



	Progression	Y3	Y4	Y5	Y6
Location knowledge	<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>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including 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 (including day and night)</p>	<p>Locate and name the continents on a World Map.</p> <p>Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Locate and name the main counties and cities around South Oxhey.</p>	<p>On World Map and UK map, look at areas covered by water and how the Water Cycle can be a regional or a global system.</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 (including day and night).</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>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns and understand how some of these aspects have changed over time.</p>	<p>On a world map locate the main countries in Africa, Asia, Australasia/Oceania and North/South America. Identify their main environmental regions, key physical and human characteristics, and some major cities.</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 (including day and night)</p> <p>Name and locate the key topographical features of rivers in the UK. Look at features of erosion and how rivers affect the topography of a landscape over time.</p>

Place knowledge	<p><i>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.</i></p>	<p>Learn about a region of the UK – South Oxhey, looking at human and physical characteristics. Look at its topographical features and understand how the place has changed over time. Link this to ordinance of survey mapping and mapping symbols in fieldwork and geographical skills section.</p> <p>Look at housing and transport links in the area and find out about how the area has changed historically.</p> <p>Economic Trade Links with other countries. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).</p> <p>Study of Areas of high Volcanic and Earthquake Activity. Link this to Mountainous Regions.</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>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>UK study of Rivers.</p>
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Human and Physical geography	<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>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>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>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 - Mountains, Volcanoes and earthquakes. Looking at key areas these natural events take place and reasons they take place in these regions. Looking briefly at plate tectonics and the ring of fire.</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>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, water.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>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 :</p> <p>Rivers and their location globally and within the UK. Briefly recap on water cycle. Look at rivers in detail. Looking at their course from source to mouth. Use geographical terminology to describe the course.</p> <p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>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>
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Geographical skills and fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied
	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.	Use Geographical fieldwork to enhance map reading skills with hands on experience of their local area.	Learn the eight points of a compass, four-figure grid references.	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.	Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.
	Use fieldwork to observe, measure 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.	Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of South Oxhey and the United Kingdom.	Use fieldwork to observe, measure 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 fieldwork to observe, measure 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.

Year 3 – Autumn Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Identify, describe and give reasons for why environments change	Oral Annotated poster comparing events at Glenridding with the construction of the London Olympic Park
1	Explain with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life	Short piece of explanatory writing

2	Observe, record and explain changes that have occurred in the past to the school and its grounds and its immediate environment	Land use map of local area; Map of local area shaded with key to show age and type of housing distribution Oral
3	Identify, describe and explain how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development or the work of a significant individual	PowerPoint Report
4	Demonstrate understanding of how the quality of the environment may change within the local area and make judgements to explain observations	Fieldwork Scatter graph Enquiry write up
5	Recognise how remote sensing by satellites and satellite images inform geographers of environmental change on a global scale and identify and explain specific examples of change from NASA images of locations around the world	Annotated notes and bullet points
Homework	Describe and explain the impact of environmental change in one threatened region of the world	PowerPoint

Year 3 – Spring Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Observe and describe the key features of cities and suggest reasons for why people live in cities of such high density	Categorising sets of photographs Oral

1	Describe and begin to explain the distribution of megacities across the continents of the world	Completed data table and bullet points of observations
2	Explain some of the reasons why Baghdad was the first city in the world with a million inhabitants	Piece of explanatory writing
3	Identify and locate the top 10 cities in the United Kingdom with the largest populations and compare and contrast these with the top 10 fastest-growing cities in the country	Location map with key Histogram
3	Understand the main reasons why the population of any city can increase and explain why Milton Keynes in particular is the fastest-growing city in the United Kingdom	Short PowerPoint presentation
4	Recognise and locate the largest cities in South America	Map
4	Describe and offer reasons for the features of the city of Brasilia, capital of Brazil	Oral
4	Explain and conclude why the Brazilian government built a new capital city in 1960	News report presentation
5	Compare and contrast the benefits and disadvantages of city life and reach a judgement as to which is most significant	Piece of discursive writing
Homework	Identify, describe and explain some of the main geographical features of one of the top 40 megacities in the world	Short PowerPoint presentation to group

Year 3 – Summer Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
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1	Observe and describe the key features of cities and suggest reasons for why people live in cities of such high density	Categorising sets of photographs Oral
1	Describe and begin to explain the distribution of megacities across the continents of the world	Completed data table and bullet points of observations
2	Explain some of the reasons why Baghdad was the first city in the world with a million inhabitants	Piece of explanatory writing
3	Identify and locate the top 10 cities in the United Kingdom with the largest populations and compare and contrast these with the top 10 fastest-growing cities in the country	Location map with key Histogram
3	Understand the main reasons why the population of any city can increase and explain why Milton Keynes in particular is the fastest-growing city in the United Kingdom	Short PowerPoint presentation
4	Recognise and locate the largest cities in South America	Map
4	Describe and offer reasons for the features of the city of Brasília, capital of Brazil	Oral
4	Explain and conclude why the Brazilian government built a new capital city in 1960	News report presentation
5	Compare and contrast the benefits and disadvantages of city life and reach a judgement as to which is most significant	Piece of discursive writing
Homework	Identify, describe and explain some of the main geographical features of one of the top 40 megacities in the world	Short PowerPoint presentation to group

Year 4 – Autumn Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Identify, describe and explain the function and attraction of theme parks around the world and in particular the <i>Magic Kingdom</i> in Florida	Annotated plan of a route around the Magic Kingdom for a day visit
2	Identify, locate, compare and contrast the constituent states of the United States of America and recognise and describe key geographical features of one state other than Florida	Short PowerPoint presentation
3	Describe and explain the historical significance of the Maya civilisation and suggest reasons for its catastrophic end	Piece of discursive writing
4	Observe, describe, explain and begin to draw conclusions about the geographical pattern of the origin of visitors to the <i>Magic Kingdom</i> from countries around the world	Choropleth map Oral
5	Recognise and describe the key geographical features of a peninsula and compare and contrast the Floridian peninsula with a number of peninsulas at different locations around the world	Annotated world map
6	Recognise the key human and physical features and achievements of the Kennedy Space Centre in Florida and explain the geographical reasons for its location	Piece of explanatory writing
7	Describe and explain why sea turtles which live in the waters around Florida are endangered and reach a judgement as to how they might be conserved for the future	Bumper sticker (both sides)
8	Compare and contrast the climate of the United Kingdom and Florida and identify and explain the main differences particularly in relation to	Climate graphs Oral

	temperature and sunshine hours	
8	Reach a conclusion and make a judgement as to the best time climatically for British tourists to holiday in Florida	Magazine advertisement
9	Identify, describe and explain how hurricanes form and why they present such a threat to the people of Florida and understand the range of ways in which residents take measures to protect themselves and property from potential damage	Instruction leaflet
Homework	Locate, describe and explain why the Everglades are a National Park	Report

Year 4 – Spring Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Describe and explain using examples what living sustainably means	Oral
1	Identify, describe and explain the differences between renewable and non-renewable resources	Annotated diagrams Poster
2	Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to identify and explain priorities to help the school become more sustainable	Range of graphs and charts Short report to governors Action Plan completed
3	Understand in basic terms how solar panels and wind turbines generate electricity	Oral
3	Identify, describe and offer reasons for how sources of energy used to make electricity in the United Kingdom are changing	Pie charts

3	Explain how electricity is generated in hydroelectric power stations	Short PowerPoint presentation
4	Understand why creating new habitats for birds is a good example of sustainable development	Annotated satellite image of Exe Estuary Interpretation panel
5	Describe, observe, explain and make a judgement as to why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable	A3 explanatory poster
Homework	Recognise and explain ways in which their lives at home could be more environmentally sustainable	Personal Sustainability Action Plan

Year 4 – Summer Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Observe, describe and explain in basic terms the pattern of climate in the United Kingdom	Oral Annotated maps Completed table of data
2	Identify, describe and begin to offer reasons for the distribution of different types of climate around the world	Oral Map interpretation Completed tables of data
3	Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world	Comparison tables Oral Short explanatory piece of writing
3	Construct a climate graph from temperature and rainfall data for their home location and compare and contrast this with climate	Climate graph Oral

	graphs of other locations to reach conclusions and make judgements	Short PowerPoint
4	Understand how climate affects both the landscape of different biomes and the plants and animals that can live there	Matching of landscapes, plants and animals to different biomes Oral explanation
5	Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall;	Completed convectional rainfall flow diagram
6	Describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world	Photograph and Google Earth interpretation Completed flow diagram
Homework	Identify, locate, describe and explain how plants and animals are adapted to the climate of either the coniferous forest or savanna biome	Report

Year 5 – Autumn Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Recognise, identify and explain what geographers define as mountains and understand how this can lead to disagreements	Comparative diagram or model to scale of Mt Everest, Olympus and Mauna Kea
2	Identify, locate and describe the location of the largest ranges of mountains in the world and the countries that they cover	Annotated world map
2	Explain how the movement of plates of the Earth's crust can form ranges of fold mountains	Create and record animated film with accompanying narrative
3	Reflect upon, evaluate evidence and reach a conclusion and judgement regarding the	Media recount newspaper report in modern genre

	success or failure of expedition of Mallory and Irvine to climb Mount Everest in 1924	
4	Demonstrate that they understand how fossils form and can explain why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953	Part 1–4 diagram of Indian and Eurasian plate movement to form Himalaya Mountains with accompanying text
5	Identify, describe, compare and contrast and explain the differences between the Cambrian Mountains of Wales and the Himalaya Mountains	Oral
6	Measure, record, compare and contrast climate data for Derek’s farm with where they live and begin to offer reasons for their observations	Data recording Climate graphs Summary comparative data sheet Oral
6	Explain and reach a conclusion as to why the mountains of the north and west of the United Kingdom are generally wetter and cooler than places in the south and east	Map interpretation Piece of explanatory writing
7	Identify, locate, describe and explain the tourist attractions of the Cambrian Mountains by interpreting and making judgements from evidence presented on Ordnance Survey maps	Map interpretation exercises from 1:25 000 maps
8	Evaluate a range of evidence to make a judgement as to why reservoirs were constructed by the City of Birmingham in the mountains of central Wales over one hundred years ago	Photograph and map work interpretation exercises Short explanatory text
9	Understand that even ‘green’ and ‘renewable’ energy schemes will have environmental costs, evaluate both sides of an argument and make a judgement about the most appropriate way forward	Oral and discursive writing
Homework	Understand why Scotland is an attractive winter sports centre	Guide

Year 5 – Spring Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Identify, locate, describe and explain the distribution of the 15 National Parks in the UK	Map PowerPoint
1	Observe and record the common key natural features of the National Parks of the UK and explain why they are referred to as the country's 'breathing spaces'	Photograph interpretation Oral
2	Recognise those other special qualities of National Parks, which are referred to as 'cultural heritage' and reflect on the importance of their own cultural heritage in the context of this	Photograph interpretation Personal heritage presentation Extended PowerPoint
3	Recognise, describe and explain how National Parks actively encourage visitors to enjoy and learn about what makes them special	Persuasive leaflet
4	Identify and record the key physical and human geographical features of Southwest England and compare and contrast the proportion of protected land here with other regions of the UK	Map interpretation Map Oral
5	Identify, describe through observation of the landscape of The Valley of Rocks in Exmoor National Park, and explain the attraction of this area for visitors such as artists	Annotated sketch Map and photograph interpretation Diagram Painting in the style of English Romantic painters
6	Identify, describe and, through observation , offer reasons for the existence of the Bronze Age ceremonial landscape in Dartmoor National Park, evaluate the reflections of others and reach a judgement about its purpose	Annotated sketch Oral – burial artefacts for 'Merivale Man' Drawing and explanation for reconstructed Merrivale site

Ancillary Question	Learning Activity	Possible source of evidence of achievement
		Design and oral explanation of ceremonial stones Piece of discursive writing
7	Recognise, describe and explain the features of a hill or upland farm and why farmers are so important in helping to achieve the aims of National Parks in the United Kingdom	Photograph interpretation Oral Comprehension exercise
8	Understand who looks after National Parks in the UK and reflect upon and evaluate the importance of the jobs that people do	Rank ordering exercise Oral
9	Compare and contrast the Everglades National Park with Dartmoor and Exmoor National Park and understand through explanation the main similarities and differences between National Parks in the UK and those in the United States	Poster

Year 5 – Summer Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Identify, recognise and describe , using appropriate subject vocabulary, where Saethor takes his dog Tiry for a walk each day	Oral
2	Identify, describe and compare and contrast the countries of Europe	Annotated map
3	Recognise, describe and explain the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular	Photograph interpretation

4	Compare and contrast , using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region	Venn diagram
5	Explain and reach a judgement using appropriate and specialised subject vocabulary why there are so few trees on Hiemaey	Explanatory writing
6	Explain how volcanoes form, observe the global pattern of volcanoes correctly and suggest plausible geographical reasons for this distribution	Labelled diagram, map and discussion
7	Understand how and why the environment of Hiemaey has changed over time and reach conclusions and make judgements about the positive and negative impact of these changes on the ways of life of the people of Hiemaey	Discursive writing
8	Understand the stages in the manufacture of an economic activity – fish processing - together with what export, import and trade entails	Flow diagram
Homework	Make a reasoned geographical judgement , using evidence and logical argument, as to whether earthquakes are more dangerous than volcanoes	PowerPoint presentation

Year 6 – Autumn Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Identify and describe how physical features of rivers change from source to mouth	Photograph sequencing
1	Offer reasons to explain why the course of a	Oral

Ancillary Question	Learning Activity	Possible source of evidence of achievement
	river changes as it flows from higher to lower ground	
1	Use OS maps, aerial photographs and GIS to recognise, describe, compare and contrast and explain how physical features change along the course of a river	OS map interpretation Aerial photograph sequencing <i>Google Earth</i> fly through exercise Short piece of explanatory writing
2	Use a range of fieldwork techniques to measure, record and present and explain changes along a section of a local river and to reach a conclusion as to whether it constitutes a healthy habitat for living things	Data collection Excel spreadsheet Graphs and charts Written write up report of hypothesis testing
3	Identify and describe the features of river estuaries and explain why they are such important ecosystems for wildlife	OS Map exercise Bird profiles Food chain diagrams Oral
4	Describe the components of the hydrological or water cycle and explain the important role that rivers play	Experiment Completed flow diagram
5	Recognise, describe and explain the reasons why the Isle of Dogs developed to become part of the busiest river port in the world and evaluate the evidence and make a judgement about the causes of its sudden decline and closure	PowerPoint presentation Television news report Explanatory writing
6	Interpret a range of geographical evidence to reach a conclusion as to why Bangladesh is at such a risk of serious annual river flooding	Rainfall graph Annotated map with labels
7	Reflect upon and evaluate the techniques used by classical composers to portray the	Recorded musical piece

Ancillary Question	Learning Activity	Possible source of evidence of achievement
	different stages and features of the course of a river and create and record a personal musical piece to evoke the features of a waterfall	Oral
8	Understand climatically what the <i>Little Ice Age</i> refers to and how occasional severe winters impacted upon the River Thames and the people of London	Analysis of paintings

Year 6 – Spring Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Describe and explain why the Silk Road was the most important trading route in the history of the world; evaluate and reflect upon some of the changes that occurred as a result of the movement of people and commodities along it	Map and photograph interpretation Oral Journal entry
2	Explain why and how countries trade with each other, identify and describe the commodities that are most frequently traded and evaluate some benefits and disadvantages of trading	Satellite image and Ordnance Survey map analysis Categorising imports from China exercise Oral
3	Compare and contrast the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and describe and explain the differences	Written and recorded television advertisement
4	Describe, explain and reflect on why the terms	Divided proportional bar

	of international trade are not always fair for some producers of goods in other countries around the world	Oral
5	Explain what Fairtrade is, compare and contrast the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and evaluate and judge the benefits to be gained from certification	A3 poster
5	Evaluate and judge the extent to which their school currently engages with Fairtrade, understand any constraints that exist; reflect and make recommendations for the future linked, perhaps, to ultimately achieving <i>Fairtrade School</i> status	Research audit Report Action Plan
Homework	Understand what the ethical production and purchasing of clothes entails, evaluate and reach a judgement regarding the practice of popular clothing companies	Graphs and charts Annotated world map PowerPoint Letter

Year 6 – Summer Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Identify, describe and explain why communities in The Gambia are being affected by changes in weather patterns associated with climate change and evaluate the impact on people	Explanatory writing
2	Evaluate a range of evidence, reach a conclusion and make judgements as to the impact on people of changing weather patterns in Victoria in Southeast Australia	Graphs and charts Persuasive letter
3	Understand why some coastal communities are	Simple Community Flood

	having to make flood resilience plans in order to cope better with changes that are occurring in weather patterns and to sea levels and make judgements about what should be included in them	Resilience Plan
4	Reflect upon and evaluate different viewpoints and reach a personal judgement about the implications of changing weather patterns on the people of Greenland	Discursive writing piece
4	Identify, describe, compare and contrast and explain how global warming is affecting weather patterns around the world and evaluate its impact in different places	Map interpretation Line graph Annotated diagram Oral
5	Understand how and why countries around the world have acted to reduce global warming and reach a judgement about how effective this might be	Reflective writing
5	Understand how as individuals, members of families and communities such as schools they can make a contribution to reducing greenhouse gas emissions	Sustainability Action Plans (linked to enquiry: <i>How can I live more sustainably?</i>)
Homework	Describe and explain how each of the main renewable sources of energy works, evaluate their advantages and disadvantages and make a judgement regarding which would be most suitable for the poorest countries in the world	PowerPoint presentation