Linden Primary School Geography Curriculum Map

Geography		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Substantive 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. To know that an aerial photograph is a photograph taken from the air above. 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).		The name of two continents (Europe and Asia). That a continent is a group of countries. That they live in the continent of Europe. That the UK is short for 'United Kingdom'. That a country is a land or nation with its own government. That the United Kingdom is made up of four countries and their names. The name of the country they live in. **Human and physical geography** The four seasons of the UK. That 'weather' refers to the conditions outside at a particular time. That different parts of the UK often experience different weather. That a weather forecast is when someone tries to predict what the weather will be like in the near future. That weather conditions can be measured and recorded.		To know the name of the 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 life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours. 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.	

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	Disciplinary Knowledge	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. 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.		**Locational knowledge** 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. Showing on a map which country they live in and locating its capital city. **Human and physical geography** 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. **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.		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. 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.	

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		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.		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. Using an atlas to locate the four countries in the UK. Responding to instructions using directional language to follow routes. Recognising local landmarks on aerial photographs.		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 correct relation to each other on a sketch map.	

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				Asking questions about the world around them.			
	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 capital city climate compass continent country direction land locate location map rain gauge season temperature thermometer weather weather vane		continent country different directional language e.g. near, far, next to, behind, etc. key human feature map physical feature similar symbol	
Year 2	Substantive Knowledge	To know some similarities and differences between their local area and a contrasting non European country. 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 that the North Pole is the northernmost point of the Earth and the South Pole is the		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. To know some key physical features of the UK.		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. To know that coasts (and other physical features) change over time. To know some key physical features of the UK. To know that a sea is a body of water that is smaller than an ocean.	

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		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. To be able to name the seven continents of the world. To know that a globe is a spherical model of the Earth. To begin to recognise world maps as a flattened globe.		To know some key human features of the UK. 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.		To know some key human features of the UK. 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. To know that a pictogram is a chart that uses pictures to show data.	
	Disciplinary Knowledge	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 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.		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	

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		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.		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.		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	

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				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. 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.		and commenting on what the data shows. Asking and answering simple questions about data.	

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				Asking and answering simple questions about data.			
	Vocabulary	arid climate compass continent country desert Equator globe grasslands human feature ice sheet land locate map mild ocean pack ice physical feature polar rain gauge rainforest rural savannah sea temperate temperature thermometer tropical urban vegetation weather		aerial photograph capital city continent country data collection fieldwork human feature key lake land landmark locate location map north physical feature ocean OS map river sample sea scale symbol tally chart vegetation		arch aquarium bay capital city city cliff coast coastline country data collection fieldwork island harbour human feature location locate mudflat ocean physical feature pictogram pier sand dunes sea stack tally chart tourist town village	
Year 3	Substantive Knowledge	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 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 the name of some counties in the UK (local to your school).	

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		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. 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. 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. To recognise world maps as a flattened globe.		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 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 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 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.	

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		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.		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. 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 that the hottest biomes are found between the Tropics of Cancer and Capricorn. 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		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.	

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				from the natural environment. 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.			
	Disciplinary 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'. Identifying how topographical features studied have changed over time using examples.		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. 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.		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). Beginning to locate the twelve geographical regions of the UK.	

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		Describing how a locality has changed over time, giving examples of both physical and human features. Describing how and why humans have responded in different ways to their local environments. 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. 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.		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. 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.		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. 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 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.	

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		Observing, recording, and naming geographical features in their local environments. Using simple sampling techniques appropriately. 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.		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. 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.		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. 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.	

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				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.		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 geograp	
	Vocabulary	active volcano climate change composite volcano crust		climate climate zone compass points direction		agricultural land capital city commercial land compare	

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		dormant volcano earthquake epicentre extinct volcano 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 natural rock negative effects plate boundary positive effects pyroclastic flow sedimentary rock seismic waves shield volcano tectonic plate tsunami vent volcanic mountain volcanic springs		drifting ice hemisphere ice sheet ice shelf iceberg lines of latitude lines of longitude treaty		country border county dispersed facilities land use legend linear local memorial metro monument nucleated place of worship recreational land region residential land settlement transportation	
Year 4	Substantive Knowledge	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. To know that biomes are areas of the world with similar climates, vegetation and animals. To know the world's biomes.		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.	

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		To know that climate zones are areas of the world with similar climates. 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 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. 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 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. 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 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.	

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		To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. 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. 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 the hottest biomes are found between the Tropics of Cancer and Capricorn. To know that climates can influence the foods able to grow. 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. 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,		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 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,	

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		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.		thoughts and feelings and is often subjective.		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.	
	Disciplinary 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 some key human features in countries studied. Locating some of the world's most significant		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		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	

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		rivers and identifying any patterns. 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. 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		this impacts our environmental regions. 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. 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. 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.		on a map and identifying any patterns. 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. Describing how and why humans have responded in different ways to their local environments. 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.	

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		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. 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 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. Beginning to use maps at more than one scale.		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. Describing how humans can impact the environment both positively and negatively, using examples. 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. Beginning to choose the best approach to answer an enquiry question.		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. 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.	

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		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. 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.		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/interviews to collect qualitative fieldwork data. Using a questionnaire/interviews to collect quantitative 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.		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.	

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		Using a questionnaire/interviews to collect quantitative 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.				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. 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.	
	Vocabulary	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		air freight carbon footprint consume distribution export fertiliser food bank food miles grant import pesticides produce qualitative quantitative reliability responsible trade sample size scale bar		condensation delta estuary evaporation flooding floodplain groundwater irrigation leisure meander oxbow lake percolation precipitation river mouth source transpiration tributary valley	

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		logging method mining present questionnaire quote risk route summarise Tropic of Capricorn Tropic of Cancer understory layer vegetation vegetation belts		seasonal food source sustainability trade trend		water cycle waterfall	
Year 5	Substantive Knowledge	To know the name of many countries and major cities in Europe and North and South America. To know some similarities and differences between the UK and a European mountain region. To know the location of key physical features in countries studied. To know why tourists visit mountain regions. 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 be aware of some issues in the local area.		To know the location of key physical features in countries studied. To know why the ocean is important. To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment. 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 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. 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. 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.	

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		To know what a range of data collection methods look like. To know how to use a range of data collection methods.		To know what a range of data collection methods look like. To know how to use a range of data collection methods.		To know which factors are considered before people build settlements. To know a line graph can represent variables over time. To know that natural resources can be used to make energy. To know some negative impacts of humans on the environment. 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.	
	Disciplinary Knowledge	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 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 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.	

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		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 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. 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. Describing and understanding the key aspects of the six biomes. Describing and understanding the key		Identifying significant environmental regions on a map. 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. 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. 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.		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 vegetation belts and identifying any patterns. Confidently 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. Describing and explaining similarities between two environmental regions studied.	

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		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. 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		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. 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.		Describing and explaining differences between two environmental regions studied. 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 humans have used desert environments. 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	

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		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. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.		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 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.		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. 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.	

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						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.	
	Vocabulary	atlas climate climate change coniferous trees data deciduous trees enquiry fold mountain glacier hemisphere human feature land height latitude leisure longitude method mountain climate mountain range OS map physical feature population questionnaire sea level recreational land use risk route scale temperate temperate forest tourism tourist vegetation		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		agriculture airstrip arid barren biome climate desert desertification drought flash flood mesa mining mushroom rock national park natural arch nature reserve rainfall ranching renewable energy salt flat sand dune sparse time zone tourist attraction vegetation weather	

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Year 6	Substantive Knowledge	To know that 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 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. 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 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. 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. 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. 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 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. To confidently name the twelve geographical regions of the UK. To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment. 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.	

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		To know some negative impacts of humans on the environment. 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.					
	Disciplinary Knowledge	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.		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 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.	

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		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. 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. 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		Locating many cities in the UK. 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. 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. 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.		Confidently locating the twelve geographical regions of the UK. Identifying key physical and human characteristics of the geographical regions in the UK. 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. 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	

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		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. 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.		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. Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied.		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. Developing their own enquiry questions.	

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		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 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.		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.		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,	

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		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.		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. 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.		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.	
	Vocabulary	air pollution birth rate cartogram climate climate change conclusions death rate deforestation		biofuel coal consumption contour line crude oil dam emissions energy source		analyse audience city data data collection methods enquiry evidence impact	

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		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		hydropower natural gas non-renewable nuclear power Prime Meridian producer regenerate renewable replenish sea level solar power time zone urban planner windpower six-figure grid reference		improvement issue justify plot presenting process recommendation region risk route subjective viewpoint	