

Subject: Geography (Using Kapow Primary)

National Curriculum links		
<p>Aims</p> <p>The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes • 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 • are competent in the geographical skills needed to: • collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes • interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) • communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. 		
Early Years Foundation Stage (EYFS)	Key Stage One (KS1)	Key Stage Two (KS2)
<p>Understanding the World</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in 	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • 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 <p><u>Place knowledge</u></p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their

<p>other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</p> <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> 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 <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> 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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> 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 	<p>environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> 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) <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic
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	<p>and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> • 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. 	<p>activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • 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.
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Year group: EYFS (Nursery/Reception)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	All About Me	Being a Hero	Me in my World	Super creatures	Once Upon a time	All at sea
Skills	<p>ELG: Understanding the World</p> <p>*Describe their immediate environment using</p>	<p>*To talk about the Christmas Story and how it is celebrated across the world</p> <p>*To know about people who help us within the</p>	<p>Nursery</p> <p>*To know that the Earth is where we live</p> <p>*To know that a map is a picture of the Earth</p> <p>Reception</p>		<p>Nursery</p> <p>*To know there are many countries in the world</p> <p>Reception</p> <p>*To know that a globe is a</p>	<p>Nursery</p> <p>*To know there are many countries in the world</p> <p>*To show care and respect for our environment by recycling</p>

<p>knowledge from observation, discussion, stories, nonfiction, texts and maps.</p> <p>*Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>*Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</p> <p>*Know some similarities and differences between the natural world around them and contrasting environments, drawing on</p>		<p>local community,</p>	<p>*To know that there are many countries around the world.</p> <p>*To recognise similarities and differences in contrasting locations all over the world e.g. China and England</p>		<p>representation of the Earth</p> <p>*To recognise similarities and differences in contrasting locations all over the world focusing particularly on foods</p> <p>*To know that people in other countries may speak different languages</p>	<p>Reception</p> <p>*To know that simple symbols are used to identify features on a map</p> <p>*To understand the problems of plastic pollution in the oceans</p> <p>*To understand the importance of recycling and why we recycle</p>
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their experiences and what has been read in class.						
Knowledge	Know the name of their town Name some features of the local area	Know some key people who help them	Know they live on Earth Know a map represents the Earth Know there are different countries in the world Know some similarities and differences between locations		Know a globe represents the Earth Know there are different countries in the world Know some similarities and differences between locations Know that different languages are spoken in different places around the world	Know there are different countries in the world Know some ways that they can look after the environment e.g. recycling
Key vocabulary	Seasons, Harvest, Family	Emergency Services, Diversity, Culture	world, map, village, town, city,	Habitat, weather, Minibeasts.	countries, origin, Same, Different	Recycling, pollution, marine
Assessment of progress	Ongoing assessment on Tapestry. End of year EYFS assessment.					

Subject: Geography

Year group: Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	What is it like here?		What is it like to live in Shanghai?		What is the weather like in the UK?	
Skills	Recognising some physical features in their locality. Recognising some human features in their locality. Using an atlas to locate the UK. Using directional language to describe the location of objects in the classroom and playground.		Locating two of the world's seven continents on a world map. Showing on a map which continent they live in. Naming some key similarities between their local area and a small area of a contrasting non-European country.		Showing on a map which continent they live in. Locating the four countries of the United Kingdom (UK) on a map of this area. Beginning to locate the capital cities of the four countries of the UK on a map of this area.	

	<p>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.</p>	<p>Naming some key differences between their local area and a small area of a contrasting non-European country. Recognising some physical features in their locality. Recognising some human features in their locality. 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 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. 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</p>	<p>Showing on a map which country they live in and locating its capital city. 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. 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. Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. Using simple picture maps and plans to move around the school. 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.</p>
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		correct relation to each other on a sketch map.	
Key knowledge	<p>To know that the UK is short for 'United Kingdom'.</p> <p>To know that a country is a land or nation with its own government.</p> <p>To know the name of the country they live in.</p> <p>To know that an aerial photograph is a photograph taken from the air above.</p> <p>To know that atlases give information about the world and that a map tells us information about a place.</p> <p>To know that a map is a picture of a place, usually drawn from above.</p> <p>To know that symbols are often used on maps to represent features.</p> <p>To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).</p>	<p>To know the name of the two continents (Europe and Asia).</p> <p>To know that a continent is a group of countries.</p> <p>To know that they live in the continent of Europe.</p> <p>To know that life elsewhere in the world is often different to ours.</p> <p>To know that life elsewhere in the world often has similarities to ours.</p> <p>To know that physical features means any feature of an area that is on the Earth naturally.</p> <p>To know that human features means any feature of an area that was made or built by humans.</p>	<p>To know the name of two continents (Europe and Asia).</p> <p>To know that a continent is a group of countries.</p> <p>To know that they live in the continent of Europe.</p> <p>To know that the UK is short for 'United Kingdom'.</p> <p>To know that a country is a land or nation with its own government.</p> <p>To know that the United Kingdom is made up of four countries and their names.</p> <p>To know the name of the country they live in.</p> <p>To know the four seasons of the UK.</p> <p>To know that 'weather' refers to the conditions outside at a particular time.</p> <p>To know that different parts of the UK often experience different weather.</p> <p>To know that a weather forecast is when someone tries to predict what the weather will be like in the near future.</p> <p>To know that weather conditions can be measured and recorded.</p> <p>To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).</p> <p>To know that a compass is an instrument we can use to find which direction is north.</p> <p>To know which direction is N, S, E, W on a map.</p>
Key vocabulary	<p>aerial view</p> <p>land</p> <p>location</p>	<p>continent</p> <p>country</p> <p>different</p>	<p>atlas</p> <p>capital city</p> <p>climate</p>

	village city aerial photograph sea country town map globe place directional language symbol features atlas distance country key locate north survey questionnaire improve	directional language e.g. near, far, next to, behind, etc. key human feature map physical feature similar symbol	compass continent country direction land locate location map rain gauge season temperature thermometer weather weather vane
Assessment of progress	Kapow Quizlets for beginning and end of topics. Knowledge Organisers for use throughout each topic End of Year key skills/knowledge teacher assessment.		

Subject: Geography

Year group: Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Why is our world wonderful?		Would you prefer to live in a hot or cold place?		What is it like to live near the coast?	

<p>Skills</p>	<p>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. Describing the key physical features in a local river area using basic geographical vocabulary. 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.</p>	<p>Locating all the world's seven continents on a world map. 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. 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. 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.</p>	<p>Showing on a map the oceans nearest the continent they live in. Locating the surrounding seas of the UK on a map of this area . Confidently locating the capital cities of the four countries of the UK on a map of this area. Describing the key physical features of a coast and how it changes over time using subject specific vocabulary. Describing and understanding the differences between a city, town and village. Describing the key human features of a coast and how it changes over time using subject specific vocabulary. Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. 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. 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 Presenting data in simple tally charts or pictograms and commenting on what the data shows.</p>
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	<p>Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.</p> <p>Finding a given OS symbol on a map with support.</p> <p>Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).</p> <p>Using an aerial photograph to draw a simple sketch map using basic symbols for a key.</p> <p>Discussing the features they see in the area surrounding their school when on a walk.</p> <p>Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</p> <p>Classifying the features they notice into human and physical with teacher support.</p> <p>Presenting data in simple tally charts or pictograms and commenting on what the data shows.</p> <p>Asking and answering simple questions about data.</p>		
Key knowledge	<p>To be able to name the seven continents of the world.</p> <p>To be able to name the five oceans of the world.</p> <p>To name some characteristics of the four capital cities of the UK.</p> <p>To know the four capital cities of the UK.</p> <p>To know that a capital city is the city where a country's government is located.</p> <p>To know some key physical features of the UK.</p> <p>To know some key human features of the UK.</p> <p>To begin to recognise world maps as a flattened globe.</p>	<p>To know that the Equator is an imaginary line around the middle of the Earth.</p> <p>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.</p> <p>To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.</p> <p>To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.</p> <p>To be able to name the seven continents of the world.</p>	<p>To know that a sea is a body of water that is smaller than an ocean.</p> <p>To know that there are four bodies of water surrounding the UK and to be able to name them.</p> <p>To know that coasts (and other physical features) change over time.</p> <p>To know some key physical features of the UK.</p> <p>To know some key human features of the UK.</p> <p>To know that maps need a title and purpose.</p> <p>To know that maps need a key to explain what the symbols and colours represent.</p>

	<p>To know that maps need a title and purpose.</p> <p>To know that maps need a key to explain what the symbols and colours represent.</p> <p>To know that a tally chart is a way of collecting data quickly.</p>		<p>To know that a tally chart is a way of collecting data quickly.</p> <p>To know that a pictogram is a chart that uses pictures to show data.</p>
Key vocabulary	<p>aerial photograph</p> <p>capital city</p> <p>continent</p> <p>country</p> <p>data collection</p> <p>fieldwork</p> <p>human feature</p> <p>key</p> <p>lake</p> <p>land</p> <p>landmark</p> <p>locate</p> <p>location</p> <p>map</p> <p>north</p> <p>physical feature</p> <p>ocean</p> <p>OS map</p> <p>river</p> <p>sample</p> <p>sea</p> <p>scale</p> <p>symbol</p> <p>tally chart</p> <p>vegetation</p>	<p>continent</p> <p>map</p> <p>land</p> <p>ocean</p> <p>country</p> <p>locate</p> <p>sea</p> <p>globe</p> <p>desert</p> <p>climate</p> <p>pack ice</p> <p>arid</p> <p>compass</p> <p>weather</p> <p>ice sheet</p> <p>savannah</p> <p>grasslands</p> <p>tropical</p> <p>vegetation</p> <p>rainforest</p> <p>weather</p> <p>polar</p> <p>human feature</p> <p>rural</p> <p>physical feature</p> <p>Equator</p> <p>Urban</p> <p>rain gauge</p>	<p>arch</p> <p>aquarium</p> <p>bay</p> <p>capital city</p> <p>city</p> <p>cliff</p> <p>coast</p> <p>coastline</p> <p>country</p> <p>data collection</p> <p>fieldwork</p> <p>island</p> <p>harbour</p> <p>human feature</p> <p>location</p> <p>locate</p> <p>mudflat</p> <p>ocean</p> <p>physical feature</p> <p>pictogram</p> <p>pier</p> <p>sand dunes</p> <p>sea</p> <p>stack</p> <p>tally chart</p> <p>tourist</p> <p>town</p> <p>village</p>
Assessment of progress	<p>Kapow Quizlets for beginning and end of topics. Knowledge Organisers for use throughout each topic</p> <p>End of Year key skills/knowledge teacher assessment.</p>		

Subject: Geography

Year group: Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Who lives in Antarctica?		Are all settlements the same?		Why are rainforests important to us?	
Skills	<p>Locating some countries in Europe and North and South America using maps.</p> <p>Locating key physical features in countries studied including significant environmental regions.</p> <p>Locating some key human features in countries studied.</p> <p>Finding the position of the Equator and describing how this impacts our environmental regions.</p> <p>Finding lines of latitude and longitude on a globe and explaining why these are important.</p> <p>Identifying the position of the Tropics of Cancer and Capricorn and their significance.</p> <p>Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.</p> <p>Identifying the position and significance of both the Arctic and Antarctic Circle.</p> <p>Describing and beginning to explain similarities between two regions studied.</p> <p>Describing and beginning to explain differences between two regions studied.</p> <p>Describing how and why humans have responded in different ways to their local environments.</p> <p>Discussing climates and their impact on trade, land use and settlement.</p>		<p>Locating some major cities of the countries studied.</p> <p>Locating key physical features in countries studied including significant environmental regions.</p> <p>Locating some key human features in countries studied.</p> <p>Locating some counties in the UK (local to your school).</p> <p>Locating some cities in the UK (local to your school).</p> <p>Beginning to locate the twelve geographical regions of the UK.</p> <p>Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.</p> <p>Describing how a locality has changed over time, giving examples of both physical and human features.</p> <p>Describing and beginning to explain similarities between two regions studied.</p> <p>Describing and beginning to explain differences between two regions studied.</p> <p>Describing how and why humans have responded in different ways to their local environments.</p> <p>Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.</p> <p>Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an</p>		<p>Locating some countries in Europe and North and South America using maps.</p> <p>Locating key physical features in countries studied including significant environmental regions.</p> <p>Locating some key human features in countries studied.</p> <p>Locating some of the world's most significant rivers and identifying any patterns. Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.</p> <p>Identifying how topographical features studied have changed over time using examples.</p> <p>Describing how a locality has changed over time, giving examples of both physical and human features.</p> <p>Finding the position of the Equator and describing how this impacts our environmental regions.</p> <p>Finding lines of latitude and longitude on a globe and explaining why these are important.</p> <p>Identifying the position of the Tropics of Cancer and Capricorn and their significance.</p> <p>Describing and beginning to explain similarities between two regions studied.</p> <p>Describing and beginning to explain differences between two regions studied.</p> <p>Describing how and why humans have</p>	

	<p>Explaining what measures humans have taken in order to adapt to survive in cold places.</p> <p>Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.</p> <p>Describing where volcanoes, earthquakes and mountains are located globally.</p> <p>Describing how humans use water in a variety of ways.</p> <p>Describing and understanding types of settlement and land use. Explaining why different locations have different human features.</p> <p>Explaining why people might prefer to live in an urban or rural place.</p> <p>Beginning to use maps at more than one scale.</p> <p>Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.</p> <p>Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.</p> <p>Using the scale bar on a map to estimate distances.</p> <p>Finding countries and features of countries in an atlas using contents and index.</p> <p>Zooming in and out of a digital map.</p> <p>Accurately using 4-figure grid references to locate features on a map in regions studied.</p> <p>Beginning to locate features using the 8 points of a compass.</p> <p>Making and using a simple route on a map.</p> <p>Observing, recording, and naming geographical features in their local environments.</p>	<p>impact upon the surrounding landscape and communities.</p> <p>Describing and understanding types of settlement and land use.</p> <p>Explaining why a settlement and community has grown in a particular location.</p> <p>Explaining why different locations have different human features.</p> <p>Explaining why people might prefer to live in an urban or rural place.</p> <p>Beginning to use maps at more than one scale.</p> <p>Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.</p> <p>Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.</p> <p>Using the scale bar on a map to estimate distances.</p> <p>Finding countries and features of countries in an atlas using contents and index.</p> <p>Zooming in and out of a digital map.</p> <p>Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.</p> <p>Using a simple key on their own map to show an example of both physical and human features.</p> <p>Following a route on a map with some accuracy.</p> <p>Saying which directions are N, S, E, W on an OS map.</p> <p>Making and using a simple route on a map.</p> <p>Labelling some features on an aerial photograph and then locating these on an</p>	<p>responded in different ways to their local environments.</p> <p>Discussing climates and their impact on trade, land use and settlement.</p> <p>Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.</p> <p>Mapping and labelling the six biomes on a world map.</p> <p>Understanding some of the causes of climate change.</p> <p>Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.</p> <p>Describing how humans use water in a variety of ways.</p> <p>Describing and understanding types of settlement and land use.</p> <p>Explaining why a settlement and community has grown in a particular location.</p> <p>Describing how humans can impact the environment both positively and negatively, using examples.</p> <p>Beginning to use maps at more than one scale.</p> <p>Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.</p> <p>Finding countries and features of countries in an atlas using contents and index.</p> <p>Making and using a simple route on a map.</p> <p>Beginning to choose the best approach to answer an enquiry question.</p> <p>Mapping land use in a small local area using maps and plans.</p>
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		<p>OS map of the same locality and scale in regions studied.</p> <p>Beginning to choose the best approach to answer an enquiry question.</p> <p>Mapping land use in a small local area using maps and plans.</p> <p>Asking and answering one-step and two-step geographical questions.</p> <p>Observing, recording, and naming geographical features in their local environments.</p> <p>Taking digital photos and labelling or captioning them.</p> <p>Finding answers to geographical questions through data collection.</p>	<p>Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.</p> <p>Asking and answering one-step and two-step geographical questions.</p> <p>Observing, recording, and naming geographical features in their local environments.</p> <p>Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.</p> <p>Collecting quantitative data in charts and graphs.</p> <p>Using a questionnaire/interviews to collect quantitative fieldwork data.</p> <p>Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.</p> <p>Suggesting different ways that a locality could be changed and improved.</p> <p>Finding answers to geographical questions through data collection.</p>
Key knowledge	<p>To know where North and South America are on a world map.</p> <p>To know the names of some countries and major cities in Europe and North and South America.</p> <p>To know that climate zones are areas of the world with similar climates.</p> <p>To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).</p> <p>To know the world's biomes.</p> <p>To know the main types of land use.</p> <p>To know that countries near the Equator have less seasonal change than those near the poles.</p>	<p>To know the names of some of the world's most significant rivers.</p> <p>To know the name of some counties in the UK (local to your school).</p> <p>To know the name of some cities in the UK (local to your school).</p> <p>To know the name of the county that they live in and their closest city.</p> <p>To begin to name the twelve geographical regions of the UK.</p> <p>To know the main types of land use.</p> <p>To know some types of settlement.</p> <p>To know water is used by humans in a variety of ways.</p>	<p>To know where North and South America are on a world map.</p> <p>To know the names of some countries and major cities in Europe and North and South America.</p> <p>To know the names of some of the world's most significant rivers.</p> <p>To know that climate zones are areas of the world with similar climates.</p> <p>To know the world's biomes.</p> <p>To know vegetation belts are areas of the world which are home to similar plant species.</p> <p>To know the name of some counties in the UK (local to your school).</p>

	<p>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.</p> <p>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.</p> <p>To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.</p> <p>To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.</p> <p>To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.</p> <p>To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.</p> <p>To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.</p> <p>To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.</p> <p>To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.</p> <p>To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.</p> <p>To know the world's different climate zones.</p> <p>To know water is used by humans in a variety of ways.</p>	<p>To know an urban place is somewhere near a town or city.</p> <p>To know a rural place is somewhere near the countryside.</p> <p>To know that a natural resource is something that people can use which comes from the natural environment.</p> <p>To know the UK grows food locally and imports food from other countries.</p> <p>To understand that a scale shows how much smaller a map is compared to real life.</p> <p>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.</p> <p>To know that an OS map shows human and physical features as symbols.</p> <p>To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).</p> <p>To know an enquiry-based question has an open-ended answer found by research.</p> <p>To know what a bar chart, pictogram and table are and when to use which one best to represent data.</p>	<p>To know that countries near the Equator have less seasonal change than those near the poles.</p> <p>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.</p> <p>To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.</p> <p>To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.</p> <p>To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.</p> <p>To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.</p> <p>To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.</p> <p>To know the world's different climate zones.</p> <p>To know that climates can influence the foods able to grow.</p> <p>To know the main types of land use.</p> <p>To know that a natural resource is something that people can use which comes from the natural environment.</p> <p>To know the threats to the rainforest both on a local and global scale.</p> <p>To recognise world maps as a flattened globe.</p> <p>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</p>
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	<p>To know that a natural resource is something that people can use which comes from the natural environment.</p> <p>To understand that a scale shows how much smaller a map is compared to real life.</p> <p>To recognise world maps as a flattened globe.</p> <p>To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.</p> <p>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.</p>		<p>public transport and for security purposes.</p> <p>To know that an OS map shows human and physical features as symbols.</p> <p>To know an enquiry-based question has an open-ended answer found by research.</p> <p>To know what a questionnaire and an interview are.</p> <p>To know that quantitative data involves numerical facts and figures and is often objective.</p> <p>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.</p> <p>To know that qualitative data involves opinions, thoughts and feelings and is often subjective.</p> <p>To know what a bar chart, pictogram and table are and when to use which one best to represent data.</p>
Key vocabulary	<p>lines of latitude</p> <p>lines of longitude</p> <p>hemisphere</p> <p>climate</p> <p>climate zone</p> <p>compass points</p> <p>direction</p> <p>treaty</p> <p>ice shelf</p> <p>ice sheet</p> <p>drifting ice</p> <p>iceberg</p>	<p>agricultural land</p> <p>capital city</p> <p>commercial land</p> <p>compare</p> <p>country border</p> <p>county</p> <p>dispersed</p> <p>facilities</p> <p>land use</p> <p>legend</p> <p>linear</p> <p>local</p> <p>memorial</p> <p>metro</p> <p>monument</p> <p>nucleated</p> <p>place of worship</p> <p>recreational land</p> <p>region</p> <p>residential land</p>	<p>biome</p> <p>Equator</p> <p>Tropic of Capricorn</p> <p>Tropic of Cancer</p> <p>lines of latitude</p> <p>buttress roots</p> <p>lianas</p> <p>vegetation</p> <p>vegetation belts</p> <p>forest floor</p> <p>understory layer</p> <p>canopy layer</p> <p>emergent layer</p> <p>deforestation</p> <p>community</p> <p>indigenous peoples</p> <p>drought</p> <p>greenhouse gas</p> <p>global warming</p> <p>logging</p>

		settlement transportation	mining method risk route questionnaire enquiry data analyse
Assessment of progress	Kapow Quizlets for beginning and end of topics. Knowledge Organisers for use throughout each topic End of Year key skills/knowledge teacher assessment.		

Subject: Geography

Year group: Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Why do people live near volcanoes?		Where does our food come from?		What are rivers and how are they used?	
Skills	<p>Locating some countries in Europe and North and South America using maps.</p> <p>Locating key physical features in countries studied including significant environmental regions.</p> <p>Locating the world's most significant mountain ranges on a map and identifying any patterns.</p> <p>Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.</p> <p>Identifying how topographical features studied have changed over time using examples.</p> <p>Describing how a locality has changed over time, giving examples of both physical and human features.</p> <p>Describing how and why humans have responded in different ways to their local environments.</p>		<p>Locating some major cities of the countries studied.</p> <p>Locating key physical features in countries studied including significant environmental regions.</p> <p>Locating some key human features in countries studied.</p> <p>Finding the position of the Equator and describing how this impacts our environmental regions.</p> <p>Identifying the position of the Tropics of Cancer and Capricorn and their significance.</p> <p>Identifying the position and significance of both the Arctic and Antarctic Circle.</p> <p>Describing and beginning to explain similarities between two regions studied.</p> <p>Describing and beginning to explain differences between two regions studied.</p>		<p>Locating some countries in Europe and North and South America using maps.</p> <p>Locating some major cities of the countries studied.</p> <p>Locating key physical features in countries studied including significant environmental regions.</p> <p>Locating the world's most significant mountain ranges on a map and identifying any patterns.</p> <p>Locating some of the world's most significant rivers and identifying any patterns.</p> <p>Locating some cities in the UK (local to your school).</p> <p>Beginning to locate the twelve geographical regions of the UK.</p>	

	<p>Understanding some of the causes of climate change.</p> <p>Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.</p> <p>Describing where volcanoes, earthquakes and mountains are located globally.</p> <p>Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.</p> <p>Beginning to use maps at more than one scale.</p> <p>Finding countries and features of countries in an atlas using contents and index.</p> <p>Asking and answering one-step and two-step geographical questions.</p> <p>Observing, recording, and naming geographical features in their local environments.</p> <p>Using simple sampling techniques appropriately.</p> <p>Taking digital photos and labelling or captioning them.</p> <p>Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.</p> <p>Finding answers to geographical questions through data collection.</p>	<p>Describing how and why humans have responded in different ways to their local environments.</p> <p>Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.</p> <p>Mapping and labelling the six biomes on a world map.</p> <p>Understanding some of the causes of climate change.</p> <p>Describing and understanding types of settlement and land use.</p> <p>Explaining why a settlement and community has grown in a particular location.</p> <p>Explaining why different locations have different human features.</p> <p>Explaining why people might prefer to live in an urban or rural place.</p> <p>Describing how humans can impact the environment both positively and negatively, using examples.</p> <p>Beginning to use maps at more than one scale.</p> <p>Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.</p> <p>Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.</p> <p>Using the scale bar on a map to estimate distances.</p> <p>Finding countries and features of countries in an atlas using contents and index.</p> <p>Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher.</p> <p>Asking and answering one- step and two-step geographical questions.</p>	<p>Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.</p> <p>Describing how and why humans have responded in different ways to their local environments.</p> <p>Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.</p> <p>Describing where volcanoes, earthquakes and mountains are located globally.</p> <p>Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.</p> <p>Describing how humans use water in a variety of ways.</p> <p>Describing and understanding types of settlement and land use.</p> <p>Explaining why a settlement and community has grown in a particular location.</p> <p>Explaining why different locations have different human features.</p> <p>Beginning to use maps at more than one scale.</p> <p>Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.</p> <p>Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.</p> <p>Finding countries and features of countries in an atlas using contents and index.</p> <p>Zooming in and out of a digital map.</p> <p>Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.</p>
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		<p>Making digital audio recordings for a specific purpose.</p> <p>Designing a questionnaire / interviews to collect qualitative fieldwork data.</p> <p>Using a questionnaire / interviews to collect quantitative fieldwork data.</p> <p>Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.</p> <p>Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.</p> <p>Finding answers to geographical questions through data collection.</p>	<p>Accurately using 4-figure grid references to locate features on a map in regions studied.</p> <p>Beginning to locate features using the 8 points of a compass.</p> <p>Using a simple key on their own map to show an example of both physical and human features.</p> <p>Following a route on a map with some accuracy.</p> <p>Saying which directions are N, S, E, W on an OS map.</p> <p>Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.</p> <p>Beginning to choose the best approach to answer an enquiry question. Mapping land use in a small local area using maps and plans.</p> <p>Asking and answering one-step and two-step geographical questions.</p> <p>Observing, recording, and naming geographical features in their local environments.</p> <p>Taking digital photos and labelling or captioning them.</p> <p>Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.</p> <p>Beginning to use a simplified Likert Scale to record their judgements of environmental quality.</p> <p>Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.</p>
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			Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection.
Key knowledge	<p>To know the names of some countries and major cities in Europe and North and South America.</p> <p>To know the names of some of the world's most significant mountain ranges.</p> <p>To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.</p> <p>To know the main types of land use.</p> <p>To know some types of settlement.</p> <p>To know the negative effects of living near a volcano.</p> <p>To know the positive effects of living near a volcano.</p> <p>To know the negative effects an earthquake can have on a community.</p> <p>To know ways in which communities respond to earthquakes.</p> <p>To know the different types of mountains and volcanoes and how they are formed.</p> <p>To know that an earthquake is the intense shaking of the ground.</p> <p>To know the different types of settlement.</p> <p>To know that a natural resource is something that people can use which comes from the natural environment.</p> <p>To recognise world maps as a flattened globe.</p> <p>To know how to use various simple sampling techniques.</p> <p>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.</p>	<p>To know where North and South America are on a world map.</p> <p>To know that climate zones are areas of the world with similar climates.</p> <p>To know the world's different climate zones.</p> <p>To know that biomes are areas of the world with similar climates, vegetation and animals.</p> <p>To know the world's biomes.</p> <p>To know vegetation belts are areas of the world which are home to similar plant species.</p> <p>To know the main types of land use.</p> <p>To know that countries near the Equator have less seasonal change than those near the poles.</p> <p>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.</p> <p>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.</p> <p>To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.</p> <p>To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.</p> <p>To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.</p>	<p>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. 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 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. 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</p>

		<p>To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.</p> <p>To know that climates can influence the foods able to grow.</p> <p>To know that a natural resource is something that people can use which comes from the natural environment.</p> <p>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.</p> <p>To know the UK grows food locally and imports food from other countries.</p> <p>To know that grid references help us locate a particular square on a map.</p> <p>To know an enquiry-based question has an open-ended answer found by research.</p> <p>To know what a questionnaire and an interview are.</p> <p>To know that quantitative data involves numerical facts and figures and is often objective.</p> <p>To know that qualitative data involves opinions, thoughts and feelings and is often subjective.</p>	<p>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.</p>
Key vocabulary	inner core outer core mantle crust magma tectonic plate plate boundary fold mountain fault-block mountain volcanic mountain atlas composite volcano shield volcano magma chamber	air freight carbon footprint consume distribution export fertiliser food bank food miles grant import pesticides produce qualitative quantitative	condensation delta estuary evaporation flooding floodplain groundwater irrigation leisure meander oxbow lake percolation precipitation river mouth

	vent pyroclastic flow active volcano dormant volcano extinct volcano negative effects positive effects fertile soil climate change volcanic springs geothermal energy index earthquake tsunami	reliability responsible trade sample size scale bar seasonal food source sustainability trade trend	source transpiration tributary valley water cycle waterfall
Assessment of progress	Kapow Quizlets for beginning and end of topics. Knowledge Organisers for use throughout each topic End of Year key skills/knowledge teacher assessment.		

Subject: Geography

Year group: Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	What is life like in the Alps?		Why do oceans matter?		Would you like to live in the desert?	
Skills	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. Using maps to show the distribution of the world's climate zones, biomes and		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 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. Using maps to show the distribution of the world's climate zones, biomes and	

	<p>vegetation belts and identifying any patterns.</p> <p>Explaining why a locality has changed over time, giving examples of both physical and human features.</p> <p>Using longitude and latitude when referencing location in an atlas or on a globe.</p> <p>Describing and explaining similarities between two environmental regions studied.</p> <p>Describing and explaining differences between two environmental regions studied.</p> <p>Understanding how climates impact on trade, land use and settlement.</p> <p>Describing and understanding the key aspects of the six biomes.</p> <p>Describing and understanding the key aspects of the six climate zones.</p> <p>Understanding some of the impacts and causes of climate change.</p> <p>Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.</p> <p>Recognising geographical issues affecting people in different places and environments.</p> <p>Describing and explaining how humans can impact the environment both positively and negatively, using examples.</p> <p>Confidently using and understanding maps at more than one scale.</p> <p>Using atlases, maps, globes and digital mapping to locate countries studied.</p> <p>Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.</p>	<p>Explaining why a locality has changed over time, giving examples of both physical and human features.</p> <p>Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.</p> <p>Using maps to explore wider global trading routes.</p> <p>Recognising geographical issues affecting people in different places and environments.</p> <p>Describing and explaining how humans can impact the environment both positively and negatively, using examples.</p> <p>Confidently using and understanding maps at more than one scale.</p> <p>Using atlases, maps, globes and digital mapping to locate countries studied.</p> <p>Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.</p> <p>Using the scale bar on a map to calculate distances.</p> <p>Selecting a map for a specific purpose.</p> <p>Making sketch maps of areas studied including labels and keys where necessary.</p> <p>Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.</p> <p>Selecting appropriate methods for data collection.</p> <p>Using standard field sampling techniques appropriately. Using GIS (Geographical Information Systems) to plot data sets.</p> <p>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.</p>	<p>vegetation belts and identifying any patterns.</p> <p>Confidently locating the twelve geographical regions of the UK.</p> <p>Understanding how land use has changed over time using examples.</p> <p>Explaining why a locality has changed over time, giving examples of both physical and human features.</p> <p>Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance.</p> <p>Using longitude and latitude when referencing location in an atlas or on a globe.</p> <p>Describing and explaining similarities between two environmental regions studied.</p> <p>Describing and explaining differences between two environmental regions studied.</p> <p>Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.</p> <p>Understanding how climates impact on trade, land use and settlement.</p> <p>Explaining how humans have used desert environments.</p> <p>Describing and understanding the key aspects of the six biomes.</p> <p>Describing and understanding the key aspects of the six climate zones.</p> <p>Understanding some of the impacts and causes of climate change.</p> <p>Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.</p>
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	<p>Using the scale bar on a map to calculate distances.</p> <p>Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.</p> <p>Following a short pre-prepared route on an OS map.</p> <p>Choosing the best approach to answering an enquiry question.</p> <p>Making sketch maps of areas studied including labels and keys where necessary.</p> <p>Selecting appropriate methods for data collection.</p> <p>Designing interviews/questionnaires to collect qualitative data.</p> <p>Conducting interviews/questionnaires to collect qualitative data.</p> <p>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.</p> <p>Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.</p>	<p>Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.</p> <p>Evaluating evidence collected and suggesting ways to improve this.</p> <p>Analysing quantitative data in pie charts, line graphs and graphs with two variables.</p>	<p>Describing and understanding economic activity, including trade links.</p> <p>Describing the 'push' and 'pull' factors that people may consider when migrating.</p> <p>Understanding the distribution of natural resources both globally and within a specific region or country studied.</p> <p>Recognising geographical issues affecting people in different places and environments.</p> <p>Describing and explaining how humans can impact the environment both positively and negatively, using examples.</p> <p>Confidently using and understanding maps at more than one scale.</p> <p>Using atlases, maps, globes and digital mapping to locate countries studied.</p> <p>Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.</p> <p>Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).</p> <p>Using models and maps to talk about contours and slopes. Interpreting and using real-time/live data.</p> <p>Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.</p> <p>Analysing quantitative data in pie charts, line graphs and graphs with two variables.</p>
Key knowledge	<p>To know the name of many countries and major cities in Europe.</p> <p>To know the location of key physical features in the European countries studied.</p> <p>To know that climate zones are areas of the world with similar climates.</p> <p>To name and describe some of the world's vegetation belts.</p>	<p>To know the location of key physical features in countries studied.</p> <p>To know why the ocean is important.</p> <p>To know some positive impacts of humans on the environment.</p> <p>To know some negative impacts of humans on the environment.</p>	<p>To know the name of many countries and major cities in Europe and North and South America.</p> <p>To know the location of key physical features in countries studied.</p> <p>To name and describe some of the world's vegetation belts.</p>

	<p>To know the world's different climate zones.</p> <p>To know some similarities and differences between the UK and the Alps.</p> <p>To know why tourists visit mountain regions, such as the Alps.</p>	<p>To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.</p> <p>To know that a pie chart can represent a fraction or percentage of a whole set of data.</p> <p>To be aware of some issues in the local area.</p> <p>To know what a range of data collection methods look like.</p> <p>To know how to use a range of data collection methods.</p>	<p>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.</p> <p>To know vegetation belts are areas of the world that are home to similar plant species.</p> <p>To name and describe some of the world's vegetation belts.</p> <p>To know which factors are considered before people build settlements.</p> <p>To know a line graph can represent variables over time.</p> <p>To know that natural resources can be used to make energy.</p> <p>To know some negative impacts of humans on the environment.</p> <p>To know that contours on a map show height and slope.</p> <p>To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.</p> <p>To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.</p> <p>To know that a pie chart can represent a fraction or percentage of a whole set of data.</p>
Key vocabulary	<p>atlas</p> <p>mountain range</p> <p>fold mountain</p> <p>longitude</p> <p>latitude</p> <p>hemisphere</p> <p>climate</p> <p>land height</p> <p>sea level</p> <p>human feature</p> <p>physical feature</p> <p>glacier</p>	<p>atmosphere</p> <p>biodegradable</p> <p>buffer</p> <p>coral bleaching</p> <p>coral reef</p> <p>decompose</p> <p>digital map</p> <p>disposable</p> <p>ecology</p> <p>ecosystem</p> <p>erosion</p> <p>geology</p>	<p>agriculture</p> <p>airstrip</p> <p>arid</p> <p>barren</p> <p>biome</p> <p>climate</p> <p>desert</p> <p>desertification</p> <p>drought</p> <p>flash flood</p> <p>mesa</p> <p>mining</p>

	mountain climate temperate forest temperate coniferous trees deciduous trees scale vegetation population leisure tourist tourism recreational land use OS map method risk route	habitat human footprint marine microplastics natural disaster ocean current policy renewable energy single use plastic species water cycle	mushroom rock national park natural arch nature reserve rainfall ranching renewable energy salt flat sand dune sparse time zone tourist attraction vegetation weather
Assessment of progress	Kapow Quizlets for beginning and end of topics. Knowledge Organisers for use throughout each topic End of Year key skills/knowledge teacher assessment.		

Subject: Geography

Year group: Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Why does population change?		Where does our energy come from?		Can I carry out an independent fieldwork enquiry?	
Skills	Locating more countries in Europe and North and South America using maps. Locating key human features in countries studied. Locating many counties in the UK. Confidently locating the twelve geographical regions of the UK. Identifying key physical and human characteristics of the geographical regions in the UK.		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. Locating many cities in the UK. Identifying key physical and human characteristics of		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. Confidently locating the twelve geographical regions of the UK.	

	<p>Explaining why a locality has changed over time, giving examples of both physical and human features.</p> <p>Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.</p> <p>Understanding how climates impact on trade, land use and settlement.</p> <p>Understanding some of the impacts and causes of climate change.</p> <p>Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.</p> <p>Describing and understanding economic activity, including trade links.</p> <p>Suggesting reasons why the global population has grown significantly in the last 70 years.</p> <p>Describing the 'push' and 'pull' factors that people may consider when migrating.</p> <p>Recognising geographical issues affecting people in different places and environments.</p> <p>Describing and explaining how humans can impact the environment both positively and negatively, using examples.</p> <p>Confidently using and understanding maps at more than one scale.</p> <p>Using atlases, maps, globes and digital mapping to locate countries studied.</p> <p>Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.</p> <p>Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.</p>	<p>the geographical regions in the UK.</p> <p>Understanding how land use has changed over time using examples.</p> <p>Explaining why a locality has changed over time, giving examples of both physical and human features.</p> <p>Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance.</p> <p>Using longitude and latitude when referencing location in an atlas or on a globe.</p> <p>Describing and explaining similarities between two environmental regions studied.</p> <p>Describing and explaining differences between two environmental regions studied.</p> <p>Understanding how climates impact on trade, land use and settlement.</p> <p>Using maps to explore wider global trading routes.</p> <p>Understanding some of the impacts and causes of climate change.</p> <p>Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.</p> <p>Describing and understanding economic activity, including trade links.</p> <p>Suggesting reasons why the global population has grown significantly in the last 70 years.</p> <p>Understanding the distribution of natural resources both globally and within a specific region or country studied.</p> <p>Recognising geographical issues affecting people in different places and environments.</p>	<p>Identifying key physical and human characteristics of the geographical regions in the UK.</p> <p>Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.</p> <p>Recognising geographical issues affecting people in different places and environments.</p> <p>Describing and explaining how humans can impact the environment both positively and negatively, using examples.</p> <p>Confidently using and understanding maps at more than one scale.</p> <p>Using atlases, maps, globes and digital mapping to locate countries studied.</p> <p>Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.</p> <p>Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).</p> <p>Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.</p> <p>Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</p> <p>Selecting a map for a specific purpose.</p> <p>Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.</p> <p>Accurately using four and six-figure grid references to locate features on a map in regions studied.</p> <p>Confidently locating features using the 8 points of a compass.</p>
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	<p>Beginning to use thematic maps to recognise and describe human and physical features studied.</p> <p>Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.</p> <p>Accurately using four and six-figure grid references to locate features on a map in regions studied.</p> <p>Confidently locating features using the 8 points of a compass.</p> <p>Following a short pre-prepared route on an OS map.</p> <p>Planning a journey to another part of the world using six-figure grid references and the eight points of a compass.</p> <p>Developing their own enquiry questions.</p> <p>Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.</p> <p>Beginning to use standard field sampling techniques appropriately. Using GIS (Geographical Information Systems) to plot data sets.</p> <p>Using a simplified Likert Scale to record their judgements of environmental quality.</p> <p>Conducting interviews/questionnaires to collect qualitative data.</p> <p>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.</p> <p>Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.</p> <p>Evaluating evidence collected and suggesting ways to improve this.</p>	<p>Describing and explaining how humans can impact the environment both positively and negatively, using examples.</p> <p>Confidently using and understanding maps at more than one scale.</p> <p>Using atlases, maps, globes and digital mapping to locate countries studied.</p> <p>Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.</p> <p>Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).</p> <p>Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.</p> <p>Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</p> <p>Using models and maps to talk about contours and slopes.</p> <p>Selecting a map for a specific purpose.</p> <p>Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.</p> <p>Accurately using four and six-figure grid references to locate features on a map in regions studied.</p> <p>Making sketch maps of areas studied including labels and keys where necessary.</p> <p>Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.</p> <p>Selecting appropriate methods for data collection.</p> <p>Designing interviews/questionnaires to collect qualitative data.</p>	<p>Following a short pre-prepared route on an OS map. Identifying the eight compass points on an OS map.</p> <p>Developing their own enquiry questions.</p> <p>Choosing the best approach to answering an enquiry question.</p> <p>Making sketch maps of areas studied including labels and keys where necessary.</p> <p>Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.</p> <p>Selecting appropriate methods for data collection.</p> <p>Designing interviews/questionnaires to collect qualitative data.</p> <p>Beginning to use standard field sampling techniques appropriately.</p> <p>Using GIS (Geographical Information Systems) to plot data sets.</p> <p>Using a simplified Likert Scale to record their judgements of environmental quality.</p> <p>Conducting interviews/questionnaires to collect qualitative data.</p> <p>Interpreting and using real-time/live data.</p> <p>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.</p> <p>Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.</p> <p>Evaluating evidence collected and suggesting ways to improve this.</p>
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	Analysing quantitative data in pie charts, line graphs and graphs with two variables.	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.	
Key knowledge	<p>To know that the global population has grown significantly since the 1950s.</p> <p>To know which factors are considered before people build settlements.</p> <p>To know migration is the movement of people from one country to another.</p> <p>To know the name of many countries and major cities in Europe and North and South America.</p> <p>To know the name of many counties in the UK.</p> <p>To know the name of many cities in the UK.</p> <p>To confidently name the twelve geographical regions of the UK.</p> <p>To know that London and the South East regions have the largest population in the UK.</p> <p>To know the global population has grown significantly since the 1950s.</p> <p>To know which factors are considered before people build settlements.</p> <p>To know migration is the movement of people from one country to another.</p> <p>To know some negative impacts of humans on the environment.</p> <p>To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.</p>	<p>To know the name of many countries and major cities in Europe and North and South America.</p> <p>To know the name of many cities in the UK.</p> <p>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.</p> <p>To know that natural resources can be used to make energy.</p> <p>To know some positive impacts of humans on the environment.</p> <p>To know some negative impacts of humans on the environment.</p> <p>To know that contours on a map show height and slope.</p> <p>To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.</p> <p>To know what a range of data collection methods look like.</p> <p>To know how to use a range of data collection methods.</p>	<p>To know the name of many countries and major cities in Europe and North and South America.</p> <p>To know the name of many cities in the UK.</p> <p>To confidently name the twelve geographical regions of the UK.</p> <p>To know some positive impacts of humans on the environment.</p> <p>To know some negative impacts of humans on the environment.</p> <p>To know that contours on a map show height and slope.</p> <p>To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.</p> <p>To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.</p> <p>To be aware of some issues in the local area.</p> <p>To know what a range of data collection methods look like.</p> <p>To know how to use a range of data collection methods.</p>

	<p>To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.</p> <p>To know that a pie chart can represent a fraction or percentage of a whole set of data.</p> <p>To be aware of some issues in the local area.</p> <p>To know what a range of data collection methods look like.</p> <p>To know how to use a range of data collection methods.</p>		
Key vocabulary	<p>population</p> <p>densely populated</p> <p>sparsely populated</p> <p>population density</p> <p>population distribution</p> <p>cartogram</p> <p>birth rate</p> <p>death rate</p> <p>natural increase</p> <p>migration</p> <p>migrants</p> <p>refugee</p> <p>push factors</p> <p>pull factors</p> <p>voluntary</p> <p>involuntary</p> <p>region</p> <p>climate</p> <p>climate change</p> <p>fossil fuels</p> <p>greenhouse gases</p> <p>deforestation</p> <p>impact</p> <p>quantitative</p> <p>qualitative</p> <p>air pollution</p> <p>noise pollution</p> <p>Likert scale</p>	<p>biofuel</p> <p>coal</p> <p>consumption</p> <p>contour line</p> <p>crude oil</p> <p>dam</p> <p>emissions</p> <p>energy source</p> <p>hydropower</p> <p>natural gas</p> <p>non-renewable</p> <p>nuclear power</p> <p>Prime Meridian</p> <p>producer</p> <p>regenerate</p> <p>renewable</p> <p>replenish</p> <p>sea level</p> <p>solar power</p> <p>time zone</p> <p>urban planner</p> <p>windpower</p> <p>six-figure grid reference</p>	<p>analyse</p> <p>audience</p> <p>city</p> <p>data</p> <p>data collection methods</p> <p>enquiry</p> <p>evidence</p> <p>impact</p> <p>improvement</p> <p>issue</p> <p>justify</p> <p>plot</p> <p>presenting</p> <p>process</p> <p>recommendation</p> <p>region</p> <p>risk</p> <p>route</p> <p>subjective</p> <p>viewpoint</p>

Assessment of progress	Kapow Quizlets for beginning and end of topics. Knowledge Organisers for use throughout each topic End of Year key skills/knowledge teacher assessment.
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