

Geography



Geography Curriculum Overview

Year group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Early Years		Throughout the year, Early Years learn about:							
		The local area	Maps	Community	Buildings	Travel	Transport	Journeys	Destination
1	Project Title	Superheroes	Memory Box	Bright lights, big city	Rain and Sunrays	Paws, Claws and Whiskers	The Enchanted Woodland	Dinosaurs	
	Subject focus			Countries and capital cities of the UK Birmingham London (Human features)			Fieldwork Map Skills Locational and directional language		
2	Project Title	Let's Explore Our World	Towers, Turrets and Tunnels	Muck, Mess and Mixtures	Movers and Shakers		The Scented Garden	Beach Combers	
	Subject focus	7 continents and 5 oceans. Countries, capital cities and characteristics. Weather. Equator. North and South Pole						Weather Coastal features (physical features) Compare hot and cold climates	
3	Project Title	Scrumdiddlyumptous	Tribal Tales	Tremors		Urban Pioneers	Gods and Mortals	Flow	Mighty Metals
	Subject focus			Locate world countries, focusing on Europe Physical geography (volcanoes and earthquakes) Latitude, longitude & equator Person of note: Inge Lehmann		Locate counties and cities in the UK Human geography of cities Birmingham. Grid references.		Water cycle. Naming rivers. Parts of a river. Uses of water and distribution of water Drought and floods.	
4	Project Title	Burps, bottoms and bile	I am a warrior	Potions		Misty Mountain Sienna	Traders and Raiders	Blue Abys	
	Subject focus					Identify topographical features (mountains and hills) Field work World map Physical and human features		Locate counties and cities in the UK Human geography of cities Locate seas and oceans Environmental changes Great barrier reef Person of note: Benjamin of Tudela	

5	Project Title	Amazon Adventure	Pharaohs	Stargazers	A Greener Future	Peasants, Princes and Pestilence	Mesmerising Mayans
	Subject focus	<p>Locate countries in the world (South America) Grid references Equator, hemispheres and tropics Rainforests Global Environment and human impact Food produce Trade Person of note: Ida Pfeiffer</p>			<p>Biomes Vegetation belt Human Geography – e.g. settlement use Economic activity including trade links and distribution of natural resources Food wastage Map features determine land use Person of note: Greta Thunberg.</p>		
6	Project Title	Off with Her head	Frozen Kingdom	Revolution	A Child's War	Scream Machine	Gallery Rebels
	Subject focus		<p>Human and physical Geography of polar regions Arctic and Antarctic Polar regions Equator / tropics Lines of latitude / longitude Time zones Points of the compass Person of note: Ingrid Christensen</p>	<p>Trade route and global economy</p>			

Geography Progression

	National Curriculum	Project	Key Themes	Area of Study	Knowledge	Skills	Project Specific Vocabulary	Subject Specific Vocabulary
Nursery	Understanding of the world	Big Wide World	Global community	People, Culture and Communities	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<ul style="list-style-type: none"> Use photos and pictures to locate places in the local environment. Talk about the local environment. Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes. Use simple geographical words to describe human features e.g. city, town, village, factory, farm, house, shop, etc Talk about the things I like and don't like about the local environment. Talk about what people do in the local environment. 	city, town, village, factory, farm, house, shop, etc Travel Habitats include oceans, mountains, forests, savannahs, woodlands, rivers and deserts	Environment World Country Continent Map Globe Atlas Similarity Difference Town Local Planet Seas, oceans
			Living things		The Natural World			
Reception	Understanding of the world	Me and My community	Local community	People, Culture and Communities	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<ul style="list-style-type: none"> Use photos and pictures to locate places in the local environment. Talk about the local environment. Identify and describe features in the local environment, e.g. house, farm, church Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church etc Talk about and describe people and places in the local area. Talk about similarities and differences between places, e.g. the school playground and the town park. Talk about different ways to travel, e.g. on foot, by car, train, bus etc 	Community Emergency services Rules Firefighters Paramedics Key workers Nurses Local Police	Community Environment Map Globe Atlas Similarity Difference Town Local
		Are we there yet?	Environment	The Natural World	<ul style="list-style-type: none"> Explain the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and 		Holiday destinations Transport Roads Pavements Journeys	Transport Vehicles Route World

					contrasting environments, drawing on their experiences and what has been read in class	<ul style="list-style-type: none"> Use simple geographical words to describe physical features e.g. beach, forest, hill, mountain, sea, river etc Use simple geographical words to describe human features e.g. city, town, village, factory, farm, house, shop, etc Talk about the things I like and don't like about the local environment. Talk about what people do in the local environment. 	city, town, village, factory, farm, house, shop, etc Travel Vehicles e.g. scooter, bus bicycle etc Safety School Airport route	
Year 1		The Enchanted Woodland (Secondary focus)	Location Knowledge					
			Place Knowledge					
			Human and Physical Geography					
			Geographical Skills and Fieldwork	<ul style="list-style-type: none"> Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples. An aerial photograph or plan perspective shows an area of land from above. 	<ul style="list-style-type: none"> Ask and answer simple geographical questions. Use a range of sources such as simple maps, globes, atlases and images to talk about everyday life e.g. where they live, journeys to school etc. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use locational and directional language (e.g. near and far; left 	bakery cathedral London River Thames Buckingham Palace Tower Bridge London Eye Nelson's Column Trafalgar Square (and/or alternative local Landmarks) town restaurants museums factories theatres airport stations	beach continents capital cities countries/country countryside equator geographical human features locate non-European north pole oceans physical features seas seasonal autumn, summer, spring, winter settlement trees United Kingdom weather similarities and differences contrasting rivers forests mountains explorer natural vegetation valley Soil <u>Geographical Skills and Fieldwork</u> aerial photographs atlas	

						and right), to describe the location of features and routes on a map.		compass directions/directional (North/East/South/West) environment far/near fieldwork globes key symbols landmarks left/right litter locational maps navigate property route settlement
	Bright lights, big city	Local Area Community	Location Knowledge	<ul style="list-style-type: none"> Name and identify characteristics of the four countries and capital cities of the UK. 	<ul style="list-style-type: none"> Locate the four countries and capital cities of the UK (and its surrounding seas) on a map, atlas or globe 	Woodland Meadow Beach, Rowan, Pine Barks: Oakbark, Silver Birch Bark Berries: Yew berries, Elderberries Sycamore seeds, Lyme Seeds Snowdrops, Bluebells, Foxgloves Wood Anenomes		
	Place Knowledge		<ul style="list-style-type: none"> Significant landmarks in London/locality. Human and physical geography (see box below) of a small area of the United Kingdom. 	<ul style="list-style-type: none"> Draw, speak or write about simple geographical concepts such as what they can see where. Name and describe the purpose of human features and landmarks. Identify the similarities and differences between two places 				
	Human and Physical Geography		<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<ul style="list-style-type: none"> Express their views on some features of their environment e.g. what they do or do not like. 				
	Geographical Skills and Fieldwork		<ul style="list-style-type: none"> Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples. An aerial photograph or plan perspective shows an area of land from above. 	<ul style="list-style-type: none"> Ask and answer simple geographical questions. Use a range of sources such as simple maps, globes, atlases and images to talk about everyday life e.g. where they live, journeys to school etc. 				

						<ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. 		
Year 2		Let's Explore Our World	Local Area Community Continents Environment United Kingdom	Location Knowledge	<ul style="list-style-type: none"> Name and identify characteristics of the world's seven continents and five oceans. Name the and identify the characteristics of the four countries and capital cities of the UK, and its surrounding seas. 	<ul style="list-style-type: none"> Locate the four countries and capital cities of the UK and its surrounding seas on a map, atlas or globe. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. 	pirate Jolly Roger sailor cargo treasure The Royal Fortune lighthouse wreck map navigate route sailor lifeguard voyage colony English Channel North Sea lifeboat lifeguard navigator bodies of water Atlantic Ocean, English Channel, Irish Sea, North Sea Edward Teach (Blackbeard)	beach continents capital cities countries/country countryside equator geographical human features locate non-European north pole oceans physical features seas seasonal autumn, summer, spring, winter settlement trees United Kingdom weather similarities and differences contrasting rivers forests mountains explorer natural vegetation valley soil
				Place Knowledge	<ul style="list-style-type: none"> A significant place is a location that is important to a community or society. (E.g. RNLI stations) 	<ul style="list-style-type: none"> Name, locate and explain the significance of a place. 		

			Human and Physical Geography	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. (Revisited in Beachcombers) 	<ul style="list-style-type: none"> Observe and describe daily weather patterns. 		<u>Geographical Skills and Fieldwork</u> aerial photographs atlas compass directions/directional (North/East/South/West) environment far/near fieldwork globes key symbols landmarks left/right litter locational maps navigate property route settlement		
			Geographical Skills and Fieldwork	<ul style="list-style-type: none"> Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording. The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth 	<ul style="list-style-type: none"> Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes Develop simple fieldwork and observational skills when studying the geography of their school and local environment. Locate the equator and the North and South Poles on a world map or globe Use simple compass directions as well as locational and directional language when describing features and routes Create their own simple maps and symbols. 				
			Beach Combers	Location Knowledge					Bartholemew Roberts Grace Darling Marco Polo Christopher Columbus Sir Walter Raleigh Dame Ellen McArthur Captain James Cook RNLI
			Place Knowledge	<ul style="list-style-type: none"> Identify the human and physical geography of a small area in a contrasting non-European country. 	<ul style="list-style-type: none"> Compare geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country. 				
			Human and Physical Geography	<ul style="list-style-type: none"> Describe places and features using simple geographical vocabulary including physical/human features. Recognise how people sometimes affect the environment. Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the 	<ul style="list-style-type: none"> Make observations about features that give places their character. Express views about the environment and how people can affect the environment. Observe and describe daily weather patterns. (Could fit this with comparison in box above) 				

					Equator and the North and South Poles.			
				Geographical Skills and Fieldwork	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. 		
Year 3		Tremors	Local Community Geographical processes Environment Trade	Location Knowledge	<p>Describe how a significant geographical activity has changed a landscape in the short or long term. <i>Significant geographical activity includes earthquakes and volcanic eruptions. These are known as natural disasters because they are created by nature, affect many people and cause widespread damage.</i></p> <p>Name and locate significant volcanoes and plate boundaries. <i>Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Significant earthquake-prone areas include the San Andreas Fault in North America and the Ring of Fire, which runs around the edge of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge. Over three-quarters of the world's earthquakes and volcanic eruptions happen along the Ring of Fire.</i></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>Locate significant volcanoes and plate boundaries and explain why they are important.</p>	volcano crater earthquakes earth's crust erupt liquid magma vent lava mudslide igneous rock sedimentary rock metamorphic rock Mount Vesuvius Pompeii tsunami earthquake epicentre core richter scale fault line pumice stone volcanic ash seismometer tectonic plate avalanche flood drought wild fire hurricane storm	characteristics climate zones conservation contour distribution economic activity environmental Europe land use locate peak position mountains natural resources physical populations rivers regions significance settlement temperature topographical trade/trade links United Kingdom vegetation belt atlases axis co-ordinates digital maps fieldwork globes
				Place Knowledge				
				Human and Physical Geography	<p>Describe the parts of a volcano or earthquake.</p> <p><i>A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. When a volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth's surface. Lava, hot ash and mudslides from volcanic eruptions can cause severe damage.</i></p>	Use technical and geological vocabulary to describe geographical process.		
				Geographical Skills and Fieldwork	<p>The term geographical evidence relates to facts, information and numerical data.</p> <p>Primary data includes information gathered by observation and investigation.</p>	<p>Ask and answer more searching geographical questions when investigating different places and environments.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate</p>		

						countries and describe features studied.		graphs grid reference measure observe Ordnance Survey map plans sketch maps
		Urban Pioneers		Location Knowledge	Name and locate a wider range of places in their locality, the UK and wider world.			
				Place Knowledge				
				Human and Physical Geography	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. <i>Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs.</i>	Identify reasons for the location of human landmarks and settlements.		architecture city counties settlement suburb ports industries residential pedestrians Sheffield Staffordshire Stoke-on-trent monuments landmarks urban berlin Brandenburg gate Reichstag building U-bahn autobahn graffiti coach depot
				Geographical Skills and Fieldwork	Name geographical features in their local environments. A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give specific information about locations on a map. Primary data includes information gathered by observation and investigation.	Ask and answer more searching geographical questions when investigating different places and environments. Observe, and record geographical features in their local environments. Gather evidence to answer a geographical question or enquiry. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use four-figure grid references to describe the location of objects and places on a simple map. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
		Flow		Location Knowledge	Describe how a significant geographical activity has changed a landscape in the short or long term. Such as: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Label parts of a river with geographical terminology.		aquatic, non-aquatic channel collection condensation confluence current

				Place Knowledge	Identify similarities, differences and patterns when comparing places and features.	Compare the rivers of two regions, one European and one in the UK.	delta deposition downstream erosion estuary evaporation floodplain flow hemisphere hydropower interlocking spurs meander mouth outflow oxbow lake pollution precipitation recreation river, riverbank river basin, riverbed run-off sediment source spring stream tributary upstream v-shaped valley watercourse water cycle waterfall	
				Human and Physical Geography	Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location. (E.g. types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.) Understand that water cannot be made, but is recycled through a process called the Water Cycle. Recall the 4 stages of the cycle, and a the role of a river in this process.	Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.		
				Geographical Skills and Fieldwork	The term geographical evidence relates to facts, information and numerical data. Primary data includes information gathered by observation and investigation. (Recap from earlier Units in Year) – Describe and understand key aspects of human and physical geography.	Ask and answer more searching geographical questions when investigating different places and environments. Gather evidence to answer a geographical question or enquiry. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use four-figure grid references to describe the location of objects and places on a simple map.		
Year 4		Misty Mountain Sienna		Location Knowledge	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.	Explain the importance of significant mountains or rivers in their locations.		characteristics climate zones conservation contour distribution economic activity environmental Europe

				<p>Name and locate significant rivers and mountain ranges of the UK. <i>Significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines</i></p> <p>Explain how the physical processes of a river, sea or ocean have changed a landscape over time.</p> <p>(Re-application of knowledge from previous Unit) Explain ways that settlements and land use are used in the UK and other parts of the world. <i>Land uses include agricultural, recreational, housing and industry. Water systems are used for transport, industry, leisure and power. Rivers are used for leisure, farming, generating energy, transportation and settlements.</i></p>			<p>land use locate peak position mountains natural resources North America physical populations rivers regions significance settlement South America temperature topographical Tropics of Cancer Tropics of Capricorn trade/trade links United Kingdom vegetation belt</p>
			Place Knowledge	<p>Describe aspects of physical features. <i>A physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering. Physical features include rivers, forests, hills, mountains and cliffs. An aspect of a physical feature might be the type of mountain, such as dome or volcanic, or the type of forest, such as coniferous or broad-leaved.</i></p> <p><i>A river is a body of water that flows downhill, usually to the sea. The place where a river starts is called the source. Tributaries are small rivers or streams that flow into larger rivers or lakes. Meanders are bends in rivers. The place where a river flows into the sea is called the mouth.</i></p> <p><i>Rivers, and the landscape that surrounds them, have different characteristics. The upper course of a river is typically steep, narrow and rocky. The water is fast-flowing and turbulent. The middle course of a river is wider, deeper and curves in meanders. The water flows more slowly. The lower course of a river is flat and wide. The water runs into estuaries or creates deltas.</i></p>	Describe and compare 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.		
			Human and Physical Geography	<p>Describe and understand key aspects of physical geography, such as: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <i>Mountains form over millions of years. They are made when the Earth's tectonic plates push together or move apart. Mountains are also formed when magma underneath the Earth's crust pushes large areas of land upwards. There are five types of mountain: fold, fault-block, volcanic, dome and plateau.</i></p>	<p>Identify, describe and explain the formation of different mountain types.</p> <p>Use specific geographical vocabulary and diagrams to explain the water cycle.</p>		

					<p>(Recap from above Area of Study) Name and locate significant rivers and mountain ranges of the UK.</p> <p>Understand that water cannot be made, but is recycled through a process called the Water Cycle. Recall the 4 stages of the cycle. <i>The four stages of the water cycle are evaporation, condensation, precipitation and collection. During the water cycle, water changes state due to heating and cooling.</i></p>		<p>bioluminescence abyss trench sunlight zone twilight zone midnight zone marine barrier reef marine coral free-diving oceanography submarine</p>	
				Geographical Skills and Fieldwork	<p>Understand why contour lines appear on a map. <i>Topography is the arrangement of the natural and artificial physical features of an area. A contour line is a line on a map that joins areas of equal height and shows the elevation of features in the landscape.</i></p>	<p>Ask and respond to more searching geographical questions including 'how?' and 'why?'</p> <p>Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information, study and draw conclusions about places.</p> <p>Use four-figure grid references and keys to describe the location of objects and places on a map.</p> <p>Identify the topography of an area of the UK using contour lines on a map.</p>		
				Location Knowledge	<p>Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.</p> <p>Identify the location of the Tropics of Cancer and Capricorn on a world map. <i>The Tropic of Cancer is 23 degrees north of the equator and Tropic of Capricorn is 23 degrees south of the equator.</i></p>			
	Place Knowledge	<p>Identify and describe similarities, differences and patterns when investigating different places, environments, and people.</p>	<p>Observe, record, and explain physical and human features of the environment.</p>					
	Human and Physical Geography	<p>Use geographical language to identify and explain some aspects of human and physical features and patterns.</p>	<p>Express their opinions on environmental issues and recognise that other people may think differently.</p>					
	Blue Abyss	Global Environment Transportation Physical geography in the UK						

					<p>Describe how features and places change and the links between people and environments.</p> <p>Describe and explain the transportation of materials by rivers.</p> <p>Explain ways that settlements, land use or water systems are used in the UK and other parts of the world. <i>Land uses include agricultural, recreational, housing and industry. Water systems are used for transport, industry, leisure and power. Rivers are used for leisure, farming, generating energy, transportation and settlements.</i></p>			
				Geographical Skills and Fieldwork		<p>Ask and respond to more searching geographical questions including 'how?' and 'why?'</p> <p>Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information, study and draw conclusions about places.</p> <p>Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.</p>		
Year 5		Amazon Adventure	Global Environment and human impact Food produce Trade	Location Knowledge	<p>Name and locate an increasing range of places in the world including globally and topically significant features and events.</p> <p>Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.</p> <p>Locate/ name largest rainforest (Amazon) and look at countries it crosses.</p> <p>Describe the layers of the rainforest, include endemic plants and animals.</p> <p>Describe how the human activity of deforestation has impacted upon and/or changed the physical and human characteristics of the rainforest.</p>	<p>Make a comparison between tropical and temperate rainforests; look at the correlation between climate and location.</p> <p>Express the pros and cons of deforestation. Investigate ways to stop deforestation and research alternatives.</p> <p>Study an aerial image to identify what physical and human processes may have occurred.</p>	<p>rainforest understorey emergent layer canopy forest floor Amazon South America Brazil deforestation climate change microhabitat</p>	<p>Biomes Characteristics Climate zones conservation Contour Distribution Economic activity Environmental Europe Land use Latitude longitude Locate peak Position Mountains Natural resources North America Physical Populations position</p>

				Place Knowledge	Identify and describe similarities and differences in a variety of issues affecting different places, environments, and people.	Compare UK forests with a rainforest in North or South America.		<p>rivers Regions significance settlement temperature topographical Tropics of Cancer Tropics of Capricorn trade/trade links South America United Kingdom Vegetation belt</p>
				Human and Physical Geography	<p>Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. <i>(Links to Place Knowledge Skill in this Project.)</i></p> <p>Demonstrate understanding of how and why some features or places are similar or different and how and why they change. <i>(Links to Place Knowledge Skill in this Project.)</i></p>	<p>Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.</p> <p>Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.</p>		<p>Atlases Axis Compass Co-ordinates Digital maps fieldwork Globes Graphs Grid reference Measure Observe Ordnance Survey map Plans Sketch Maps</p>
				Geographical Skills and Fieldwork		<p>Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?</p> <p>Use four-figure grid references and a key to build their knowledge of the United Kingdom and the wider world (e.g. Brazil)</p> <p>Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</p>		

		A Greener Future		Location Knowledge	<p>Name and locate biomes and vegetation belts and explain their common characteristics. (In relation to food production.)</p> <p>Name locate and describe major world cities.</p>	<p>Explain how the topography and soil type affect the location of different agricultural regions.</p> <p>Explain how soil fertility, drainage and climate affect agricultural land use.</p> <p>Identify and explain ways that people can improve the production of products without compromising the needs of future generations.</p>	<p>allotments consumer farming: arable, pastoral, mixed fairtrade fertiliser Five main climate zones: polar, temperate, Mediterranean, desert, tropical food miles irrigation livestock machinery Peru pesticide transportation</p>	
				Place Knowledge		<p>Explain how the location of cities, counties or geographical features in the UK relate to food production.</p>		
				Human and Physical Geography	<p>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.</p> <p>List some foods that are produced in the UK.</p> <p>Identify ways to reduce food wastage.</p> <p>Recognise that food shortages are a global problem.</p>	<p>Report on problems of farming in a developing country and explain how these can be addressed. Reflect on my own role in reducing resource shortages around the world.</p> <p>Find the country or town of origin on a food label and identify the food miles travelled.</p> <p>Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.</p> <p>Explain the causes of food shortages in a country in South or Central America, and how the climate affects land use.</p>		

				Geographical Skills and Fieldwork	Describe how Map features, such as contour lines and symbols, can help to determine the type of land use of an area.	Use Ordnance Survey maps to locate local farms, with accuracy.		
Year 6		Frozen Kingdom	environmental	Location Knowledge	Name and locate an extensive range of places in the world including globally and topically significant features and events.		Antarctic circle Arctic Biomes Climate zones Europe Greenwich Latitude longitude Meridian North America Populations position prime rivers Regions settlement temperature Time zone topographical Tropics of Cancer Tropics of Capricorn trade/trade links South America United Kingdom Vegetation belt	Antarctic circle Arctic Biomes Characteristics Climate zones conservation Contour Distribution Economic activity Environmental Europe Greenwich Land use Latitude longitude Locate peak Position Meridian Mountains Natural resources North America Physical Populations position prime rivers Regions significance settlement temperature Time zone topographical Tropics of Cancer
				Place Knowledge		Make predictions and test simple hypotheses about people, places and geographical issues.		
				Human and Physical Geography	Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. Explain how and why some features or places are similar or different and how and why they change.	Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. E.g. endangered species, melting of ice caps		
				Geographical Skills and Fieldwork	Recognise an increasing range of Ordnance Survey symbols on maps.	Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings. Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references		

		Revolution (Secondary focus)		Location Knowledge	Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. <i>Tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental, social and economic impact on many regions and countries.</i>	Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.		Tropics of Capricorn trade/trade links South America United Kingdom Vegetation belt Atlases Axis Compass Co-ordinates Digital maps fieldwork Globes Graphs Grid reference Measure Observe Ordnance Survey map Plans Sketch Maps
				Place Knowledge				
				Human and Physical Geography	Describe and understand key aspects of human geography, including trade links.			
				Geographical Skills and Fieldwork				