Peveril Class – Years 4 and 5

History Knowledge Progression

Term / unit	Builds on	Knowledge progression	Geographical skills / fieldwork	Key vocabulary	Where this leads next
Advent What is life like in the Alps?	Builds on KS2 knowledge of mountains, Europe, map use, settlements and comparing places.	Locate the Alps and the eight countries across which they extend; identify key physical and human characteristics of the Alpine region; know features of Innsbruck as a case study; understand that mountain environments influence settlement, transport, tourism and ways of life; compare the local area's human and physical geography with Innsbruck and explain important similarities and differences.	Use atlases and maps at different scales; research place characteristics; plan and carry out urban fieldwork using questionnaires, route mapping, sketches and photographs; organise evidence and use it to make a supported comparison.	Alps; mountain range; Europe; Austria; Innsbruck; physical feature; human feature; tourism; settlement; transport; questionnaire; route; fieldwork	Builds towards understanding global environmental regions, oceans, deserts and more independent geographical enquiry.
Lent Why do oceans matter?	Builds on the water cycle, rivers, environmental quality, map skills and understanding of human impact on environments.	Recall the water cycle; explain major ways people use oceans; understand that oceans help regulate Earth's climate and temperature; locate the Great Barrier Reef in Australia and describe its value; explain ways human activity damages marine environments and the consequences; identify actions that can support healthier oceans; understand that environmental decisions should be based on evidence.	Locate major oceans and marine environments; select suitable fieldwork methods; collect litter/environmental data using tally charts, photographs and sketch maps; navigate safely; present data including pie charts; use evidence to recommend environmental improvements.	ocean; marine; atmosphere; climate; temperature; Great Barrier Reef; coral reef; ecosystem; pollution; plastic; biodegradable; sustainability; tally chart; pie chart	Prepares pupils to evaluate threats to desert environments and, later, population, energy and sustainability issues.
Pentecost Would you like to live in the desert?	Builds on climate zones, biomes, place comparison, human impact and map-based location.	Know where hot desert biomes tend to occur in relation to latitude; describe the climate, vegetation and physical characteristics of hot deserts; locate major deserts; use the Mojave Desert as a case study; explain ways people use deserts and adapt to them; recognise different time zones; explain threats to desert environments, including human contributions to climate and landscape change; weigh benefits and drawbacks of desert life; compare desert land use with a contrasting biome.	Use world maps and lines of latitude to identify distribution patterns; interpret photographs, climate information and thematic maps; compare biomes and land use; evaluate evidence and reach a justified judgement about whether a desert is hospitable.	desert; biome; arid; latitude; Tropic of Cancer; Tropic of Capricorn; Mojave Desert; climate; vegetation; time zone; land use; adaptation; threat; sustainability	Supports Year 6 evaluation of population, migration, climate change, resources and independent enquiry.