climate change.
The key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.
Different views on an environmental issue and explaining its links to climate change

To know and name vegetation belts are areas of the world that are home to similar plant species.
To know why the ocean is important.

**UKS2 Human and physical geography**
Pupils learn:
To understand economic activity including trade links.
Global population growth in the last 70 years.
The 'push' and 'pull' factors that people may consider when migrating. Distribution of natural resources
Geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples

Global population increase since the 1950s.
Considerations before people build settlements.
Migration is the movement of people from one country to another.

Natural resources can be used to make energy.
Positive/ negative impacts of humans on the environment.

**LKS2 Human and physical geography**
Pupils learn:
Mapping and labelling the seven biomes on a world map.
Climate change causes.
Physical features, how mountains, rivers, volcanoes and earthquakes are formed.
Location of key volcanoes, earthquakes and mountains .
Describing how physical features e.g. rivers, mountains, volcanoes and earthquakes impact their surrounding landscape and communities. Humans and water usage
Explain the water cycle and water movement around our Earth
The courses and key features of a river.
The different types of mountains and volcanoes and how they are formed. An earthquake is the intense shaking of the ground.
A biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.
To know the world's biomes and their location
To know that climate zones are areas of the world with similar climates and identify the hottest ones
To know that climates can influence the foods able to grow

**LKS2 Human and physical geography**
Pupils learn:
Understand types of settlement and land use.
Settlement and community growth in a particular location.
Different locations and their different human features.
Why people chose an urban or rural place to live.
Humans impact on the environment - positive and negative

Land usage
Different types of settlement.
Water usage by humans.
Definition of urban place is somewhere near a town or city; rural is somewhere near the countryside.
Natural resource is something that people can use which comes from the natural environment.
Threats to the rainforest
Fair trading definition and aums.
Local food growth.

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# Linton Heights Curriculum Progression Geography - Fieldwork

<u>UKS2 Geographical Skills and Fieldwork</u>
Pupils learn:
Confidently using maps at more than one scale.
Using atlases, maps, globes and digital mapping to locate countries and explain physical and human features studied.
Asking questions about distributions and relationships between features using maps (e.g settlement distribution).
Using the scale bar on a map to calculate distances.
Recognising Ordnance Survey symbols on maps and locating features using six-figure grid references.
Differences between Ordnance Survey and other maps.
Using thematic maps to recognise and describe human and physical features studied.
Using models and maps to talk about contours and slopes

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<u>UKS2 Geographical Skills and Fieldwork</u>
Pupils learn:
Contours on a map show height and slope
Qualitative data involves qualities, characteristics and is largely opinion based and subjective.
GIS is a digital system that creates and manages maps
Pie chart can represent a fraction or percentage of a whole set of data
Line graph can represent variables over time
Recognise a range of data collection and how to use it.

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<u>LKS2 Geographical Skills and Fieldwork</u>
Pupils learn:
Map usage – more than one scale
To use atlases, maps, globes digital mapping to locate countries
To use scale bar on a map
Using contents and index to find countries
Beginning to use digital maps
Use the key on an OS map to name key physical and human features in regions studied.
4-figure grid references to locate features on a map
Locating features using the 8 points of a compass.
Using a key on their own map to show an example of both physical and human features.
Saying which directions are N, S, E, W on an OS map.
Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.

<u>LKS2 Geographical Skills and Fieldwork</u>
Pupils learn:
To understand map scales
World map is a flattened globe
Uses of the Ordnance Survey Map
OS maps show human and physical features as symbols.
Grid references help locate a particular square on a map
Eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.
To know main types of land use
Using enquiry-based questions
Simple sampling techniques
Know what a questionnaire and interview are
Quantitative data involves numerical facts and figures
An annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area
Likert scale – records people's feelings
Qualitative data involves opinions and is often subjective
Bar chart, pictogram – selecting the best to represent data.

# Geography - Fieldwork

| | *LKS2*<br>*Geographical skills and fieldwork* | *UKS2*<br>*Geographical skills and fieldwork* |
|---|---|---|
| **Question** | Best approach to answer an enquiry question | Develop own enquiry questions<br>Best approach to answering enqiry question |
| **Observe** | Mapping land use in a small local area<br>Data collection to answer an enquiry based question,<br>Asking and answering one- step and two-step geographical questions.<br>Observing, recording, and naming geographical features in their local environments. | Sketch maps of areas studied including labels and keys<br>Independent/ collaborative plan of data collection to answer an enquiry based question. |
| **Measure** | Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose.<br>Designing a questionnaire / interviews to collect quantitative fieldwork data. | Appropriate methods for data collection.<br>Interviews/questionnaires to collect qualitative data.<br>Using standard field sampling techniques appropriately. |
| **Record** | Taking digital photos and labelling them.<br>Annotated sketches, field drawings and freehand maps to record observations<br>Using simplified Likert Scale to record their judgements of environmental quality.<br>Using a Questionnaire/interviews to collect qualitative fieldwork data. | Using GIS (Geographical Information Systems) to plot data sets onto base maps which can then be analysed.<br>Using a simplified Likert Scale to record their judgements of environmental quality.<br>Interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. To identify and mitigate potential risks during fieldwork. |
| **Present** | Using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information.<br>Locality changes/ improvements - suggestions.<br>Answering geographical questions through data collection.<br>Analysing and presenting quantitative data in charts and graphs. | Data presentation using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information.<br>Conclusions about an enquiry using findings from fieldwork to support your reasonings.<br>Evaluating evidence and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables. |

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