

# Dothill Progression Mapping



## Geography

Respect Happiness Responsibility Creativity HONESTY Enthusiasm Confidence Kindness Cooperation fairness

	Year Five	Year Six
<p><b>Substantive</b></p> <p><b>Location knowledge</b></p>	<p><b>Biomes and vegetation belts (and climate zones)</b></p> <ul style="list-style-type: none"> <li>✓ locate the world's biomes and vegetation belts, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>✓ Locate Tee- Lake Dothill on a map.</li> </ul> <p><b>Study of North and South America</b></p> <ul style="list-style-type: none"> <li>✓ locate the world's countries, using maps focusing on North and South America (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>✓ 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) in relation to North and South America.</li> </ul>	<p><b>River and the water cycle</b></p> <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ 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</li> </ul> <p><b>Fieldwork - Town Park</b></p> <ul style="list-style-type: none"> <li>✓ locate The Town Park on a map. concentrating on their environmental regions.</li> <li>✓ Look at key physical and human developments of Telford Centre.</li> <li>✓ Look at land-use patterns; and understand how some of these aspects have changed over time</li> </ul>
<p><b>Substantive</b></p> <p><b>Place</b></p>	<p><b>Biomes and vegetation belts (and climate zones)</b></p> <ul style="list-style-type: none"> <li>✓ Locate biomes and vegetation belts surrounding Tee Lake.</li> </ul> <p><b>Study of North and South America</b></p> <ul style="list-style-type: none"> <li>✓ understand geographical similarities and differences through the study of human and physical geography within North and South America.</li> </ul>	<p><b>River and the water cycle</b></p> <ul style="list-style-type: none"> <li>✓ Use maps to locate the path of the River Severn</li> </ul> <p><b>Fieldwork - Town Park</b></p> <ul style="list-style-type: none"> <li>✓ Understand similarities and differences of a developing Telford Centre to Wellington.</li> </ul>

<p><b>Substantive</b></p> <p>Knowledge of Human and physical</p>	<p><b>Biomes and vegetation belts (and climate zones)</b></p> <ul style="list-style-type: none"> <li>✓ Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> <p><b>Study of North and South America</b></p> <ul style="list-style-type: none"> <li>✓ Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>✓ Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in North and South America</li> </ul>	<p><b>River and the water cycle</b></p> <ul style="list-style-type: none"> <li>✓ Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>✓ Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><b>Fieldwork - Town Park</b></p> <ul style="list-style-type: none"> <li>✓ Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water-focusing on Telford Town Park.</li> </ul>
<p><b>Substantive</b></p> <p>Geographical Skills and fieldwork</p>	<p><b>Biomes and vegetation belts (and climate zones)</b></p> <ul style="list-style-type: none"> <li>✓ use maps, atlases, globes and digital/computer mapping to locate biomes and vegetation belts.</li> <li>✓ Use fieldwork to observe and record biomes and vegetation belts in the surrounding area of Tee Lake.</li> </ul> <p><b>Study of North and South America</b></p> <ul style="list-style-type: none"> <li>✓ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>✓ 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.</li> </ul>	<p><b>River and the water cycle</b></p> <ul style="list-style-type: none"> <li>✓ use maps, atlases, globes and digital/computer mapping to locate rivers.</li> </ul> <p><b>Fieldwork - Town Park</b></p> <ul style="list-style-type: none"> <li>✓ use maps, atlases, globes and digital/computer mapping to describe features studied at Telford Town Park.</li> <li>✓ use fieldwork to observe, measure, record and present the human and physical features at Telford Town Park using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>
<p><b>Disciplinary</b></p> <p>Geographical Understanding</p>	<ul style="list-style-type: none"> <li>✓ Begin to suggest questions for investigating</li> <li>✓ Begin to use primary and secondary sources of evidence in their investigations.</li> <li>✓ Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>✓ Collect and record evidence unaided</li> <li>✓ Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Suggest questions for investigating</li> <li>✓ Use primary and secondary sources of evidence in their investigations.</li> <li>✓ Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>✓ Collect and record evidence unaided</li> <li>✓ Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it.</li> </ul>
<p><b>Vocabulary</b></p>	<p><b>Biomes and vegetation belts (and climate zones)</b> northern hemisphere, southern hemisphere, equator, tropics of cancer, topics of Capricorn, Arctic circle, Arctic</p> <p><b>Study of North and South America</b> central, tropical, Amazonian, northern, tropical ,temperate, central and northern ,Amazon .</p>	<p><b>River and the water cycle</b> Rivers bank, basin, bed, canal, current, confluence, delta, downstream, erosion, estuary, floodplain, fresh water, meander, mouth, salt water, silt, source, stream, tidal river, tributary, upstream, watershed Water Cycle Changes, clouds, collection, condensation, evaporation, heats, lakes, liquid, mountains, ocean, precipitation, rain, rivers, sea, snow, streams, steam, sun, transpiration, underground, vapour, water, water cycle, water run-off, weather, wind</p> <p><b>Fieldwork - Town Park</b> Town, residential, retail, commercial, developed, developing, leisure ,community,pleasure.</p>

