

## **Geography Curriculum – What will the children actually learn?**

### **Key Threshold Concepts (Substantive Knowledge)**

When constructing our curriculum, we considered key threshold concepts or “the big ideas” which shape the ways pupils think within each subject. These threshold concepts, also known as “substantive knowledge,” are explored in every year group which help pupils gradually increase their understanding of them. Over time this approach of revisiting concepts helps children to *know more and remember more*. In our Geography lessons children are taught the key threshold concepts (substantive knowledge) below:

- i) Investigate places
- ii) Investigate patterns
- iii) Communicate geographically

The key threshold concepts for each class are set out in our three learning Milestones. Milestone 1 (Years 1 & 2), Milestone 2 (Years 3 & 4) and Milestone 3 (Year 5 & 6). These can be seen below alongside the topics that are to be taught in each class.

### **Topic Specific Milestones**

In addition to the key threshold Milestones our curriculum sets out progression in the form of topic specific ‘Milestones’ for every topic taught. Each Milestone contains a range of descriptors which provide details of the skills, within each topic, to be covered and taught in class. KS1 children work to achieve the objectives set out in Milestone 1. Lower KS2 children work to achieve the objectives set out in Milestone 2 and upper Key Stage 2 children work to achieve the objectives set out in Milestone 3.

### **Vocabulary:**

Research has shown that pupils with the most extensive vocabulary have:

- better reasoning, inference and pragmatic skills
- academic success and employment
- better mental health in adulthood.

Each milestone introduces a range of age appropriate geographical vocabulary. These are set out below.

## **Key Threshold Milestone 1 (Year 1 & 2)**

– Assessment Tracker (print one copy of this page and tick/date the Milestone 1 targets when they are covered in class.)

**Class name:** \_\_\_\_\_

**Year groups:** \_\_\_\_\_

**Academic year:** \_\_\_\_\_

### **Milestone 1**

#### **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?).
- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Name and locate the world's continents and oceans.

#### **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.
- 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.
- Identify land use around the school.

#### **Communicate geographically**

- Use basic geographical vocabulary to refer to:
  - key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
  - key human features, including: city, town, village, factory, farm, house, office and shop.
- 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.
- Devise a simple map; use and construct basic symbols in a key. Use simple grid references (A1, B1).

## Milestone 1 vocabulary



Vocabulary	Definition
<b>place</b>	A geographical point, such as a town, city, etc
<b>investigate</b>	To inquire into (a situation or problem, especially a crime or death) thoroughly; examine systematically, especially in order to discover the truth
<b>pertinent</b>	Relating to the matter at hand; relevant
<b>city</b>	A large town
<b>town</b>	A densely populated urban area, typically smaller than a city and larger than a village, having some local powers of government and a fixed boundary
<b>village</b>	A group of houses, together with other buildings such as a church and a school in the countryside
<b>coastal</b>	Relating to things that are in the sea or on the land near a coast
<b>rural</b>	Relating to, or characteristic of, the countryside or country life
<b>continent</b>	A very large area of land, such as Africa or Asia, that consists of several countries
<b>surrounding</b>	The conditions, scenery, etc, around a person, place or thing; environment
<b>locate</b>	To find out where something or someone is

Vocabulary	Definition
<b>environment</b>	External conditions or surroundings, especially those in which people live or work
<b>characteristic</b>	A distinguishing quality, attribute, or trait
<b>map</b>	A drawing of a particular area such as a city, country, or continent, showing its main features as they would appear if looked at from above
<b>world</b>	The planet that we live on
<b>atlas</b>	A book of maps
<b>globe</b>	A ball-shaped object with a map of the world on it, usually fixed on a stand
<b>countries</b>	Territories distinguished by its people, culture, language, geography, etc.
<b>ocean</b>	One of the five very large areas of sea on the Earth's surface
<b>human features</b>	Human geography looks at the impact and behaviour of people and how they relate to the physical world
<b>physical features</b>	Physical geography looks at the natural processes of the Earth, such as climate and plate tectonics
<b>United Kingdom (UK)</b>	England, Scotland, Wales and Northern Ireland; officially the United Kingdom of Great Britain and Northern Ireland



## Milestone 1 vocabulary (continued)

Vocabulary	Definition
<b>vegetation</b>	Plants, trees and flowers
<b>factory</b>	A large building where machines are used to make large quantities of goods
<b>farm</b>	An area of land, together with the buildings on it, that is used for growing crops or raising animals, usually in order to sell them
<b>house</b>	A building in which people live, usually the people belonging to one family
<b>office</b>	A room or a part of a building where people work sitting at desks
<b>shop</b>	A building or part of a building where things are sold
<b>compass</b>	An instrument that you use for finding directions. It has a dial and a magnetic needle that always points to the north
<b>north</b>	The direction that is on your left when you are looking towards the direction where the sun rises
<b>south</b>	The direction that is on your right when you are looking towards the direction where the sun rises
<b>east</b>	The direction that you look towards in the morning in order to see the sun rise
<b>west</b>	The direction that you look towards in the evening in order to see the sun set
<b>construct</b>	To build or make something, e.g. a building, road or machine
<b>symbol</b>	Something that represents or stands for something else, usually by convention or association, especially a material object used to represent something abstract

Vocabulary	Definition
<b>grid reference</b>	A method of locating a point on a map or plan by a number referring to the lines of a grid drawn upon the map or plan and to subdivisions of the space between the lines
<b>surrounding</b>	The conditions, scenery, etc. around a person, place or thing; environment
<b>environment</b>	External conditions or surroundings, especially those in which people live or work
<b>characteristic</b>	A distinguishing quality, attribute or trait
<b>locate</b>	To find out where something or someone is
<b>seasonal</b>	Occurring at a certain season or certain seasons of the year
<b>daily</b>	Happening every day
<b>weather</b>	The condition of the atmosphere in one area at a particular time, e.g. if it is raining, hot or windy
<b>hot</b>	Having a high temperature
<b>cold</b>	Having a low temperature
<b>equator</b>	An imaginary line around the middle of the Earth at an equal distance from the North Pole and the South Pole

## Milestone 1 vocabulary (continued)



Vocabulary	Definition
<b>North Pole</b>	The place on the surface of the Earth that is furthest towards the north
<b>South Pole</b>	The place on the surface of the Earth that is furthest towards the south
<b>beach</b>	An area of sand or stones beside the sea
<b>coast</b>	An area of land that is next to the sea
<b>hill</b>	An area of land that is higher than the land that surrounds it
<b>mountain</b>	A very high area of land with steep sides
<b>river</b>	A large amount of fresh water flowing continuously in a long line across the land
<b>soil</b>	The substance on the surface of the Earth in which plants grow
<b>valley</b>	A low stretch of land between hills, especially one that has a river flowing through it.

**TOPICS TAUGHT in KS1:**

In addition to the specific skills that the children will keep revisiting through the key concepts or substantive knowledge there will be specific learning related to individual topics. At Stapleford Primary School children are taught in mixed age classes e.g. Years 1 & 2 together etc. As a result, we have a two-year topic plan to prevent the children repeating subject matter. More detail is shown below as to what will be taught within each topic.

**KS1 (Class 3 – Years 1 & 2) Rolling Programme**

<p><b>Geography</b></p> <p>(see Chris Quigley: Geography Curriculum Companion for topic details)</p>	<p><b>Human and Physical:</b></p> <ul style="list-style-type: none"> <li>- Climate</li> <li>- Weather</li> <li>- Extreme weather</li> </ul>	<p><b>Geographical Skills:</b></p> <p>Mapping the world</p> <ul style="list-style-type: none"> <li>- Describing maps of the world 1</li> <li>- Describing maps of the world 2</li> </ul>	<p><b>Locational knowledge:</b></p> <p>The United Kingdom</p> <ul style="list-style-type: none"> <li>- UK England</li> <li>- UK Scotland</li> <li>- UK Wales</li> <li>- UK Northern Ireland</li> </ul>	<p><b>Human and Physical:</b></p> <p>Australia</p> <ul style="list-style-type: none"> <li>- Aboriginal people</li> <li>- Animals</li> <li>- Great Barrier Reef</li> <li>- Daintree Rainforest</li> </ul>	<p><b>Place Knowledge:</b></p> <p>Compare UK England: London with Australia: Sydney</p>	<p><b>Locational knowledge:</b></p> <p>Continents and oceans:</p> <ul style="list-style-type: none"> <li>- The Arctic Ocean</li> <li>- The Atlantic Ocean</li> <li>- The Pacific Ocean</li> <li>- The Indian Ocean</li> <li>- The Southern Ocean</li> </ul>

**The Assessment Tracker documents below outline what children will learn within each topic?**

**Geography: KS1 – Assessment tracker: Year 1 & 2**

**Topic: Climate**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Locate and label where polar climates are found.													
Locate and label where equatorial climates are found.													
Locate and label where desert climates are found.													
*Compare and contrast the three climates above.													
Define the word climate.													
Describe the physical features of polar climates.													
Describe the physical features of equatorial climates.													
Describe the physical features of desert climates													
*Are there any similarities between the physical features of the three climates above?													
Investigate why vast numbers of plants and animals thrive in equatorial climates.													

**Geography: KS1 – Assessment tracker: Year 1 & 2**

**Topic: Weather & Extreme Weather**

<b>Pupils:</b>														
<b>Targets:</b> Children can/know/explain/understand:														
Define the word weather.														
Observe and record the weather for a half term.														
Where does the physical process of weather take place?														
What is:														
a) the atmosphere?														
b) a heatwave?														
c) a drought?														
d) a flood?														
e) a monsoon?														
f) a blizzard?														
g) a gale?														
h) a cyclone?														
i) a tornado?														
Label common weather symbols (include extreme weather symbols)														
Categorise types of weather e.g. mild (breeze), fair, stormy, extreme (hurricane) etc.														
Compare and contrast three types of extreme weather.														
Compare and contrast the weather across all four seasons.														
Summarise the effect of extreme weather on an individual area e.g. floods from monsoons in Bangladesh.														



**Geography: KS1 – Assessment tracker: Year 1 & 2**

**Topic: Describing maps of the world 1**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
What is a globe?													
What is a map?													
What is an atlas?													
What is a satellite image?													
Label a compass rose showing north, south, east and west.													
Label an image of Earth showing the North Pole, South Pole, axis, equator, northern hemisphere and southern hemisphere.													

**Geography: KS1 – Assessment tracker: Year 1 & 2****Topic: Describing maps of the world 2**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Compare and contrast a map of Earth with a satellite image.													
Point out the main differences between a map and a globe.													
Use an atlas and explain the method to find:													
a) United Kingdom													
b) five oceans													
c) seven continents													
d) location of the school													

**Geography: KS1 – Assessment tracker: Year 1 & 2****Topic: The United Kingdom**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
List (and show on a map) the countries that make up: a) Great Britain													
b) The United Kingdom													
c) The British Isles													
Summarise the geographical location of the United Kingdom.													
Explain some of the key features of the United Kingdom's government.													
Compare and contrast a republic with a monarchy e.g. Republic of Ireland and the United Kingdom.													

**Geography: KS1 – Assessment tracker: Year 1 & 2****Topic: The United Kingdom – England**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
What is the flag of England called?													
What is the national emblem of England?													
What is the highest peak in England?													
What are the Pennines?													
What is the largest lake in England													
What is the capital of England?													
What is most land in cities and the countryside used for?													
Compare and contrast the human features of cities and rural areas?													

**Geography: KS1 – Assessment tracker: Year 1 & 2****Topic: The United Kingdom – Scotland**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
What is the flag of Scotland called?													
What is the national emblem of Scotland?													
What is the highest peak in Scotland?													
Locate and mark Loch Ness on a map.													
What are archipegalos and munroes?													
Locate and mark on a the Shetland archipegalo.													
What is the captial city of Scotland?													
Compare and contrast the physical and human features of the Scottish Island of Shetland with those of the English Isle of Wight.													

**Geography: KS1 – Assessment tracker: Year 1 & 2**

**Topic: The United Kingdom – Wales**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
What is the flag of Wales called?													
What is the national emblem of Wales?													
What is the highest peak in Wales?													
What is special about the National Park called the Pembrokeshire Coast?													
Compare and contrast the physical and human features of Wales and Scotland.													

**Geography: KS1 – Assessment tracker: Year 1 & 2**

**Topic: The United Kingdom – Northern Ireland**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
What is the flag of Northern Ireland called?													
What is the capital city of Northern Ireland?													
Locate and mark the Giant's Causeway on a map. What is it?													
What is special about Lough (Lake Neagh?) Locate and mark it on a map.													
Compare and contrast the human and physical features of Northern Ireland and Wales.													

**Geography: KS1 – Assessment tracker: Year 1 & 2**

**Topic: Australia**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Locate and mark Australia on a map and a globe.													
Which ocean surrounds Australia?													
Is Australia a country or a continent? (both)													
What is Australia's capital city called?													
What is Uluru?													
What is Australia's highest peak?													
What is Australia's longest river?													
Compare and contrast the main human and physical features of Australia and the United Kingdom.													



**Geography: KS1 – Assessment tracker: Year 1 & 2****Topic: Aboriginal people**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Who are aboriginal people?													
What percentage of Australia's population is Aboriginal?													
Define the words:													
- ancestors													
- indigenous													
- descendants													
- migrants													
- sacred													
Locate and mark Arnhem land and Uluru (Ayres Rock) on a map.													
Why is Uluru sacred to Aboriginal people?													
Compare and contrast everyday life in an Aboriginal village with a city in Australia.													
In what ways do the indigenous Aboriginal people have different lifestyles from European settlers in Australia?													

**Geography: KS1 – Assessment tracker: Year 1 & 2**

**Topic: Animals (of Australia)**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
What is a monotreme?													
What is a marsupial?													
Name some of the common birds found in Australia.													
What does nocturnal mean? Name some nocturnal animals that live in Australia.													
What is the largest carnivorous animal in Australia?													
How many kangaroos live in Australia?													
Compare and contrast some Australian wildlife with the wildlife found in England.													

**Geography: KS1 – Assessment tracker: Year 1 & 2****Topic: The Great Barrier Reef**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
What is the Great Barrier Reef and how large is it?													
Locate and label the Great Barrier Reef on a map.													
How many types of corals and fish can be found on the Great Barrier Reef?													
Investigate the diversity of marine mammals found near the Great Barrier Reef.													
Summarise information about the Great Barrier Reef's physical features.													
Summarise how human activity is affecting the health of the Great Barrier Reef.													

**Geography: KS1 – Assessment tracker: Year 1 & 2**

**Topic: Daintree Rainforest**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Locate and mark the Daintree Rainforest on a map.													
Which climate do rainforests thrive in?													
How old is the Daintree Rainforest?													
Name some endangered animals that live in the Daintree Rainforest.													
Compare and contrast the location of the Daintree Rainforest with Sydney.													

**Geography: KS1 – Assessment tracker: Year 1 & 2****Topic: London and Sydney**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Locate and mark London and Sydney on a map.													
Compare and contrast the cities of London (England) and Sydney (Australia)													
a) locations													
b) weather													
c) populations													
d) landmarks													
e) similarities													
f) tourism													

**Geography: KS1 – Assessment tracker: Year 1 & 2**

**Topic: Continents and oceans**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Locate and mark on a map the seven continents.													
Locate and mark on a map the five oceans.													
Explain the difference between a country and a continent.													
Explain the difference between a sea and an ocean.													
Why is Antarctica not inhabited?													

**Geography: KS1 – Assessment tracker: Year 1 & 2****Topic: The Oceans: Arctic Ocean, Atlantic Ocean, Pacific Ocean, Indian Ocean and Southern Ocean.**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Organise information about the physical features of the five oceans e.g.													
What natural resources are found below the floor of the Arctic Ocean?													
Which is the largest island in the Atlantic Ocean?													
What is the Mariana Trench?													
Which is the largest of the Oceans?													
How much of the Earth's surface does the largest ocean cover?													
What is commonly seen floating in the Southern Ocean?													
Which natural resource lies beneath the Indian Ocean?													
What is the Suez Canal and why is it important? (transport of goods)													
Compare and contrast two oceans													

## **Key Threshold Milestone 2 (Year 3 & 4)**

– Assessment Tracker (print one copy of this page and tick/date the Milestone 2 targets when they are covered in class.)

**Class name:** \_\_\_\_\_

**Year groups:** \_\_\_\_\_

**Academic year:** \_\_\_\_\_

### **Milestone 2**

#### **Investigate places**

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Explain own views about locations, giving reasons.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- 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.
- Use a range of resources to identify the key physical and human features of a location.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Name and locate the countries of Europe and identify their main physical and human characteristics.

#### **Investigate patterns**

- Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.
- Describe geographical similarities and differences between countries.
- Describe how the locality of the school has changed over time.

#### **Communicate geographically**

- Describe key aspects of:
  - physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.
  - human geography, including: settlements and land use.
- 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.



## Milestone 2 vocabulary



Vocabulary	Definition
hemisphere	One half of the Earth
Tropic of Cancer	An imaginary line around the Earth 23.5° north of the equator
Tropic of Capricorn	An imaginary line around the Earth 23.5° south of the equator
Arctic	The area of the world around the North Pole. It is extremely cold and there is very little light in winter and very little darkness in summer
Antarctic	The area around the South Pole
time zone	One of the areas into which the world is divided, where the time is calculated as being a particular number of hours behind or ahead of Greenwich Mean Time (the local clock time at Greenwich, UK)
topographical	Relating to the physical features of an area of land, e.g. its hills, valleys and rivers
land use	The management and modification of the natural environment or wilderness into a built environment, such as settlements, and semi-natural habitats, such as arable fields, pastures and managed woods
volcano	A mountain from which hot melted rock, gas, steam and ash from inside the Earth sometimes burst
water cycle	The circulation of the Earth's water: water evaporates from the sea into the atmosphere, where it condenses and falls as rain or snow, returning to the sea by rivers or returning to the atmosphere by evaporation
earthquake	A shaking of the ground caused by movement of the Earth's crust.

**TOPICS TAUGHT in Lower KS2:**

In addition to the specific skills that the children will keep revisiting through the key concepts or substantive knowledge there will be specific learning related to individual topics. At Stapleford Primary School children are taught in mixed age classes e.g. Years 3 & 4 together etc. As a result, we have a two-year topic plan to prevent the children repeating subject matter. More detail is shown below as to what will be taught within each topic.

**Lower KS2 (Class 2 – Year 3 & 4) Rolling Programme**

<p><b>Geography</b> <small>(see Chris Quigley: Geography Curriculum Companion for topic details)</small></p>	<p><b>Physical geography:</b> Earthquakes and volcanoes: plate tectonics</p> <ul style="list-style-type: none"> <li>- Earthquakes and volcanoes: The Pacific Ring of Fire</li> <li>- Earthquakes and volcanoes: Impact</li> </ul> <p>Describing maps of the world 1</p>	<p><b>Locational knowledge:</b> Europe:</p> <ul style="list-style-type: none"> <li>- Europe: population</li> <li>- Europe: Rivers</li> <li>- Europe: Mountains</li> </ul>	<p><b>Human geography:</b> Transportation:</p> <ul style="list-style-type: none"> <li>- Transportation Cities</li> <li>- Transportation: National</li> <li>- Transportation: International</li> </ul> <p>Describing Maps of the world 2</p>	<p><b>Physical geography:</b></p> <ul style="list-style-type: none"> <li>- Landscapes: Weathering</li> <li>- Erosion &amp; deposition: Rivers</li> <li>- Erosion &amp; deposition: Coasts</li> </ul>	<p><b>Human &amp; physical geography:</b> The Water Cycle:</p> <ul style="list-style-type: none"> <li>- The Water Cycle: The Cycle</li> <li>- The Water Cycle: Clouds &amp; precipitation</li> </ul> <p>Climate Change</p>	<p><b>Human geography:</b> International trade: food</p> <p>International trade: natural resources</p> <p>International trade: tourism</p> <p>Describing Maps of the world 3</p>
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**The Assessment Tracker documents below outline what children will learn within each topic?**

**Geography: KS2 – Assessment tracker: Year 3 & 4****Topic: Earthquakes and volcanoes: Plate tectonics**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Label and describe the Earth's:													
a) core													
b) outer core													
c) mantle													
d) crust													
What is a tectonic plate?													
Locate and label the main plate tectonic boundaries on a map.													
Categorise the Earth's main tectonic plates in terms of how they are moving.													
Explain the tectonic process that would lead to an earthquake.													
Explain the physical process that would result in a mountain range being formed.													
What are the similarities and differences in the physical features of a volcano and a mountain?													

**Geography: KS2 – Assessment tracker: Year 3 & 4**

**Topic: Earthquakes and volcanoes: The Pacific Ring of Fire**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Locate and label The Pacific Ring of Fire on a map.													
Explain the process that forms volcanoes. (Subduction)													
Explain why 90% of the world's volcanoes happen around the Pacific Ring of Fire.													
Explain the difference between magma and lava.													
Explain the difference between active, dormant and extinct volcanoes.													
Investigate one of the Pacific Ring's most explosive volcanoes.													

**Geography: KS2 – Assessment tracker: Year 3 & 4**

**Topic: Earthquakes and volcanoes: Impact**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Locate and label on a map the areas affected by the:													
a) 2004 Boxing Day Tsunami													
b) 1906 San Fransisco earthquake													
c) 79 CE eruption of Vesuvius.													
Investigate the extent of the area affected by the 2004 Boxing Day tsunami.													
Describe the scale used for measuring the magnitude of earthquakes.													
Describe the scale for measuring the intensity of volcanoes.													
Investigate the consequences of the eruption of Mount Vesuvius in 79 CE.													

**Geography: KS2 – Assessment tracker: Year 3 & 4**

**Topic: Describing maps of the world 1**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Locate and label the equator on a map.													
Locate and label the Tropic of Capricorn and the Tropic of Cancer on a map.													
Where is the area known as the tropics? (between the Tropic of Capricorn and the tropic of Cancer)													
Describe the weather in the tropics.													

**Geography: KS2 – Assessment tracker: Year 3 & 4**

**Topic: Europe**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Which landmass is Europe part of?													
What are the two main boundaries between Europe and Asia?													
How many countries are there in Europe?													
How many different languages are spoken in Europe?													
Locate and label the countries of Europe.													
Investigate some of the cultural differences between eastern and western European countries e.g. food, languages													
Compare and contrast the location of Europe and of North America.													

**Geography: KS2 – Assessment tracker: Year 3 & 4**

**Topic: Europe: Population**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
What is the population of Europe? Why is this surprising?													
Define the words:													
a) inhabitants													
b) city-state													
c) population													
Summarise information about the populations of the largest and smallest European countries.													
Investigate the Vatican City.													
Graph the populations of the countries of Europe.													
Demonstrate how densely populated Europe is compare to Africa.													
Compare the population of the United Kingdom with France.													



**Geography: KS2 – Assessment tracker: Year 3 & 4**

**Topic: Europe: Rivers**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Define the words:													
a) primary													
b) source													
c) delta													
d) traverse													
Mark the routes of the five primary rivers in Europe on a map and label them with their name and length.													
On the same map, label their sources and the bodies of water into which they flow.													
Locate and label the landlocked seas in Europe.													
Investigate one of the five primary rivers in Europe.													

**Geography: KS2 – Assessment tracker: Year 3 & 4**

**Topic: Europe: Mountains**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
What are two names for the top of a mountain?													
How do you measure the height of a mountain?													
What is a mountain range?													
What is the highest mountain in Europe?													
Which mountain range is it part of?													
What is the highest peak in the European Alps?													
Locate and label the 11 European mountain ranges on a map.													
Organise information about the 11 European mountain ranges.													

**Geography: KS2 – Assessment tracker: Year 3 & 4**

**Topic: Transportation: Cities**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Define the words:													
a) transportation													
b) congestion													
c) pollution													
List the main types of transport used in cities. What are their advantages and disadvantages?													
Classify types of transport in terms of the amount of pollution they create.													
How is London trying to reduce transport congestion?													
How is London trying to reduce traffic pollution?													

**Geography: KS2 – Assessment tracker: Year 3 & 4**

**Topic: Transportation: National**

<b>Pupils:</b>														
<b>Targets:</b> Children can/know/explain/understand:														
List some reasons why people travel in the UK.														
List, in order, the most frequently used forms of transport in the UK.														
What are the advantages and disadvantages of each type of travel?														
Explain what a transport network is.														
Why are canals not used as much as they used to be for transporting goods?														
Do you agree? – Motorways are the best way to travel between cities.														
Identify and mark on a map:														
a) a motorway														
b) a main road														
c) a secondary road														
d) a minor road														
e) a railway														
f) a bridleway														
g) a cycle path														
h) an airport														
i) a canal														

**Geography: KS2 – Assessment tracker: Year 3 & 4****Topic: Transportation: International**

<b>Pupils:</b>														
<b>Targets:</b> Children can/know/explain/understand:														
What does international transportation mean?														
What is the main reason for international transportation?														
Explain what the following are:														
a) canal														
b) cargo ship														
c) port														
Locate and label on a map:														
a) The Suez Canal														
b) The Panama Canal														
c) Shanghai (the world's largest port)														
Write a description about each of the above. Why are they important?														
List, in a table, the advantages and disadvantages of:														
a) Air travel														
b) Sea freight														
c) Passenger ships														
d) Rail														
e) road														

Geography: KS2 – Assessment tracker: Year 3 & 4													
Topic: Describing maps of the world 2													
<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Explain what the Prime Meridian is and identify it on a globe.													

**Geography: KS2 – Assessment tracker: Year 3 & 4**

**Topic: Landscapes and weathering**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Explain how landforms change due to the physical process of weathering?													
Explain how the two types of weathering (mechanical and chemical weathering) affect landforms.													
What are some of the human processes that contribute to chemical weathering?													
Provide examples of where chemical weathering can be seen.													
Explain how changing human process may lead to a reduction in chemical weathering.													

**Geography: KS2 – Assessment tracker: Year 3 & 4**

**Topic: Erosion and deposition: Rivers**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Define:													
a) erosion													
b) transportation													
c) deposition													
Draw, label and describe the three stages of a river.													
Draw and label the features of:													
a) a meander													
b) an ox-bow lake													
c) a delta													
Identify patterns in the relationship between the stages of a river and the amount of erosion and deposition that takes place.													
Explain why, when a river floods at its mature stage, the soil becomes more fertile.													
Investigate the River Volga delta and relate this to your knowledge of deposition.													



**Geography: KS2 – Assessment tracker: Year 3 & 4**

**Topic: Erosion and deposition: Coasts**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
What is a coast and which country has the longest coastline in Europe?													
Draw and label the main physical features seen at a coast.													
What causes erosion at coasts?													
Describe the physical processes that create:													
a) caves													
b) bays													
c) headlands													
d) arches													
e) stacks													
f) cliffs													
g) beaches													
Compare and contrast erosion and deposition in coasts and rivers.													
Explain how sea walls, rock armour and groynes are used to try to reduce the amount of coastline erosion. What are the advantages and disadvantages of each?													

**Geography: KS2 – Assessment tracker: Year 3 & 4**

**Topic: The water cycle: The cycle**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Define the word atmosphere.													
What does the term continuous cycle mean?													
Illustrate and describe the five steps of the water cycle.													
Relate your knowledge of the water cycle to your knowledge of the formation of rivers.													

**Geography: KS2 – Assessment tracker: Year 3 & 4**

**Topic: The water cycle: Clouds and precipitation**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
What is a cloud and how are they formed?													
Define the word precipitation.													
Draw and label the different types of clouds in their correct position in the atmosphere.													
What do the prefix “nimbo” and the suffix “nimbus” mean?													
Identify clouds in pictures.													
Explain how meteorologists use clouds to forecast the weather.													

**Geography: KS2 – Assessment tracker: Year 3 & 4**

**Topic: Climate change**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Define the words weather and climate.													
Describe the physical process of climate change.													
Describe the: a) Causes of climate change													
b) Effect of climate change on the planet													
c) Effect of climate change of animals													
d) Effect of climate change on humans													
e) How attempts have been made to manage climate change													
Compare and contrast human processes before and after the industrial revolution and explain how this is thought to have affected the Earth's climate.													
Identify three geographical areas around the world where climate change is having a noticeable effect e.g. receding glaciers, melting polar ice caps, higher temperatures, extreme weather.													

**Geography: KS2 – Assessment tracker: Year 3 & 4**

**Topic: International trade: Food**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Define the words													
a) Import													
b) Export													
c) food miles													
d) food security													
Create a graph of the most traded foods internationally.													
Why are oranges and bananas imported into the United Kingdom?													
Explain some of the concerns about food miles.													
Give reasons why coffee is the most traded beverage.													
Investigate the seafood trade and draw conclusions about why some foods are more traded than others.													

**Geography: KS2 – Assessment tracker: Year 3 & 4**

**Topic: International trade: Natural resources**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Define what a natural resource is.													
List and describe the uses of some common natural resources.													
Locate and label on a map where: a) most of the world's nickel and copper is mined.													
b) most of the world's oil is produced.													
Explain what copper ore is and how it is processed into a useful material. (Batteries for electric cars)													
Explain why the diversity in physical features across the world give rise to the import and export of natural resources.													

**Geography: KS2 – Assessment tracker: Year 3 & 4**

**Topic: International trade: Tourism**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Define the word tourism.													
What is international tourism and why is it good for the economy of the country being visited?													
Locate on a map the most visited tourist destinations in France, England, Spain, Germany, Greece, Italy and Russia.													
Classify types of tourism.													
Explain why diversity of tourist attractions is useful.													
Explain why people travel on from one country to another for tourism.													
Relate your knowledge of international tourism to your knowledge of international travel and make some generalisations.													

**Geography: KS2 – Assessment tracker: Year 3 & 4**

**Topic: Describing maps of the world 3**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Locate and label on a map: a) The equator													
b) The prime meridian													
c) The western and eastern hemispheres.													
d) Lines of latitude (explain what the lines are used for).													
e) Lines of longitude (explain what the lines are used for).													
Using your knowledge of map techniques (above) describe the locations of: a) Greenwich in London													
b) Stapleford Primary School													
c) The capital cities of England, Scotland, Wales and Northern Ireland.													
d) Any five European capital cities e.g. Paris, Berlin, Rome, Athens, Madrid													
Use your knowledge of longitude to explain the concept of time zones.													
Explain what the international date line is and how it is linked to the prime meridian.													



### **Key Threshold Milestone 3 (Year 5 & 6)**

– Assessment Tracker (print one copy of this page and tick/date the Milestone 3 targets when they are covered in class.)

**Class name:** \_\_\_\_\_

**Year groups:** \_\_\_\_\_

**Academic year:** \_\_\_\_\_

### **Milestone 3**

#### **Investigate places**

- Collect and analyse statistics and other information in order to draw clear conclusions about locations.
- Identify and describe how the physical features affect the human activity within a location.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- 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.
- 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).
- 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; and understand how some of these aspects have changed over time.
- Name and locate the countries of North and South America and identify their main physical and human characteristics.

#### **Investigate patterns**

- Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
- Understand some of the reasons for geographical similarities and differences between countries.
- Describe how locations around the world are changing and explain some of the reasons for change.
- Describe geographical diversity across the world.
- Describe how countries and geographical regions are interconnected and interdependent.

#### **Communicate geographically**

- Describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
  - human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
- 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.
- Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

## Milestone 3 vocabulary



Vocabulary	Definition
<b>sampling</b>	The act or process of taking a small part or quantity of something as a sample for testing or analysis
<b>systematic</b>	Characterised by the use of order and planning; methodical
<b>analyse</b>	To consider something carefully or use statistical methods in order to fully understand it
<b>effectiveness</b>	The quality of working well and producing the results that were intended
<b>aerial</b>	Existing, occurring, moving or operating in the air
<b>London Tube map</b>	A schematic transport map of the lines, stations and services of the London Underground, known colloquially as 'the Tube', hence the map's name
<b>climate</b>	The general weather conditions that are typical of a place
<b>biome</b>	A major ecological community, extending over a large area and usually characterised by a dominant vegetation
<b>settlement</b>	A place newly settled; colony

Vocabulary	Definition
<b>economic</b>	Concerned with the organisation of the money, industry and trade of a country, region or society
<b>trade</b>	The exchange of goods and services between one country and another. Goods bought into a country are called imports, and those sold to another country are called exports
<b>distribution</b>	The way in which something is shared out among a group or spread over an area
<b>energy</b>	The power derived from the utilisation of physical or chemical resources, especially to provide light and heat or to work machines
<b>food</b>	Anything that nourishes or stimulates; whatever helps something to keep active, grow, etc.
<b>minerals</b>	Substances that are formed naturally in the Earth. Minerals are usually solid, inorganic, have a crystal structure and form naturally by geological processes
<b>water supply</b>	The provision of water by public utilities, commercial organisations, community endeavours or by individuals, usually via a system of pumps and pipes
<b>Ordnance Survey (OS)</b>	The national mapping agency of the United Kingdom which covers the island of Great Britain
<b>population</b>	All the inhabitants of a particular place
<b>depict</b>	Represent in words; describe.

## TOPICS TAUGHT in Upper KS2:

In addition to the specific skills that the children will keep revisiting through the key concepts or substantive knowledge there will be specific learning related to individual topics. At Stapleford Primary School children are taught in mixed age classes e.g. Years 5 & 6 together etc. As a result, we have a two-year topic plan to prevent the children repeating subject matter. More detail is shown below as to what will be taught within each topic.

### **Upper KS2 (Class 1 – Years 5 & 6) Rolling Programme**

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
<b>Geography</b> <small>(see Chris Quigley: geography Curriculum Companion for topic details)</small>	<b>Human &amp; physical geography</b> Biomes and Climate Zones: - Temperate deciduous forest biome - Marine biome - Desert biome	<b>Place knowledge:</b> South America: - South America – population - South America – rivers - South America - mountains	<b>Locational knowledge:</b> Using maps: features Using maps: four-figure grid references Using maps: six-figure grid references	<b>Human &amp; physical geography</b> Biomes and Climate Zones: - Taiga biome - Freshwater biome - Rainforest biome	<b>Place knowledge:</b> North America: - North America - population - North America - rivers - North America - mountains	<b>Human &amp; physical geography</b> Biomes and Climate Zones: - Ice biome - Savannah biome - Grassland biome

**The Assessment Tracker documents below outline what children will learn within each topic?**

**Geography: KS2 – Assessment tracker: Year 5 & 6**

**Topic: Biomes and climate zones:**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
What is a biome?													
Define the word climate.													
What is a climate zone?													
Compare and contrast the locations of the seven climate zones.													

**Geography: KS2 – Assessment tracker: Year 5 & 6**

**Topic: Temperate deciduous forest biome**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Locate three temperate forest biomes on a map.													
Create a knowledge web for temperate deciduous forest biomes.													
Compare and contrast the knowledge web you have created for this biome with those you have created for other biomes.													
Describe the human processes that affect this biome.													

**Geography: KS2 – Assessment tracker: Year 5 & 6**

**Topic: Marine biome**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Locate three marine biomes on a map													
Describe the difference between a terrestrial and aquatic biome.													
Create a knowledge web for marine biomes.													
Compare and contrast the knowledge web you have created for this biome with those you have created for other biomes.													
Describe the human processes that affect this biome.													

**Geography: KS2 – Assessment tracker: Year 5 & 6**

**Topic: Desert biome**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Locate three desert biomes on a map.													
Create a knowledge web for desert biomes.													
Compare and contrast the knowledge web you have created for this biome with those you have created for other biomes.													
Describe the human processes that affect this biome.													

**Geography: KS2 – Assessment tracker: Year 5 & 6**

**Topic: South America:**

<b>Pupils:</b>														
<b>Targets:</b> Children can/know/explain/understand:														
Locate South America on a globe and on a map:														
Label the landlocked countries of South America on a map.														
Mark South America's largest lake on a map (Lake Titicaca – shared by Bolivia and Peru)														
Mark the Falkland Islands (British overseas territory) on a map.														
Describe the geographical features of South America														
a) Climate zones														
b) biomes														
c) population														
d) languages														
Define the words:														
a) indigenous														
b) colony														
Explain the link between colonisation and the diversity of languages spoken across South America e.g. they speak Dutch in Suriname.														



**Geography: KS2 – Assessment tracker: Year 5 & 6**

**Topic: South America – population:**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Define the terms:													
a) population density													
b) sparsely populated													
What is the approximate population of South America?													
What does the term “median age” mean and what is the median age in South America?													
Locate on a map the five most populous cities in South America.													
Compare and contrast the populations of Brazil and Canada.													
Why do you think areas in the Amazon basin less populated than coastal areas at the mouth of the Amazon River?													

**Geography: KS2 – Assessment tracker: Year 5 & 6**

**Topic: South America – rivers:**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Define the term:													
a) tributary													
Describe what a river basin is.													
Locate and mark on a map the three main river basins in South America.													
List information about the physical features of South America's three main river basins.													
Locate on a map the highest waterfall in the world (Angel falls).													
Compare and contrast the location into which the Amazon and the Volga rivers discharge.													
Propose reasons why the Amazon does not have a delta whereas the Volga does.													

**Geography: KS2 – Assessment tracker: Year 5 & 6**

**Topic: South America – mountains:**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Compare and contrast the features of a topographic map and those of a political map, using examples from South America.													
Why might a geographer use a variety of map types?													
Locate and mark on a map:													
a) the Andes mountain range													
b) the highest peak in the Andes (Aconcagua 6,961m)													
c) the highest capital city in the world (Machu Picchu)													
Define the term:													
a) seismic activity													
Describe where the Andes mountain range is and how it was formed (tectonic subduction).													
What is a plateau? Suggest reasons why civilisations chose to build cities on them (citadels).													

**Geography: KS2 – Assessment tracker: Year 5 & 6**

**Topic: Using maps: Features**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
On a map of Europe locate and label:													
a) Title													
b) compass rose													
c) key													
d) lines of longitude and latitude													
e) scale													
Describe the purpose of each of the above.													
Using the above features create your own map of an area you know well.													
Investigate how scales of maps, of the same place, give differing levels of detail.													

**Geography: KS2 – Assessment tracker: Year 5 & 6**

**Topic: Using maps: Four-figure and six-figure grid references**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
What are the horizontal and vertical lines on a map called?													
What is a grid reference?													
a) What is a four-figure grid reference?													
b) What is a six-figure grid reference?													
c) Why might you use a six-figure grid reference rather than a four-figure grid reference?													
Use your knowledge of four-figure grid references to find the grid reference for:													
a) Stapleford Primary School													
b) five places in the countryside near to your school e.g. the churches in Stapleford, Bramfield and Waterford.													
c) the centre of Hertford.													
d) the centre of London, Paris, Madrid, Berlin, Rome and Athens.													
Use your knowledge of six-figure grid references to name and locate 10 places on urban and rural maps.													

**Geography: KS2 – Assessment tracker: Year 5 & 6**

**Topic: Taiga biome**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Locate three taiga biomes on a map.													
Create a knowledge web for taiga biomes.													
Compare and contrast the knowledge web you have created for this biome with those you have created for other biomes.													
Describe the human processes that affect this biome.													

**Geography: KS2 – Assessment tracker: Year 5 & 6**

**Topic: Freshwater biome**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Locate three freshwater biomes on a map.													
Create a knowledge web for freshwater biomes.													
Compare and contrast the knowledge web you have created for this biome with those you have created for other biomes.													
Describe the human processes that affect this biome.													

**Geography: KS2 – Assessment tracker: Year 5 & 6**

**Topic: Rainforest biome**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Locate three rainforest biomes on a map.													
Create a knowledge web for rainforest biomes.													
Compare and contrast the knowledge web you have created for this biome with those you have created for other biomes.													
Describe the human processes that affect this biome.													



**Geography: KS2 – Assessment tracker: Year 5 & 6**

**Topic: North America:**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Compare and contrast the geographical location of North America with that of Europe.													
At which latitude is the border between the two largest countries (USA and Canada) in North America?													
Compare and contrast the physical and human diversity of areas of high and low latitude in North America.													
Investigate why the southern parts of North America are more prone to hurricanes than the northern parts.													

**Geography: KS2 – Assessment tracker: Year 5 & 6**

**Topic: North America – population:**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Define the terms:													
a) colonise													
b) indigenous													
c) metropolitan													
d) most populous													
e) sparsely populated													
f) population density													
Compare and contrast the most and least populous places in North America.													
Graph information about the populations of the ten most populous cities in North America.													
Describe the changes in the population of North America from the 1500s to the 1600s.													

**Geography: KS2 – Assessment tracker: Year 5 & 6**

**Topic: North America – rivers:**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Locate and label on a map three of the most significant rivers of North America.													
Describe the significant physical features of each of these rivers.													
Define the term:													
a) Confluence													
Investigate the physical features found along the Colorado River E.g. Grand Canyon, Dams													
Investigate how goods are traded using North American rivers.													
Explain why pollution in a river affects more than one population. Use the Rio Grande as an example.													

**Geography: KS2 – Assessment tracker: Year 5 & 6**

**Topic: North America – mountains:**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Locate and mark on a map:													
a) the geographical location of North America's mountain ranges													
b) the highest peak in North America (Danali 6,194m)													
Show how the western coast of North America is part of a wider seismic zone (The Pacific Ring of Fire).													
Compare and contrast the features of a topographic map and those of a political map, using examples from North America.													
Why might a geographer use a variety of map types?													
Compare and contrast the physical features of mountainous regions of North America with the Great Plains.													

**Geography: KS2 – Assessment tracker: Year 5 & 6**

**Topic: Ice Biome**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Locate three ice biomes on a map.													
Create a knowledge web for ice biomes.													
Compare and contrast the knowledge web you have created for this biome with those you have created for other biomes.													
Describe the human processes that affect this biome.													

**Geography: KS2 – Assessment tracker: Year 5 & 6**

**Topic: Savannah biome**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Locate three savannah biomes on a map.													
Create a knowledge web for savannah biomes.													
Compare and contrast the knowledge web you have created for this biome with those you have created for other biomes.													
Describe the human processes that affect this biome.													

**Geography: KS2 – Assessment tracker: Year 5 & 6**

**Topic: Grassland biome**

<b>Pupils:</b>													
<b>Targets:</b> Children can/know/explain/understand:													
Locate three grassland biomes on a map.													
Create a knowledge web for grassland biomes.													
Compare and contrast the knowledge web you have created for this biome with those you have created for other biomes.													
Describe the human processes that affect this biome.													