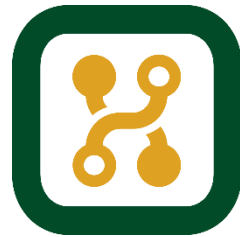




**Tudor Grange
Academies Trust**



Primary Geography Curriculum Map

TGPASJ



Year 1

National Curriculum	• Name and locate the world’s seven continents and five oceans • Name, locate and identify characteristics of the four countries and capital cities of the united kingdom and its surrounding seas • Understand geographical similarities and differences through studying the human and physical geography of a small area of the united kingdom, and of a small area in a contrasting non-European country • Identify seasonal and daily weather patterns in the united kingdom and the location of hot and cold areas of the world in relation to the equator and the north and south poles • 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 • Use world maps, atlases and globes to identify the united kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • 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 simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		
Year 1	Autumn	Spring	Summer
Kapow Unit	What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
Locational Knowledge	To know that the UK is short for ‘United Kingdom’. To know that a country is a land or nation with its own government. To know the name of the country they live in	Showing on a map which continent they live in. Locating the four countries of the United Kingdom (UK) on a map of this area. Showing on a map which country they live in and locating its capital city. To know the name of two continents (Europe and Asia). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that the UK is short for ‘United Kingdom’.	Locating two of the world’s seven continents on a world map. Locating two of the world’s oceans (Atlantic Ocean and Pacific Ocean) on a world map. Showing on a map which continent they live in. To know the name of two continents (Europe and Asia). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that an ocean is a large body of water.



		To know that a country is a land or nation with its own government. To know the name of the country they live in.	To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean) To know that the UK is short for 'United Kingdom'. To know that the United Kingdom is made up of four countries and their names. To know the name of the country they live in.
Place Knowledge			Naming some key similarities between their local area and a small area of a contrasting non-European country. Naming some key differences between their local area and a small area of a contrasting non-European country. To know that life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours.
Human and Physical Knowledge	Recognising some physical features in their locality. Recognising some human features in their locality.	Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather'. Recognising some physical features in their locality. To know the four seasons of the UK. To know that 'weather' refers to the conditions outside at a particular time. To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know that weather conditions can be measured and recorded.	Recognising some physical features in their locality. Recognising some human features in their locality. To know that physical features means any feature of an area that is on the Earth naturally. To know that human features means any feature of an area that was made or built by humans.



Geography Curriculum Map



Geographical Skills and Fieldwork	Using an atlas to locate the UK. Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes. Recognising local landmarks on aerial photographs . Recognising basic human features on aerial photographs. Recognising basic physical features on aerial photographs . Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features. Using simple picture maps and plans to move around the school. Asking questions about the world around them. Commenting on the features they see in their school and school grounds on a walk around the respective places. Asking and answering simple questions about the features of their school and school grounds. Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features. To know that an aerial photograph is a photograph taken from the air above.	Using an atlas to locate the UK. Using an atlas to locate the four countries in the UK. Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes. Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. Recognising local landmarks on aerial photographs. Using simple picture maps and plans to move around the school. Asking questions about the world around them. Commenting on the features they see in their school and school grounds on a walk around the respective places. Asking and answering simple questions about the features of their school and school grounds.	Using an atlas to locate the UK. Using a world map and globe to locate four of the world's seven continents (Europe and Asia) Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean. Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean. Using directional language to describe features on a map in relation to other features (real or imaginary). Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. Using an atlas to locate the UK. Using a world map and globe to locate four of the world's seven continents (Europe and Asia) Using directional language to describe features on a map in relation to other features (real or imaginary). Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. Recognising local landmarks on aerial photographs. Recognising basic human features on aerial photographs. Recognising basic physical features on aerial photographs. Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features. Adding labels to sketch maps. Asking questions about the world around them. Commenting on the features they see in their school and school grounds on a walk around the respective places.
---	--	--	---



	To know that atlases give information about the world and that a map tells us information about a place. To know that a map is a picture of a place, usually drawn from above. To know that symbols are often used on maps to represent features. To know simple directional language (e.g. near, far, up, down, left, right, forwards, backwards).			Asking and answering simple questions about the features of their school and school grounds.	
Vocabulary	aerial photograph aerial view atlas city country directional language distance features globe improve key land	locate location map north place questionnaire sea survey symbol town village	atlas autumn direction east England Europe map north Northern Ireland place	Scotland season south spring summer United Kingdom Wales weather west winter	continent country different directional language e.g. near, far, next to, behind, etc. key human feature map physical feature similar symbol

Year 2

National Curriculum	• Name and locate the world’s seven continents and five oceans • Name, locate and identify characteristics of the four countries and capital cities of the united kingdom and its surrounding seas • Understand geographical similarities and differences through studying the human and physical geography of a small area of the united kingdom, and of a small area in a contrasting non-european country • Identify seasonal and daily weather patterns in the united kingdom and the location of hot and cold areas of the world in relation to the equator and the north and south poles • 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 • Use world maps, atlases and globes to identify the united kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • 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 simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		
Year 2	Autumn	Spring	Summer
Kapow Unit	What is it like to live by the coast?	Would you prefer to live in a hot or cold place?	Why is our world wonderful?
Locational Knowledge	Locating the world’s five oceans on a world map. Showing on a map the oceans nearest the continent they live in. Locating the surrounding seas and oceans of the UK on a map of this area. To know that a sea is a body of water that is smaller than an ocean. To know that there are four bodies of water surrounding the UK and to be able to name them.	Locating all the world’s seven continents on a world map. To be able to name the seven continents of the world.	Locating all the world’s seven continents on a world map. Locating the world’s five oceans on a world map. Showing on a map the oceans nearest the continent they live in. Confidently locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK.



			Showing on a map the city, town or village where they live in relation to their capital city. To be able to name the seven continents of the world. To be able to name the five oceans of the world. To name some characteristics of the four capital cities of the UK. To know the four capital cities of the UK. To know that a capital city is the city where a country's government is located.
Place Knowledge		Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place. To know some similarities and differences between their local area and a contrasting non European country.	
Human and Physical Knowledge	Describing the key physical features of a coast using subject specific vocabulary. Describing and understanding the differences between a city, town and village. Describing the key human features of a coastal town using subject specific vocabulary. To know that coasts (and other physical features) change over time. To know that a sea is a body of water that is smaller than an ocean. To know some key human features of the UK	Locating some hot and cold areas of the world on a world map. Locating the Equator and North and South Poles on a world map. Locating hot and cold areas of the world in relation to the Equator and the North and South poles. To know that the Equator is an imaginary line around the middle of the Earth. To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.	To know some key physical features of the UK.



		To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.	
Geographical Skills and Fieldwork	Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. Using a world map, globe and atlas to locate all the world's seven continents on a world map. Using a world map, globe and atlas to locate the world's five oceans. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map. Using a map to follow a prepared route. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Drawing a map and using class agreed symbols to make a simple key. Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. Finding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). Using an aerial photograph to draw a simple sketch map using basic symbols for a key. Recognising there are different ways to answer a question. Discussing the features they see in the area surrounding their school when on a walk.	Using a world map, globe and atlas to locate all the world's seven continents on a world map. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Recognising there are different ways to answer a question. Asking and answering simple questions about human and physical features of the area surrounding their school grounds. To know that a globe is a spherical model of the Earth. To begin to recognise world maps as a flattened globe.	Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. Using a world map, globe and atlas to locate all the world's seven continents on a world map. Using a world map, globe and atlas to locate the world's five oceans. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map. Recognising landmarks of a city studied on aerial photographs and plan perspectives. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Drawing a map and using class agreed symbols to make a simple key. Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. Finding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).



	Asking and answering simple questions about human and physical features of the area surrounding their school grounds. Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality. Making digital audio recordings when interviewing someone. Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data. To begin to recognise world maps as a flattened globe. To know that maps need a title and purpose. To know that a tally chart is a way of collecting data quickly. To know that a pictogram is a chart that uses pictures to show data.		Using an aerial photograph to draw a simple sketch map using basic symbols for a key. Recognising there are different ways to answer a question. Discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds. Classifying the features they notice into human and physical with teacher support Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data. To begin to recognise world maps as a flattened globe. To know that maps need a title and purpose. To know that maps need a key to explain what the symbols and colours represent. To know that a tally chart is a way of collecting data quickly.
--	---	--	--



Vocabulary	arch	location	arid	pack ice	aerial photograph	map
	aquarium	locate	climate	physical feature	capital city	north
	bay	mudflat	compass	polar	continent	physical feature
	capital city	ocean	continent	rain gauge	country	ocean
	city	physical feature	country	rainforest	data collection	OS map
	cliff	pictogram	desert	rural	fieldwork	river
	coast	pier	Equator	savannah	human feature	sample
	coastline	sand dunes	globe	sea	key	sea
	country	sea	grasslands	temperate	lake	scale
	data collection	stack	human feature	temperature	land	symbol
	fieldwork	tally chart	ice sheet	thermometer	landmark	tally chart
	island	tourist	land	tropical	locate	vegetation
	harbour	town	locate	urban	location	
	human feature	village	map	vegetation		
			mild	weather		
			ocean			

Year 3			
National Curriculum	- 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 - 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 - 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) - 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 - Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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 - Use maps, atlases, globes and digital/computer mapping 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 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.		
Year 3	Autumn	Spring	Summer
Kapow Unit	Why do people live near volcanos?	Where does our food come from?	Why are rainforests important to us?
Locational Knowledge	Locating some countries in Europe and North and South America using maps. Locating key physical features in countries studied including significant environmental regions. Locating the world's most significant mountain ranges on a map and identifying any patterns. Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.	Locating some major cities of the countries studied. Locating key physical features in countries studied including significant environmental regions. Locating some key human features in countries studied. Finding the position of the Equator and describing how this impacts our environmental regions.	Locating some countries in Europe and North and South America using maps. Locating key physical features in countries studied including significant environmental regions. Locating some key human features in countries studied. Locating some of the world's most significant rivers and identifying any patterns.



	Identifying how topographical features studied have changed over time using examples. Describing how a locality has changed over time, giving examples of both physical and human features. To know the names of some countries and major cities in Europe and North and South America. To know the names of some of the world's most significant mountain ranges. To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. To know the main types of land use.* To know some types of settlement.*	Identifying the position of the Tropics of Cancer and Capricorn and their significance. Identifying the position and significance of both the Arctic and Antarctic Circle. To know where North and South America are on a world map To know that climate zones are areas of the world with similar climates. To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).* To know that biomes are areas of the world with similar climates, vegetation and animals.* To know the world's biomes.* To know vegetation belts are areas of the world which are home to similar plant species.* To know the main types of land use.* To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.	Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. Identifying how topographical features studied have changed over time using examples. Describing how a locality has changed over time, giving examples of both physical and human features. Finding the position of the Equator and describing how this impacts our environmental regions. Finding lines of latitude and longitude on a globe and explaining why these are important. Identifying the position of the Tropics of Cancer and Capricorn and their significance. To know where North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South America. To know the names of some of the world's most significant rivers. To know that climate zones are areas of the world with similar climates. To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).* To know that biomes are areas of the world with similar climates, vegetation and animals.* To know the world's biomes.* To know vegetation belts are areas of the world which are home to similar plant species.* To know the name of some counties in the UK (local to your school). To know the main types of land use.*
--	--	---	---



		To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.	To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.
Place Knowledge	Describing how and why humans have responded in different ways to their local environments. To know the negative effects of living near a volcano. To know the positive effects of living near a volcano. To know the negative effects an earthquake can have on a community. To know ways in which communities respond to earthquakes.	Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. Discussing climates and their impact on trade, land use and settlement. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. Discussing climates and their impact on trade, land use and settlement. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.
Human and Physical Knowledge	Understanding some of the causes of climate change. Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. Describing where volcanoes, earthquakes and mountains are located globally. Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.	Mapping and labelling the six biomes on a world map. Understanding some of the causes of climate change. Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features.	Mapping and labelling the six biomes on a world map. Understanding some of the causes of climate change. Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Describing how humans use water in a variety of ways. Describing and understanding



	To know the different types of mountains and volcanoes and how they are formed. To know that an earthquake is the intense shaking of the ground. To know the different types of settlement.* To know that a natural resource is something that people can use which comes from the natural environment.	Explaining why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively, using examples. To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.* To know the world's biomes.* To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know that climate zones are areas of the world with similar climates.* To know the world's different climate zones.* To know that climates can influence the foods able to grow. To know the main types of land use.* To know that a natural resource is something that people can use which comes from the natural environment. To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. To know the UK grows food locally and imports food from other countries.	types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Describing how humans can impact the environment both positively and negatively, using examples. To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.* To know the world's biomes.* To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know that climate zones are areas of the world with similar climates.* To know the world's different climate zones.* To know that climates can influence the foods able to grow. To know the main types of land use.* To know that a natural resource is something that people can use which comes from the natural environment. To know the threats to the rainforest both on a local and global scale.
Geographical Skills and Fieldwork	Beginning to use maps at more than one scale. Finding countries and features of countries in an atlas using contents and index. Asking and answering one-step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments. Using simple sampling techniques appropriately.	Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. Using the scale bar on a map to estimate distances.	Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. Finding countries and features of countries in an atlas using contents and index. Making and using a simple route on a map.



Geography Curriculum Map



	Taking digital photos and labelling or captioning them. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. Finding answers to geographical questions through data collection. To recognise world maps as a flattened globe. To know how to use various simple sampling techniques To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.	Finding countries and features of countries in an atlas using contents and index. Beginning to choose the best approach to answer an enquiry question. Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. Asking and answering one-step and two-step geographical questions. Making digital audio recordings for a specific purpose. Designing a questionnaire/interview to collect qualitative fieldwork data. Using a questionnaire/interview to collect qualitative fieldwork data. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. Finding answers to geographical questions through data collection. To know that grid references help us locate a particular square on a map. To know an enquiry-based question has an open-ended answer found by research. To know what a questionnaire and an interview are. To know that quantitative data involves numerical facts and figures and is often objective. To know that qualitative data involves opinions, thoughts and feelings and is often subjective.	Beginning to choose the best approach to answer an enquiry question. Mapping land use in a small local area using maps and plans. Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. Asking and answering one-step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Collecting quantitative data in charts and graphs. Using a questionnaire/interview to collect qualitative fieldwork data. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection To recognise world maps as a flattened globe. To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. To know that an OS map shows human and physical features as symbols.
--	--	--	---



					To know an enquiry-based question has an open-ended answer found by research. To know what a questionnaire and an interview are. To know that quantitative data involves numerical facts and figures and is often objective. To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. To know that qualitative data involves opinions, thoughts and feelings and is often subjective. To know what a bar chart, pictogram and table are and when to use which one best to represent data.
Vocabulary	active volcano climate change composite volcano crust dormant volcano earthquake epicentre extinct volcan fault line fault-block mountain fertile soil fold mountain geothermal energy igneous rock index inner core outer core magma	magma chamber man-made rock mantle metamorphic rock minerals natural rock negative effects plate boundary positive effects pyroclastic flow sedimentary rock seismic waves shield volcano tectonic plate tsunami vent volcanic mountain volcanic springs	air freight carbon footprint consume distribution export fertiliser food bank food miles grant import pesticides produce	qualitative quantitative reliability responsible trad sample size scale bar seasonal food source sustainability trade trend	analyse biome buttress roots canopy layer community data deforestation drought emergent layer enquiry Equator forest floor global warming greenhouse gas indigenous peoples interpret lianas lines of latitude logging method mining present questionnaire quote risk route summarise Tropic of Capricorn Tropic of Cancer understorey layer vegetation vegetation belts

Year 4

National Curriculum	• 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 • 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 • 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) • 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 • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • 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 • Use maps, atlases, globes and digital/computer mapping 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 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.		
Year 4	Autumn	Spring	Summer
Kapow Unit	Are all settlements the same?	What are rivers and how are they used?	Who lives in Antarctica?
Locational Knowledge	Locating some major cities of the countries studied. Locating key physical features in countries studied including significant environmental regions. Locating some key human features in countries studied. Locating some counties in the UK (local to your school). Locating some cities in the UK (local to your school).	Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied. Locating key physical features in countries studied including significant environmental regions. Locating the world’s most significant mountain ranges on a map and identifying any patterns.	Locating some countries in Europe and North and South America using maps. Locating key physical features in countries studied including significant environmental regions. Locating some key human features in countries studied.



Geography Curriculum Map



	Beginning to locate the twelve geographical regions of the UK. Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. Describing how a locality has changed over time, giving examples of both physical and human features. To know the names of some of the world's most significant rivers. To know the name of some counties in the UK (local to your school). To know the name of some cities in the UK (local to your school). To know the name of the county that they live in and their closest city. To begin to name the twelve geographical regions of the UK. To know the main types of land use.* To know some types of settlement.*	Locating some of the world's most significant rivers and identifying any patterns. Locating some cities in the UK (local to your school). Beginning to locate the twelve geographical regions of the UK. Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. To know where North and South America are on a world map. To know the names of some of the world's most significant mountain ranges. To know the names of some of the world's most significant rivers. To know the name of some counties in the UK (local to your school). To know the name of some cities in the UK (local to your school). To know the name of the county that they live in and their closest city. To begin to name the twelve geographical regions of the UK. To know the main types of land use.* To know some types of settlement.*	Finding the position of the Equator and describing how this impacts our environmental regions. Finding lines of latitude and longitude on a globe and explaining why these are important. Identifying the position of the Tropics of Cancer and Capricorn and their significance. Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. Identifying the position and significance of both the Arctic and Antarctic Circle. To know where North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South America. areas of the world with similar climates. To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).* To know that biomes are areas of the world with similar climates, vegetation and animals.* To know the world's biomes.* To know the main types of land use.* To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.
--	---	---	---



			To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.
Place Knowledge	Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	Describing how and why humans have responded in different ways to their local environments.	Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. Discussing climates and their impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in cold places. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.



Human and Physical Knowledge	Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place. To know the main types of land use.* To know the different types of settlement.* To know water is used by humans in a variety of ways. To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside. To know that a natural resource is something that people can use which comes from the natural environment. To know the UK grows food locally and imports food from other countries.	Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. Describing where volcanoes, earthquakes and mountains are located globally. Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Describing how humans use water in a variety of ways. Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features. To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know the courses and key features of a river. To know the different types of mountains and volcanoes and how they are formed. To know the main types of land use.* To know the different types of settlement.* To know water is used by humans in a variety of ways. To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside. To know that a natural resource is something that people can use which comes from the natural environment. To know the UK grows food locally and imports food from other countries.	Describing where volcanoes, earthquakes and mountains are located globally. Describing how humans use water in a variety of ways. Describing and understanding types of settlement and land use. Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place. To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.* To know the world's biomes.* To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know that climate zones are areas of the world with similar climates.* To know the world's different climate zones.* To know water is used by humans in a variety of ways. To know that a natural resource is something that people can use which comes from the natural environment.
--	--	--	--



Geographical Skills and Fieldwork	Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. Using the scale bar on a map to estimate distances. Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map. Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Using a simple key on their own map to show an example of both physical and human features. Following a route on a map with some accuracy. Saying which directions are N, S, E, W on an OS map. Making and using a simple route on a map. Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. Beginning to choose the best approach to answer an enquiry question. Mapping land use in a small local area using maps and plans. Asking and answering one-step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments. Taking digital photos and labelling or captioning them. Finding answers to geographical questions through data collection	Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map. Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass. Using a simple key on their own map to show an example of both physical and human features. Following a route on a map with some accuracy. Saying which directions are N, S, E, W on an OS map. Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. Beginning to choose the best approach to answer an enquiry question. Mapping land use in a small local area using maps and plans. Asking and answering one-step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments. Taking digital photos and labelling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Beginning to use a simplified Likert Scale to record their judgements of environmental quality.	Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. Using the scale bar on a map to estimate distances. Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass. Making and using a simple route on a map. Observing, recording, and naming geographical features in their local environments. To understand that a scale shows how much smaller a map is compared to real life. To recognise world maps as a flattened globe. To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.
---	---	--	--



	To understand that a scale shows how much smaller a map is compared to real life. To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. To know that an OS map shows human and physical features as symbols. To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). To know an enquiry-based question has an open-ended answer found by research. To know what a bar chart, pictogram and table are and when to use which one best to represent data.	Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection. To understand that a scale shows how much smaller a map is compared to real life. To recognise world maps as a flattened globe. To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. To know that an OS map shows human and physical features as symbols. To know that grid references help us locate a particular square on a map. To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). To know an enquiry-based question has an open-ended answer found by research. To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. To know a Likert scale is used to record people's feelings and attitudes. To know what a bar chart, pictogram and table are and when to use which one best to represent data.	
--	---	---	--



Vocabulary	agricultural land	local	condensation	percolation	climate	lines of longitude
	capital city	memorial	delta	precipitation	climate zone	treaty
	commercial land	metro	estuary	river mouth	compass points	
	compare	monument	evaporation	source	direction	
	country border	nucleated	flooding	transpiration	drifting ice	
	county	place of worship	floodplain	tributary	hemisphere	
	dispersed	recreational land	groundwater	valley	ice sheet	
	facilities	region	irrigation	water cycle	ice shelf	
	land use	residential land	leisure	waterfall	iceberg	
	legend	settlement	meander		lines of latitude	
	linear	transportation	oxbow lake			

Year 5

National Curriculum	• 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 • 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 • 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) • 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 • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • 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 • Use maps, atlases, globes and digital/computer mapping 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 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.		
Year 5	Autumn	Spring	Summer
Kapow Unit	Where does our energy come from?	What is life like in the Alps?	Would you like to live in the desert?
Locational Knowledge	Identifying key physical and human characteristics of the geographical regions in the UK. Understanding how land use has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features.	Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Locating some key physical features in countries studied on a map. Locating key human features in countries studied. Identifying significant environmental regions on a map.	Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Locating some key physical features in countries studied on a map. Locating key human features in countries studied. Identifying significant environmental regions on a map.



	Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance. Using longitude and latitude when referencing location in an atlas or on a globe. To know the name of many countries and major cities in Europe and North and South America. To know the name of many cities in the UK.	Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. Explaining why a locality has changed over time, giving examples of both physical and human features. Using longitude and latitude when referencing location in an atlas or on a globe. To know the name of many countries and major cities in Europe and North and South America. To know the location of key physical features in countries studied.	Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. Locating the twelve geographical regions of the UK. Understanding how land use has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features. Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance. Using longitude and latitude when referencing location in an atlas or on a globe. To know the name of many countries and major cities in Europe and North and South America. To know the location of key physical features in countries studied. To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).* To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.
Place Knowledge	Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. Understanding how climates impact on trade, land use and settlement. Using maps to explore wider global trading routes.	Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. Understanding how climates impact on trade, land use and settlement. To know some similarities and differences between the UK and a European mountain region.	Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. Understanding how climates impact on trade, land use and settlement. To know some similarities and differences between the UK and a European mountain region.



		To know why tourists visit mountain regions.	To know why tourists visit mountain regions.
Human and Physical Knowledge	Understanding some of the impacts and causes of climate change. Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. Describing and understanding economic activity, including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years. Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples. To know that natural resources can be used to make energy. To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment.	Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples. To know vegetation belts are areas of the world that are home to similar plant species.* To name and describe some of the world's vegetation belts.	Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Describing and understanding economic activity, including trade links. Describing the 'push' and 'pull' factors that people may consider when migrating. Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples. To know vegetation belts are areas of the world that are home to similar plant species.* To name and describe some of the world's vegetation belts. To know which factors are considered before people build settlements.



			To know that natural resources can be used to make energy. To know some negative impacts of humans on the environment.
Geographical Skills and Fieldwork	Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using four and six-figure grid references to locate features on a map in regions studied. Making sketch maps of areas studied including labels and keys where necessary.	Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Using the scale bar on a map to calculate distances. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Following a short pre-prepared route on an OS map. Choosing the best approach to answering an enquiry question. Making sketch maps of areas studied including labels and keys where necessary. Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Conducting interviews/questionnaires to collect qualitative data. Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.	Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Using models and maps to talk about contours and slopes. Interpreting and using real-time/live data. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Analysing quantitative data in pie charts, line graphs and graphs with two variables. To know that contours on a map show height and slope. To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. To know that a pie chart can represent a fraction or percentage of a whole set of data.



	Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Conducting interviews/questionnaires to collect qualitative data. Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. To know that contours on a map show height and slope. To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. To know what a range of data collection methods look like. To know how to use a range of data collection methods.				To know a line graph can represent variables over time.	
Vocabulary	biofuel coal consumption contour line crude oil dam	Prime Meridian producer regenerate renewable replenish sea level solar power	atlas climate climate change coniferous trees data deciduous trees enquiry	mountain range OS map physical feature population questionnaire sea level recreational land use	agriculture airstrip arid barren biome climate desert	natural arch nature reserve rainfall ranching renewable energy salt flat sand dune



Geography Curriculum Map



	emissions energy source hydropower natural gas non-renewable nuclear power	time zone urban planner windpower six-figure grid reference	fold mountain glacier hemisphere human feature land height latitude leisure longitude method mountain climate	risk route scale temperate temperate forest tourism tourist vegetation	desertification drought flash flood mesa mining mushroom roc national park	sparse time zone tourist attraction vegetation weather
--	---	---	--	---	--	--



Year 6

National Curriculum	• 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 • 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 • 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) • 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 • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • 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 • Use maps, atlases, globes and digital/computer mapping 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 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.		
Year 6	Autumn	Spring	Summer
Kapow Unit	Why does population change?	Why do oceans matter?	Can I carry out an independent fieldwork enquiry?
Locational Knowledge	Locating more countries in Europe and North and South America using maps. Locating key human features in countries studied. Locating counties in the UK. Locating the twelve geographical regions of the UK. Identifying key physical and human characteristics of the geographical regions in the UK.	Locating major cities of the countries studied. Locating some key physical features in countries studied on a map. Locating key human features in countries studied. Identifying significant environmental regions on a map. Identifying key physical and human characteristics of the geographical regions in the UK.	Locating major cities of the countries studied. Locating some key physical features in countries studied on a map. Locating key human features in countries studied. Locating many cities in the UK. Locating the twelve geographical regions of the UK. Identifying key physical and human characteristics of the geographical regions in the UK.



	Explaining why a locality has changed over time, giving examples of both physical and human features. To know the name of many countries and major cities in Europe and North and South America. To know the name of many counties in the UK. To know the name of many cities in the UK. To confidently name the twelve geographical regions of the UK. To know that London and the South East regions have the largest population in the UK.	Explaining why a locality has changed over time, giving examples of both physical and human features. To know the location of key physical features in countries studied.	To know the name of many countries and major cities in Europe and North and South America.
Place Knowledge	Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and settlement.	Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and settlement. Using maps to explore wider global trading routes	
Human and Physical Knowledge	Understanding some of the impacts and causes of climate change. Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. Describing and understanding economic activity, including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years. Describing the 'push' and 'pull' factors that people may consider when migrating. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples.	Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. Describing and understanding economic activity, including trade links. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples. To know why the ocean is important. To know some positive impacts of humans on the environment.	Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples. To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment.



	To know the global population has grown significantly since the 1950s. To know which factors are considered before people build settlements. To know migration is the movement of people from one country to another. To know some negative impacts of humans on the environment.	To know some negative impacts of humans on the environment.	
Geographical Skills and Fieldwork	Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Beginning to use thematic maps to recognise and describe human and physical features studied. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using four and six-figure grid references to locate features on a map in regions studied. Confidently locating features using the 8 points of a compass. Following a short pre-prepared route on an OS map. Planning a journey to another part of the world using six-figure grid references and the eight points of a compass. Developing their own enquiry questions. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. Beginning to use standard field	Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Using the scale bar on a map to calculate distances. Beginning to use thematic maps to recognise and describe human and physical features studied. Selecting a map for a specific purpose. Choosing the best approach to answering an enquiry question. Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. Selecting appropriate methods for data collection. Beginning to use standard field sampling techniques appropriately. Using GIS (Geographical Information Systems) to plot data sets. Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital	Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Selecting a map for a specific purpose. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using four and six-figure grid references to locate features on a map in regions studied. Confidently locating features using the 8 points of a compass. Following a short pre-prepared route on an OS map. Identifying the eight compass points on an OS map.



	sampling techniques appropriately. Using GIS (Geographical Information Systems) to plot data sets. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data. Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables. To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. To know that a pie chart can represent a fraction or percentage of a whole set of data. To be aware of some issues in the local area. To know what a range of data collection methods look like. To know how to use a range of data collection methods.	technologies (photos with labels/captions) when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables. To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. To know that a pie chart can represent a fraction or percentage of a whole set of data. To be aware of some issues in the local area. To know what a range of data collection methods look like. To know how to use a range of data collection methods.	Developing their own enquiry questions. Choosing the best approach to answering an enquiry question. Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately. Using GIS (Geographical Information Systems) to plot data sets. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. To know that contours on a map show height and slope. To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.
--	---	--	---



					To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. To be aware of some issues in the local area. To know what a range of data collection methods look like. To know how to use a range of data collection methods.
Vocabulary	air pollution birth rate cartogram climate climate change conclusions death rate deforestation densely populated digital technologies fossil fuels greenhouse gases impact improvements involuntary Likert scale	migrants migration natural increase noise pollution population population density population distribution pull factors push factors qualitative quantitative refugee region sparsely populated voluntary	atmosphere biodegradable buffer coral bleaching coral reef decompose digital map disposable ecology ecosystem erosion geology habitat	human footprint marine microplastics natural disaster ocean current policy renewable energy single use plastic species water cycle	analyse audience city data data collection methods enquiry evidence impact improvement issue justify plot presenting process recommendation region risk route subjective viewpoint