

Geography Progression Grid Class 4/ 5– CYCLE 2

<p>Autumn – Magnificent Mountains Objectives – To locate key mountain ranges of the world. To locate key areas of higher ground in the UK To know the features of a mountain. To understand how mountains are formed.</p>	<p>Spring- Somewhere to settle Objectives – What is an ideal place to settle? To know many places in the UK were created by Early settlers. To know how land is used in settlements.</p>	<p>Summer- Mapping our local area and the UK Objectives- To know where our local area is on a range of maps. To identify human and physical geography features of Batley To understand how to plan a journey using the eight compass points and four or six figure grid references.</p>
Minimum learning is highlighted		Minimum vocabulary is in bold
What children will know and remember		
<p>To know mountains are a natural part of the landscape with steep slopes.</p> <ul style="list-style-type: none"> • They rise above 300m. • They have a summit of at least 600m. • Not all mountains are single summits 	<p>To know that early settlements have developed in certain locations because there were some essential features such as food water and shelter</p>	<p>To know how to observe, measure, record and present findings from fieldwork</p> <ul style="list-style-type: none"> - Use photographs, sketches and notation to record what is seen if walking from school to Batley library and again from school to Caulms Wood – two separate field trips
<p>To know how different mountains are formed:</p> <ul style="list-style-type: none"> ▪ Fold mountains - Tectonic plates collide and rock is pushed up. ▪ Fault-block mountains - Cracks in the earth’s surface open up, some chunks of rock are pushed up, some down. ▪ Volcanic mountains - Formed around volcanoes and made of layers of ash and cooled lava. ▪ Dome mountains - Formed when magma is forced upwards but doesn’t ever flow out of the crust. ▪ Plateau mountains - Materials taken away through erosion leave deep valleys or gorges next to high cliffs. 	<p>To know that more recent settlements may have occurred due to the presences of some more desirable (but not essential) factors such as healthcare, education, transport links and type of land</p> <p>Settlements may have been linked to an increase or development of an industry (Sheffield) which, in turn, may have arisen due to the presence of natural resources</p> <p>Different settlements have arisen due to different land use e.g. a village may exist due to the land being used for farming but a town may exist due to factories being built there</p>	<p>To know the human and physical features of Batley area</p> <p>Physical – hills, woods, beck, vegetation (mostly on walk to Caulms Wood)</p> <p>Human – schools, library. Police station, shops, medical centres, train stations, roads</p>
<p>To know some mountains are found in groups called a mountain range and to find some of the key mountain ranges on the world – Himalayas, Andes and Rocky Mountains</p>	<p>To know place names give clues as to who first settled in an area and what it was like.</p> <p>Romans: -chester = castle -caster = castle -cester = castle e.g. Manchester</p> <p>Anglo-Saxons: -ham = village -ton = farm -ford = river crossing e.g. Birmingham</p> <p>Vikings:</p>	<p>To know that Batley sits next to Dewsbury on a map and that Caulms Wood covers part of Batley and Part of Dewsbury and atlases, including digital maps, and compare their features.</p>

	-by = village -thorpe = farm -toft = house e.g. Scunthorpe	
To know the names of key features of a mountain ranges and identify them on a diagram. <ul style="list-style-type: none"> ▪ summit ▪ tree line ▪ outcrop ▪ foot ▪ face ▪ ridge ▪ valley ▪ slope ▪ plateau 	To know what a settlement would look like on a map by using the key of an ordinance survey map to find roads train stations, shops, schools churches	To know how to use findings from fieldworks to create a map of the local area using a key (Pupils to design own key)
To know that contour lines show the heights of mountains on a map and to find and describe these on a map of the UK	To know what people would need and want if they were choosing a place to settle and to create this by creating a map	To plan a journey in our local area using the eight compass points and four or six-figure grid references. A four-figure grid reference provides a general location within a larger grid square. It consists of two numbers, representing the easting (horizontal position) and northing (vertical position) of the bottom-left corner of the grid square. For example, a four-figure grid reference like "12,34" would indicate a square on the map, and the location would be somewhere within that square. A six-figure grid reference provides a more precise location within a grid square. It consists of three numbers, representing the easting and northing of a specific point within the grid square. The first two numbers indicate the position along the bottom and left sides of the grid square, while the third number provides additional detail to pinpoint the location within that square. For example, a six-figure grid reference like "123,456" would narrow down the location to a specific point within the larger square identified by the four-figure reference "12,34."
To know why people visit mountains and some of the associated risks		
Disciplinary skills and knowledge		
To interpret maps, globes, aerial photos and Geographical Information Systems	To know human and physical characteristics of the world are interdependent and they bring about special variation and change	To collect and analyse and communicate with data gathered through fieldwork