

LONG TERM PLAN AND PROGRESSION OF SKILLS

1. Locational and Place Knowledge Human and Physical Geography Geographical Skills and Fieldwork			
EYFS			
Autumn	National Curriculum	Key knowledge and vocabulary	Sherrier's Skills Progression
I am Unique (Aut 1) Autumn Magic (Aut 2)	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Know that Autumn is one of the 4 seasons.	I know that the leaves change colour in Autumn and fall to the ground.
	Explore the natural world around them, making observations and drawing pictures of animals and plants;	Know that the leaves fall off the trees in Autumn.	I can navigate around my classroom and outdoor areas.
	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		I can follow a treasure hunts to find Mr Men/Little Miss characters within my learning environment.
	Identify the 4 seasons.		I can use my senses to explore my surroundings and the natural world.
	Know that the change in leaves is associated with Autumnal weather changes.		I can talk about change in leaves and weather.
	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps		I can use a magnifier to look closely at things.
	Explore the natural world around them, making observations and drawing pictures of animals and plants;		
	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		
EYFS			
Spring	National Curriculum	Key knowledge and vocabulary	Sherrier's Skills Progression
Winter Wonderland (Sp 1) Amazing Animals (Sp 2)	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Know that the UK is made up of different countries. Know that we live in England, in a place called Leicestershire and within that place is Lutterworth.	I can talk about the weather where I live.
	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.	Know what the map of the UK looks like.	I can talk about where I live.
		Know what the map of the world looks like.	I can find my country on a world map/globe.
	Explore the natural world around them, making observations and drawing pictures of animals and plants;	Know where the Antarctic and Arctic circles are located on a world map.	I can find the Arctic and Antarctic on a world map/globe.
		Know where Africa is on a world map and that it is the second largest continent.	I can talk about different occupations and how they use transport to help them in their jobs.
			I am beginning to make comparisons between places.

	<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>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Explore life of child in Masai tribe.</p> <p>Be able to identify signs of Spring.</p> <p>Use basic geographical vocabulary to refer to physical features (season and weather) and key human features (house, village, town)</p> <p>Use world map to identify England, the UK, Antarctic, Arctic and Africa.</p>	<p>.</p> <p>I can make comparisons between my life and someone from another part of the world.</p> <p>I can comment on weather, culture, clothing and housing in Africa.</p> <p>I can talk about the changes I see around me in Spring.</p> <p>I know that the Antarctic is the South Pole and the Arctic is the North Pole</p> <p>I know that each country has its own flag and I can recognise the South African flag.</p> <p>I am beginning to understand that in Antarctica, the Arctic and in Africa people wear different clothes and have different traditions.</p> <p>I know that in parts of Africa people live in tribes.</p>	<p>To compare where we live and where children to Africa live. Explore comparing places on Google Earth.</p> <p>I know that Africa is made up of different areas e.g rainforests, deserts and Maasai Mara. I know that Africa is a hot place.</p> <p>I know that the Antarctic and Arctic are cold places.</p> <p>I know I live in Lutterworth and Lutterworth is in England.</p>
EYFS			
Summer	National Curriculum	Key knowledge and vocabulary	Sherrier's Skills Progression
Wish You Were Here (Sum 2)	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</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>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Identify signs of Summer and can describe what the weather is like.</p>	<p>I understand that the UK is an island and has coasts around it.</p> <p>I know that at the seaside there is sand and a sea.</p> <p>I can name some differences between the seaside and Lutterworth.</p>	<p>I can talk about animals that live in the sea.</p> <p>I can talk about pollution and ways to battle it</p> <p>I can explain what rubbish does to our environment</p> <p>I can suggest ways to look after the world around me.</p> <p>I can make comparisons between where I live and a place I'd like to go</p> <p>I can talk about the seasons and identify different weathers in each season.</p>

Year One	Theme across the year: Cycles of Life			Routes to Resilience: Generosity, Concentration, Heritage		
Autumn	National Curriculum	Key knowledge and vocabulary		Sherrier's Skills Progression		
<p><i>What does evidence from the past tell us about the history of our planet?</i></p>	<p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South poles</p> <p>Use basic geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour, shop)</p> <p>Use world maps, atlases and globes to identify the UK and its countries</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes.</p>	<p><u>Climate</u></p> <p>Understand that the earth has an imaginary line around the middle of it, this is called the equator.</p> <p>Understand that the earth has two imaginary circles around the bottom and the top of it. These are called the North Pole and South Pole.</p> <p>Understand that different locations on the earth are different temperatures.</p> <p>Know that places near the equator are hotter and places near the North and South poles are colder.</p> <p>Understand that climate refers to 'the weather conditions in an area over a long period of time.'</p> <p>Understand that climate is defined as long-term weather pattern.</p> <p>Map reading and using a compass- Know that there are key directions on a compass North, South, East and West.</p> <p>Using the acronym never eat shredded wheat.</p> <p>Recognise where we are in the UK (Lutterworth)</p>	<p>I can talk about physical and human geographical similarities and differences between a small area of the UK</p> <p>I can talk about the hot and cold places in the world</p> <p>I know where the equator, North Pole and South Pole are on a globe/map</p> <p>I can identify seasonal and daily weather patterns in the UK</p> <p>I can use geographical words for physical features</p> <p>I can use geographical words for human features</p> <p>I can talk about the hottest and coldest seasons in the UK</p> <p>I can identify these physical features: mountain, lake, island, valley, river, cliff, forest, beach</p> <p>I can recognise the four points on a compass.</p> <p>I use maps to find places in the world.</p>			
Year One	Theme across the year: Cycles of Life			Routes to Resilience: Generosity, Concentration, Heritage		
Spring	National Curriculum	Key knowledge and vocabulary		Sherrier's Skills Progression		
<p><i>How do we remember those who came before us?</i></p>	<p>Name and locate and identify characteristics of the four countries and capital cities of the UK and surrounding areas.</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South poles</p> <p>Use basic geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather)</p>	<p>Know that the countries of the UK are England, Scotland, Wales and N. Ireland</p> <p>Be able to locate these countries on a map</p> <p>Know the names of the three main seas that surround the UK are –English Channel –South</p> <p>North Sea –East</p> <p>Irish Sea- West</p>	<p>I know the capital cities of the UK.</p> <p>I know the United Kingdom is made up of 4 countries.</p> <p>I know the names of the 3 main seas surrounding the United Kingdom.</p> <p>I can locate the capital cities London, Cardiff, Edinburgh and N Ireland on the map.</p> <p>I know the acronym of UK is United Kingdom.</p>			

	<p>and key human features (city, town, village, factory, farm, house, office, port, harbour, shop)</p> <p>Use world maps, atlases and globes to identify the UK and its countries</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>Know the 4 capital cities of the UK countries</p> <p>England-London</p> <p>Scotland –Edinburgh</p> <p>Wales-Cardiff</p> <p>N.Irleand -Belfast</p> <p>Be able to locate these cities on a map</p> <p>Know that Great Britain is the name for England, Scotland and Wales.</p> <p>I know that we have hot and cold places because of the sun.</p> <p>I know the hottest places are at or near the equator.</p> <p>I know that the mid-day sun is high in the sky.</p> <p>I know that the coldest places are near the poles where they get little to no sun.</p> <p>I know that climate is temperature, rainfall, wind and sunshine.</p> <p>I know that each country has its own flag that is represented in the union flag.</p> <p>I know that each country has its own traditions.</p> <p>I am being to understand the meaning of the word country.</p> <p>I understand the British Values.</p>	<p>I know around the world the temperature seems to be getting hotter.</p> <p>I know which is N, E, S and W on a compass</p> <p>I know my address including my postcode</p>
Year One	<p>Theme across the year: Cycles of Life</p> <p>Routes to Resilience: Generosity, Concentration, Heritage</p>		
Summer	National Curriculum	Key knowledge and vocabulary	Sherrier’s Skills Progression
<i>Is nature important?</i>	Develop the knowledge about the world, the United Kingdom and their locality.	<p>I know how to read a map.</p> <p>I can recognise the area in which I go to school and that it is a town called Lutterworth.</p>	<p>I can locate the school on google maps and a paper map.</p> <p>I can recognise the area in which the school is situated.</p> <p>I can find local parks and shops</p> <p>I know the school’s postcode and address.</p>

	<p>To use simple compass directions (North, South, East and West)</p> <p>To use ariel photographs and plan perspectives to recognise landmarks.</p> <p>Use the simple fieldwork and observational skills to study the geography of their school and its ground.</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South poles.</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes</p> <p>Use some of my senses to observe places.</p> <p>Identify simple types of buildings & places around me and know their own special features.</p>	<p>I know that Sherrier is a primary school and its address is Bitteswell Road, Lutterworth, LE17 4EX.</p> <p>I know what a postcode is.</p> <p>I can use specific vocabulary relating to human and physical geography. (Forest, hill, soil, season, weather, vegetation) and (city, town, village, factory, farm, shop, address)</p> <p>I can refer to the points on a compass, North, South, East and West.</p> <p>I am beginning to show understanding of some concepts e.g. place, scale, environment, sustainability, cultural awareness & diversity as appropriate.</p> <p>Use simple vocabulary (buildings, town, environment, woodland, streets)</p> <p>Use the vocabulary school grounds, points of a compass, country park, school & local area)</p>	<p>I can map the school.</p> <p>I can talk about seasonal and daily weather patterns based on seasons, environmental changes</p> <p>I can use simple fieldwork and observational changes skills to study the geography of my school and its grounds.</p> <p>I can recognise and record different types of land use, buildings and environments.</p> <p>I can identify things in the local area.</p> <p>I can identify simple types of buildings & places around me and know their own special features.</p> <p>I can complete a chart to express opinion during Fieldwork.</p>
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Year Two	Theme across the year: Change			Routes to Resilience: Courage, Making links and questioning
Autumn	National Curriculum	Key knowledge and vocabulary	Sherrier's Skills Progression	
<i>How can people change?</i>	<p>Use basic geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour, shop)</p> <p>Use world maps, atlases and globes to identify the UK and its countries</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes</p> <p>I can use the terminologies: left, right, below, next to</p> <p>Explain some of the advantages and disadvantages of living in a city or village.</p>	<p>Understand that landmarks are human features.</p> <p>Understand what a human and physical feature is.</p> <p>Understand that villages are one of the most basic forms of human settlements</p> <p>Know that in the UK, the church, post office, inn, school and shop formed the heart of a village.</p> <p>Know that nowadays, new houses are being added to villages to cater for people who work in towns or come to the countryside to retire.</p> <p>Know that towns are significantly larger than villages with more facilities.</p>	<p>I can use geographical words for physical features</p> <p>I can use geographical words for human features</p> <p>I can explain some of the advantages and disadvantages of living in a city or village</p> <p>I can draw an aerial view map.</p> <p>I can use simple fieldwork to study the geography of my local area.</p>	

		<p>Know that towns started off as villages and developed because of trades and commerce.</p> <p>Know that cities are the largest of all settlements.</p> <p>Know that cities have regional, national and international significant.</p> <p>Know that cities are major transport hubs and specialist facilities such as hospitals and universities.</p> <p>Understand that we live in a country called England.</p> <p>Understand England is split into counties.</p> <p>Understand that a county is an area of the UK made up of different settlements.</p> <p>Know that Lutterworth is location within the county of Leicestershire.</p> <p>I know that 'local' loosely refers to the environment around our home and school. It is an area that can be reached by foot.</p>	
Year Two	Theme across the year: Change	Routes to Resilience: Courage, Making links and questioning	
Spring	National Curriculum	Key knowledge and vocabulary	Sherrier's Skills Progression
<i>How do humans change the world?</i>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and non-European country</p> <p>Name and locate the world's seven continents and five oceans – spring</p> <p>Use basic geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour, shop)</p> <p>Use world maps, atlases and globes to identify the UK and its countries</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes</p>	<p>Know that the UK is surrounded by: The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean. Understand that a sea is a small part of an ocean and seas are often where an ocean and land meet.</p> <p>Locate these bodies of water on a map. Understand that body of water is a term used to refer to large areas of water e.g., lakes, seas, oceans</p> <p>Know compass directions.</p> <p>Understand that a continent is a large area of land that contains different countries.</p> <p>Know where the equator is,</p> <p>Understand directional language,</p> <p>Know that Australia is a country and a continent</p>	<p>I know the main differences between a place in England and that of a small non-European country</p> <p>I can name and locate the world's seven continents</p> <p>I can name and locate the world's 5 oceans</p> <p>I know the main differences between city, town and village</p> <p>I know my address including my postcode</p>

		<p>Know that Australia is located in the Southern Hemisphere</p> <p>Know that Australia is an island like the UK</p> <p>Know that Australia is surrounded by the Pacific, Southern and Indian ocean.</p> <p>Know the capital city of Australia is Canberra</p> <p>Know key cities in Australia</p> <p>Know the key features of Australia (Sydney harbour, Great Barrier Reef, Uluru, Blue Mountains)</p> <p>Know that there are three climates in Australia</p> <p>Understand the differences maps show of Australia and the East Midlands of England.</p> <p>Compare differences between: Roads, Settlements and Green Space</p> <p>Understand that a map shows you what an area looks like from an aerial view</p>	
Year Two	Theme across the year: Change		Routes to Resilience: Courage, Making links and questioning
Summer	National Curriculum	Key knowledge and vocabulary	Sherrier's Skills Progression
<i>How are the changes in the world affecting animals and what can we do to protect them?</i>	<p>Name and locate the world's 7 continents</p> <p>Name and locate 5 oceans Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</p> <p>Use basic geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour, shop)</p>	<p>Know the names and locations of the seven continents: Europe, North America, South America, Africa, Asia, Oceania (Australia) and Antarctica.</p> <p>Understand that a continent is a large area of land that contains different countries. Know and locate the five oceans: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean.</p> <p>Know where the Equator is located and the impact this has on temperature. (Link to Y1)</p> <p>Know that it is an imaginary line drawn around the world. (Link to Y1)</p>	

	<p>Understand geographical similarities and differences through studying human and physical geography of a small area in a contrasting non-European country</p> <p>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (north, south, east and west)</p>	<p>Know that countries near the equator are warmer than those further away from the equator. (Link to Y1)</p> <p>Know where the North and South Poles are located and understand that these are the coldest places on earth as they are furthest away from the equator.</p> <p>Know that it is extremely difficult for humans to survive at the North and South Pole because of the cold temperatures. Know the compass directions: North, South, East, West. Understand directional language: near, far, left, right, forward, backward. Know how to use directional language to describe locations of continents and oceans and routes from one continent to another. e.g. Africa is south from Europe.</p> <p><u>Sri Lanka</u></p> <p>Know that Sri Lanka lies off the coast of India.</p> <p>Know that Sri Lanka is slightly smaller than Scotland</p> <p>Be able to locate Columbo, the capital of Sri Lanka</p> <p>Know that Sri Lanka is known for its beauty and charm and has a coast fringed with sandy beaches</p> <p>The climate in Sri Lanka is dominated by monsoons but shows considerable variation.</p> <p>The northern area of Sri Lanka is dry and hot with patches of rainforests in the south and mountains are relatively cool (links to Y4 and Y6).</p>	
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Year Three	Theme across the year: Innovation Routes to Resilience: Thankfulness, Risk Taking		
Autumn	National Curriculum	Key knowledge and vocabulary	Sherrier's Skills Progression
	<p>Locate the world's countries, using maps to focus on Europe (inc Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>I can talk about physical and human similarities and differences between different parts of the UK</p> <p>To know the 5 longest rivers in the UK- Severn, Thames, Trent, Great Ouse, Wye</p> <p>To know the 5 longest rivers in the world- Nile, Amazon, Yangtze, Mississippi-Missouri, Yenisei-Angara-Selenga</p> <p>To use the contents and index page of an Atlas</p> <p>To know there are two types of maps: formal maps Ordnance Survey and atlases.</p> <p>To know that Greece is in Western Europe</p> <p>The earliest maps were made in Greece.</p> <p>Recognise that there is a different time zone in Europe.</p> <p>Understand that a river is a large natural stream of water flowing downstream in a channel to the sea, a lake, or another river.</p> <p>Understand that where the ocean or sea meets the land is called the coast.</p> <p>Recognise comparisons and differences between a region of Greece (Athens) and The UK (East Midlands).</p> <p>Understand from space that the earth looks like a sphere or ball containing land and water and to know that a globe is a model of the Earth from space.</p> <p>Understand that maps are not drawn to the same size as the ground but are drawn to a smaller scale.</p> <p>Understand that a grid reference tells you where something is on a map. The 1st letter or number tells you how far across something is. The 2nd letter or number tells you how far up the map something is.</p> <p>Understand that symbols in a key represent human and physical features.</p>	<p>I can name and locate the countries I am learning about</p> <p>I can locate human and physical characteristics in the countries I am learning about</p> <p>I can talk about how Fairtrade is developing across the world and different sustainable methods of farming.</p> <p>I can use a map to locate European countries and capitals</p> <p>I can use maps and globes to locate the equator</p> <p>I can use maps and globes to locate the Greenwich Meridian</p> <p>I can name the 8 points of a compass</p>

		<p>Some maps contain contour lines which show the high and low areas of land.</p> <p>When using atlases there are different maps depending on what you need,</p> <p>Use the index in a map to find the location on the atlas.</p>	
Year Three	Theme across the year: Innovation		Routes to Resilience: Thankfulness, Risk Taking
Spring	National Curriculum	Key knowledge and vocabulary	Sherrier's Skills Progression
<i>What innovations did early humans make to survive?</i>	<p>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical features and key topographical features (inc hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Distinguish between the different topographical features</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>Know what a biome is??</p> <p>Know the shape of the land is always changing.</p> <p>Rivers usually begin in hills and mountains</p> <p>Rivers flow downhill and are joined by tributaries.</p>	<p>I can name the counties in southern England</p> <p>I can name some key areas in Scotland</p>
Year Three	Theme across the year: Innovation		Routes to Resilience: Thankfulness, Risk Taking
Summer	National Curriculum	Key knowledge and vocabulary	Sherrier's Skills Progression
<i>Are human beings in danger of innovating themselves into extinction: Can we innovate ourselves out of it?</i>	<p>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical features and key topographical features (inc hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (inc day and night)</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Understand that climate change or global warming can affect our planet in a number of ways e.g. more rainfall, changing</p>	<p>I can understand that a biome is a region of specific plants and animals. Environment, climate, vegetation and terrain determine what kind of biome an area is e.g., Tropical, Rainforest, Temperate Forest, Desert, Tundra, Boreal Forest, Grassland, Savanna.</p>	<p>I can name 4 countries from the southern hemisphere</p> <p>I can name 4 countries from the northern hemisphere</p> <p>I can identify the position and significance of the Arctic and Antarctic Circle.</p> <p>I can identify specific climate zones/biomes polar, desert or equatorial (near the equator).</p> <p>I can talk about the features of a specific biome</p> <p>I can identify the tropics of Cancer and Capricorn on a map</p>

	<p>seasons, shrinking sea ice, rising sea levels. Know that the increase in temperature means that the Arctic and Antarctic are shrinking which is destroying habitats and animals struggle to survive.</p> <p>Compare the Arctic and Antarctic environments and within these are the Tundra biome and can only be found in the coldest places in the world nothing can survive.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>		
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Year Four	Theme across the year: Attrition: Changing and shaping our world		Routes to Resilience: Forgiveness, Managing impulsiveness
Autumn	National Curriculum	Key knowledge and vocabulary	Sherrier's Skills Progression
<i>How can we prepare for the worst?</i>	<p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle –</p>	<p>Yangtze river and how it helps others survive with the food distributions and minerals within the water. The impact it has on an Asian person's life.</p> <p>Know the structure of the Earth.</p> <p>Know that the Earth's crust is made of different pieces and tectonic plates.</p> <p>Understand the plates fit together like a jigsaw.</p> <p>When two plates rub together is called a fault line.</p> <p>Understand that volcanoes are an opening in the earth's crust, from which hot magma and ash burst out.</p> <p>Know that lava is magma above ground</p> <p>When lava cools, it forms rocks.</p> <p>Know a volcano structure.</p> <p>Three types, active, dormant, extinct.</p>	<p>I can name and locate a number of the world's longest rivers</p> <p>I can name a number of the world's highest mountains</p> <p>I can explain the features of a water cycle</p> <p>I can talk about why most cities are located by a river</p>

		<p>Eruptions can have a devastating effect (Pompeii)</p> <p>Can also have a positive impact on growth etc.</p> <p>Earthquakes are violent jolts that are measured on Richter scales, can be violent and cause damage widespread, but can also go unnoticed.</p> <p>Tsunami is a large sea wave happening because of an underwater earthquake. This leads to flow on land.</p> <p>Hurricanes are a violent wind or storm, and tornadoes are violent windstorms.</p> <p>Water cycle is now with 'anywhere really remote' - Summer</p> <p>I will know the importance of why the water cycle helps us survive in everyday life.</p> <p>I can know the terms of the cycle, evaporation, condensation, precipitation and runoff and know what each of them mean.</p> <p>Know that 70% of earth's surface is water.</p> <p>I can understand what: streams, canals, estuary, mouth, source, tributary, riverbed, current and riverbanks are within rivers.</p> <p>Know the five longest rivers in the UK.</p>	
Year Four	Theme across the year: Attrition: Changing and shaping our world		Routes to Resilience: Forgiveness, Managing impulsiveness
Spring	National Curriculum	Key knowledge and vocabulary	Sherrier's Skills Progression
<i>Were the English ever really English?</i>	<p>Locate the world's countries, using maps to focus on Europe (inc Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (inc day and night)</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including</p>	<p>To know that Europe is a smaller continent.</p> <p>Similarities and differences between Europe and the America's.</p> <p>I can name and locate the countries I am learning about</p> <p>I can explain how the location of different European countries affects the climate</p> <p>I can name and locate the major cities of Europe on a map</p> <p>I can name and locate the main rivers in the UK</p>	<p>I can name and locate the countries I am learning about</p> <p>I can explain how the location of different European countries affects the climate</p> <p>I can name and locate the major cities of Europe on a map</p> <p>I can name and locate some counties and cities in England</p> <p>I can explain what the term 'tropics' means</p> <p>I can describe what causes an earthquake</p>

	<p>hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>To identify where Scandanavian countries sit and where they came from when invading Britain during the Viking area.</p> <p>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical features and key topographical features (inc hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>I can name and locate some European capitals</p> <p>Know the location of the equator and the Tropics of Cancer and Capricorn. Know that these are lines of latitude.</p> <p>Identify the Northern and Southern Hemispheres – South America is located in the Southern Hemisphere.</p> <p>Know that a region is a part of the world.</p> <p>Know where English counties came from and how they were named.</p> <p>Know that all counties vary in size and contain many towns and cities within them.</p> <p>Know they can span mountain ranges.</p> <p>Understand where Scandinavian countries are located and how many countries are involved.</p> <p>Know that they are colder as they are further away from the equator.</p> <p>Locate these on a world map.</p> <p>Atlas work, locating counties and capital cities of the world.</p> <p>Links to maths and X and Y axis for grids.</p> <p>I can follow grid references to find symbols on a map.</p> <p>I can identify which way is NSEW. How a compass helps with this. (links to Year 5 Science of compasses).</p>	<p>I can label the main features of a river</p>
Year Four	<p>Theme across the year: Attrition: Changing and shaping our world</p>		<p>Routes to Resilience: Forgiveness, Managing impulsiveness</p>
Summer	National Curriculum	Key knowledge and vocabulary	Sherrier's Skills Progression
<p><i>Is anywhere in the world remote?</i></p>	<p>Locate the world's countries, using maps to focus on Europe (inc Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical features and key topographical features (inc hills, mountains, coasts and</p>	<p>To know the largest mountains in the world and what tourism this brings in.</p> <p>Know that a mountain is a large landform and a range can contain multiple mountains.</p>	<p>I can name and locate where the main mountain regions are in the UK</p> <p>I can name and locate the main rivers in the UK</p> <p>I can name and locate some European capitals</p>

	<p>rivers) and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>Know about the Asian Yangtze river and pollution effects it has on the world around them.</p> <p>How does this effect a person's trade and the food distributions to others.</p> <p>Locate Asia and the Yangtze river on a map of China/Asia.</p> <p>To know rivers start in mountains rising from a spring. They become larger as they go downhill. These can link to Lakes and Waterfalls.</p>	
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Year Five	Theme across the year: Stewardship: Courageous advocates of change		Routes to Resilience: Trust, Self-esteem
Autumn	National Curriculum	Key knowledge and vocabulary	Sherrier's Skills Progression
<p><i>Do we have the right to own things? Will we ever have the right to own things?</i></p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (inc day and night)</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, rivers, human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied .FEATURES STUDIED ARE????</p>	<p>Understand where Egypt is located and know the physical and human features of the region.</p> <p>Locate key cities and Egyptian landmarks on a map of Egypt – River Nile, Pyramids of Giza, Valley of the Kings, Valley of the Queens, Cairo, Luxor.</p> <p><u>Who owns space?</u></p> <p>Know that time is different around the world (Time zones).</p> <p><u>Physical features: Climate zone:</u></p> <p>Understand that a desert is a barren place full of sand dunes.</p> <p><u>River:</u></p> <p>Be able to locate the river Nile – longest river - and plot this on a map.</p> <p><u>Human features:</u> Know the importance of the Rive Nile with regard to trade links, types of settlement and land use.</p> <p>Be able to locate key cities and Egyptian landmarks on a map of Egypt – River Nile, Pyramids of Giza, Valley of the Kings, Valley of the Queens, Cairo, Luxor.</p> <p>Be able to locate Egypt on a world map.</p>	<p>I can use a map of Egypt to locate key cities, e.g. Luxor and Cairo.</p> <p>I can use a map of Egypt to locate key Egyptian landmarks, Pyramids of Giza, Valleys of the Kings, Valley of the Queens.River Nile</p> <p>I can explain the importance of the river Nile.</p> <p>I can use a map to locate Egypt.</p> <p>I can use Google Earth to locate a country (Egypt).</p> <p>I can explain what an archaeologist is and what they do.</p>

		<p>Understand that an archaeologist is a person who studies human history through the excavation of sites and the analysis of artifacts and other physical remains.</p> <p>Understand the role of an archaeologist and their contribution to our knowledge of the past.</p>	
Who owns space?			
Year Five	Theme across the year: Stewardship: Courageous advocates of change		Routes to Resilience: Trust, Self-esteem
Spring	National Curriculum	Key knowledge and vocabulary	Sherrier's Skills Progression
Who owns the oceans?	<p>Locate the world's countries, using maps to focus on Europe (inc Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Countries in Europe will be covered in summer term when we do Battle of Bosworth - 'Who owns the memories of the dead?'</p> <p>South America - Y6 cover this</p> <p>This topic goes over into the summer term – up to May half-term</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>Know that North America is made up of 23 countries and be able to name some of these - United States, Canada, Mexico,</p> <p>Revise vocabulary for latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian.</p> <p>Understand that oceans are large bodies of water.</p> <p>Know that there are 5 oceans in the world: Atlantic Ocean, Pacific Ocean, Indian ocean, Southern Ocean and Arctic Ocean.</p> <p>Know the layers of the ocean: Sunlight zone, Twilight zone, Midnight zone and the Abyss.</p> <p>Know the name of some ports, e.g. Port of Southhampton</p> <p>Know why ports are important to world trade</p>	<p>I can name and locate a number of North American countries.</p> <p>I can locate the equator on a world map</p> <p>I can locate the Tropic of Cancer on a world map</p> <p>I can locate the tropic of Capricorn on a world map</p> <p>I can locate the Greenwich meridian on a world map.</p> <p>I can name and locate the world's oceans</p> <p>I can talk about the causes of ocean pollution</p> <p>I can talk about the causes of sea levels rising</p> <p>I can name the layers of the ocean.</p> <p>I can talk about why ports are important to world trade.</p>

	<p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Be able to locate the 5 oceans on a world map.</p> <p>Be able to use Google Earth to locate the world's oceans, Continents and some countries.</p> <p>Be able to plan a journey through some of the world oceans using a world map.</p> <p>I know how to use graphs to record features such as temperature or rainfall across the world</p>	<p>I can plan a journey through the world's oceans using a world map.</p> <p>I can use Google Earth to locate the world's oceans, continents and some countries.</p> <p>I can use graphs to record features such as temperature or rainfall across the world</p>
Year Five	Theme across the year: Stewardship: Courageous advocates of change		Routes to Resilience: Trust, Self-esteem
Summer	National Curriculum	Key knowledge and vocabulary	Sherrier's Skills Progression
<i>Who owns the memories of the dead?</i>	<p>Locate the world's countries, using maps to focus on Europe (inc Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Locate York, Lancaster (and Yorkshire/Lancashire), the site of the Battle of Bosworth and Leicester on a map.</p> <p>Use a map to locate key locations – York, Lancashire, Leicester, Battle of Bosworth battlefield</p>	<p>I can name and locate a number of European capitals.</p> <p>I can locate York and Lancaster (Yorkshire/Lancashire) on a map.</p> <p>I can locate the site of the Battle of Bosworth on a map.</p> <p>I can locate Leicester on a map.</p> <p>I can use a variety of maps, including Google Earth to locate York, Lancashire, Leicester and the Battle of Bosworth battlefield</p> <p>I can use a map to locate York, Lancashire, Leicester and the Battle of Bosworth battlefield</p>

Year Six	Theme across the year: Stewardship: Power, Responsibility and Justice		Routes to Resilience: Justice, Self-efficacy
Autumn	National Curriculum	Key knowledge and vocabulary	Sherrier's Skills Progression
<i>How were children empowered in an adult world?</i>	Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<p>Understand that this time was called the Industrial revolution and it was a time when large factories began to be built which took advantage of new machines that could make products on a large scale.</p> <p>Understand that the Industrial Revolution changed Britain from a land of small towns, villages and farms into a land of cities, large towns and factories.</p> <p>Understand how Lutterworth has changed over time: population, settlements, environment.</p>	I can explain why industrial areas are important.
Year Six	Theme across the year: Stewardship: Power, Responsibility and Justice		Routes to Resilience: Justice, Self-efficacy
Spring	National Curriculum	Key knowledge and vocabulary	Sherrier's Skills Progression
<i>Did WW2 impact all children equally?</i>	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	<p>Know about 6-figure-grid references.</p> <p>Nothings/Eastings.</p> <p>To use an Ordnance Survey Map (OS) and recognise some of the symbols.</p>	
Year Six	Theme across the year: Stewardship: Power, Responsibility and Justice		Routes to Resilience: Justice, Self-efficacy
Summer	National Curriculum	Key knowledge and vocabulary	Sherrier's Skills Progression
<i>Can business be a force for good?</i>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (inc day and night)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p><i>Know the names and locations of the seven continents: Europe, North America, South America, Africa, Asia, Oceania (Australia) and Antarctica.</i></p> <p><i>Know the names of the countries in South America: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay and Venezuela.</i></p> <p><i>Know the location of the equator and the Tropics of Cancer and Capricorn. Know that these are lines of latitude.</i></p>	<p>I can talk about time zones and work out differences.</p> <p>I can describe the key differences between living in the UK and in a country in</p> <p>I can name and locate the world's deserts that I am learning about</p> <p>I can label layers of a rainforest</p> <p>I know what deforestation is</p>

	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p><i>Identify the Northern and Southern Hemispheres – South America is located in the Southern Hemisphere.</i></p> <p><i>The Amazon River and Rainforest are located in South America.</i></p> <p><u>Amazon River:</u></p> <p>Know the 5 longest rivers in the world:</p> <p><i>Nile (6700km)– Year 5</i></p> <p>Amazon (6400)</p> <p><i>Yangtze (6300km) - Y4</i></p> <p>Mississippi-Missouri (6000km)</p> <p>Yenisei-Angara-Selenga (5500km)</p> <p>Understand that the Amazon is so long, that it flows through completely different environments and landscapes on its journey to the sea.</p> <p>Know that the river starts in the Andes Mountains of Peru and travels through Ecuador, Colombia, Venezuela, Bolivia, and Brazil before leading to the Atlantic Ocean.</p> <p><u>Amazon Rainforest:</u></p> <p>Understand the tropical rainforest is a kind of biome (a large area of the earth that has its own environment).</p> <p>Know that plants and trees in rainforests grow in layers: Emergent Layer, Canopy, The Understorey, Forest Floor.</p> <p>Know the different animals that live in the different layers:</p> <p>Emergent Layer: Birds/bird-eating tarantulas, hummingbirds/macaws</p> <p>Canopy: Red-eyed tree frogs, sloths, toucans.</p> <p>The Understorey: Geckos, bats and boa constrictors.</p> <p>Forest Floor: Jaguars, scorpions.</p>	<p>I can talk about the main human and physical differences between a developed country and third world countries South America.</p> <p>I can use Google Earth to locate a country</p> <p>I can use Google Earth to follow the journey of a river</p> <p>I know what most of the ordinance survey symbols stand for</p> <p>I know how to use 6 figure grid references</p>
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