Geography Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Outdoor Adventures: Exploring the seasons	Outdoor Adventures: Explore the natural world around them.	Around the World: Recognise some environments that are different from the one in which they live.	Outdoor Adventures: Exploring the weather	Outdoor Adventures: Nature catchers	Exploring maps: Draw information from a simple map
Year 1	Geography – Hot and cold areas of the world. **(Weather and Climate)**		Geography – UK Countries and capital cities. **(Settlements and land use)**		Geography – Fieldwork in the school grounds. **(Environments)**	
Year 2		Geography – Small area of the UK -where I live and play. **(Settlements and land use)**		Geography – Small area in a contrasting non- European country. **(Population and Migration)**		Geography – Seasonal and daily weather. **(Weather and Climate)**
Year 3		Geography – The region where I live (UK). OS map work plus fieldwork. **(Environments)**		Geography – Key aspects of volcanoes and earthquakes. **(Landforms)**		Geography – A region in the UK – Lake District. **(Landforms)**
Year 4	Geography – Rubbish and recycling – environmental study **(Raw materials, goods and trade)**		Geography – Contrasting region in a European country. **(Population and Migration)**		Geography – Key aspects of rivers. **(Landforms)**	
Year 5		Geography – World food – where does it come from? **(Raw materials, goods and trade)**		Geography – Human geography, Population Study **(Population and Migration and Environments)**		Geography – Contrasting region – Amazon, Basin, rainforest, biomes. **(Environments)**
Year 6	Geography – World's countries and key features – research. **(Settlements and land use)**		Geography – UK cities, countries and key features – research. **(Population and Migration)**		Geography – Human geography, land use, economic activity, OS map work. **(Settlements and land use)**	

The topics chosen for our curriculum ensure National Curriculum coverage over both Key Stage 1 and Key Stage 2.

We plan Geography using the Lancashire County Council scheme of work, which we have adapted to suit our needs. As our school has mixed aged classes, we plan Geography on a 2 year cycle to ensure all children have complete coverage of the National Curriculum and have access to the same experiences.

National Curriculum Strands

Key stage 1

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:

Locational knowledge

Human and physical geography

- 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

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

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Pupils should be taught to:

Locational knowledge

- 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

Place knowledge

- 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

Human and physical geography

- 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

Geographical skills and fieldwork

- 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

National Curriculum Strands

Key stage 2

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:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- 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)

Place knowledge

- 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,

Human and physical geography

- 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 activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- 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.

Key stage 2

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Locational knowledge

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- 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

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,

Human and physical geography

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle , rivers, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

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- 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)

Place knowledge

- 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

Human and physical geography

- 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 activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

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National Curriculum Strands

Key stage 2

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- 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)

Place knowledge

- 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

Human and physical geography

- 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 activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

YEAR GROUP	Nursery – Early Years People, Culture & Communities					
Block:	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic:	Outdoor Adventures: Exploring the seasons	Outdoor Adventures: Explore the natural world around them.	Around the World: Recognise some environments that are different from the one in which they live.	Outdoor Adventures: Exploring the weather	Outdoor Adventures: Nature catchers	Exploring maps: Draw information from a simple map
Substantive Concept:	*Weather and Climate*	*Environments*	*Settlements and Land Use*	*Weather and Climate*	*Environments*	*Settlements and Land Use*
Intent	Outdoor Adventures Exploring the seasons Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them	Outdoor Adventures- Dress the teddy Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them	Around the World Recognise some environments that are different from the one in which they live. Draw information from a simple map Recognise some similarities and differences between life in this country and life in other countries.	Outdoor Adventures- exploring the weather Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them	Outdoor Adventures- nature catchers Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them	Exploring maps Draw information from a simple map
Key Vocabulary	Seasons, Winter, Spring, Summer, Autumn, home, houses, flat, bungalow, cottage, castle, caravan, tent, roof, wall, window, door, chimney, floor,	Bonfire Night Bonfire, spark, sparklers, smoke, explosion, whistle, pop, bang, crackle, safely, warm	Wild, forest, hibernate, growl, hunting, swim, fish, strong, dangerous, habitat, cub, dens, claws, polar, brown, black.	Life cycle, hatch, change, grow, swim, legs, tail, froglet, tadpole, frogspawn, hop, move, breathe, wet, sprout, stem, petal, pot, soil, seed, water, watering can,	Silk, thread, trap, catch, insect, sticky, crawl, weave, prey, web.	London, city, river, bridge, famous, landmark, Big-Ben, palace, Tower Bridge, London Eye, taxi.

	living room, bathroom, bedroom, furniture, family, neighbour.			garden, root, shoot, sunlight, warm		
Skills specific to topic	To use senses to explore the world around them. To be able to identify similarities and differences between themselves and peers.	To use senses to explore the world around them.	Make comparisons between habitats of farm animals and wild animals. To be able to identify similarities and differences between themselves and peers.	To use senses to explore the world around them.	To use senses to explore the world around them.	To be able to identify similarities and differences between themselves and peers.

YEAR GROUP	YEAR 1 – Key Stage One - Cycle A		
Skills to be practised:	S1 Ask simple geographical questions e.g. What is it like live in this place? S2 Use simple observational skills study the geography of the school and its grounds S3 Use simple maps of the local area for e.g. large scale, pictorial etc S4 Use locational and directional language for e.g. near and far; left and right to describe the location of features and routes S5 Make simple maps and plans for e.g. pictorial place in a story S6 Use maps and atlases to identify the United Kingdom and its countries and seas		
Block:	AUTUMN 1	SPRING 1	SUMMER 1
Topic:	PENGUINS POSSUMS AND PIGS Hot and Cold areas of the world.	FAMILY ALBUM UK Countries and Capital Cities.	THE GREAT OUTDOORS Fieldwork and map work exploring
Intent	Our children will begin to think like a geographer. They will explore hot and cold places of the world and use their knowledge to compare these countries to the UK. Children will investigate animals, plants and weather.	Our children will learn to name, locate and identify the characteristics of the four countries of the United Kingdom (England, Scotland, Wales and Northern Ireland) as well as their capital cities (London, Edinburgh, Cardiff and Belfast) and its surrounding seas (North Sea, English Channel, Irish Sea and St George's Channel.)	Our children will learn simple fieldwork skills, including observation and recording, to study the geography of our school and its grounds. Children will investigate the location of their school and identify the key human and physical features of it's surrounding environment, e.g. The town of Bamber Bridge and the town of Preston of which it is part of. They will consider similarities and differences between their own school's environment and others.
New Knowledge (Learnt within this year group)	**Locational Knowledge:** Locate and label the position of the Equator and the North and South Poles in relation to the seven continents and five oceans. Name some of the countries through which the Equator passes (Indonesia, Kenya, Brazil) **Human/ Physical Geography:** Identify the location of hot and cold areas of the world (Africa and Antarctica) in relation to the Equator and the North and South Poles.	**Locational knowledge** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (Capital cities: England – London, Wales – Cardiff, Scotland – Edinburgh, Northern Ireland – Belfast. Seas surrounding UK: North Sea, English Channel, Irish Sea, Atlantic Ocean)	**Locational knowledge** Locate and investigate a small area of the United Kingdom **Human/ Physical Geography:** Revisit seasonal and daily weather patterns in the United Kingdom. **Mapwork** Use large scale maps and aerial photos of the school and local area. (Digimaps and OS maps of Bamber Bridge and school grounds)

	Identify a range of animals (and plants) that live in hot and cold places of the world. Antarctica animals: Emperor Penguin, Blue Whale, Orcas, Wandering Albatross. Antarctica plants: Antarctica Hair Grass (Deschampsia Antarctica) Antarctic Pearlwort (Colobanthus Quitensis) Compare the sorts of animals found in hot/cold places with animals in the UK. UK animals: Sheep, Horses, Red Deer, Hedgehogs) **Use of technology** Use simple electronic maps	**Human and Physical Geography** Use basic geographical vocabulary to refer to physical and human features. **Mapping** Use a range of maps and globes (including picture maps) at different scales. Know that symbols mean something on maps. Recognise simple features on maps e.g. buildings, roads and fields Recognise landmarks and basic human features on aerial photos. Use vocabulary such as bigger/smaller; near/far **Fieldwork** Use simple compass directions (NSEW). **Use of technology** Do simple online geographic searches	Follow a route on a map starting with a picture map of the school. Use and construct basic symbols in a map key. (Within our local area of Bamber Bridge: place of worship, railway station, post office, railway crossing, motorway, footpath, level crossing, school) Draw a simple map, eg a route map Look down on objects and make a plan e.g. of the classroom, playground and school ground. Know which direction North is on an OS map. **Fieldwork** Use simple compass directions (NSEW). Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds. Use cameras and audio equipment to record geographical features, changes, differences Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. **Use of technology** Use a postcode to find a place on a digital map.
Prior Knowledge	EYFS – Autumn 1 Topic - Ourselves - Best of British Talks about the features of their own immediate environment and how environments might vary from one another Makes observations of animals and plants and explains why some things occur, and talks about changes (B to 5 UTW Range 6) (Seasonal walks – exploring how our environment has changed throughout Autumn	EYFS - Spring 2 Topic – Come outside! Explores the natural world around him/her, making observations… (B to 5 UTW ELG) Knows some similarities and differences between the natural world around them and contrasting environments, drawing on his/her experiences… (B to 5 UTW ELG) (Explore the natural world around them making observations and drawing pictures of plants.)	Summer 1 Topic - Superheroes – Seasonal change Talks about the features of their own immediate environment and how environments might vary from one another (B to 5 UTW Range 6) EYFS – Autumn 1 Topic - Ourselves - Best of British

	to Winter to Spring and Summer. Daily checks on the weather) 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 (B to 5 UTW ELG) (UK places and Landmarks - Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps.)		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 (B to 5 UTW ELG) (UK places and Landmarks - Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps.)
Future Knowledge	Year 4 Spring 1 - Contrasting region in a European country. Map work and Compare and contrast	Year 2 (Aut 2) - Small area of the UK -where I live and play. Map work and Fieldwork **(Highlighted as not a topic from KS2)**	Year 3 – (Aut 1) - The region where I live (UK). OS map work plus fieldwork. Map work and Fieldwork.
Key Vocabulary	Hot, cold, country, world, weather, equator, poles, North Pole, South Pole, animals, habitats, plants, country, town, city, travel, landmark, United Kingdom, Scotland, Northern Ireland, Wales, English Channel, North Sea, Irish Sea, Atlantic ocean, seven continents, five oceans.	Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation, city, town, village, factory, farm, house, office, port, harbour, shop.	Bamber Bridge, Preston, postcode, Fieldwork, map, globe, route, compass, North, East, South, West, direction, location, environment, village, town, city, seasons, weather, labels, symbols, direction, human features, physical features, man-made. Weather, seasons, vegetation, buildings, bigger, smaller, near, far
Skills specific to topic	S1 Ask simple geographical questions e.g. What is it like live in this place? Investigate through observation and description	S3 Use simple maps of the local area for e.g. large scale, pictorial etc S6 Use maps and atlases to identify the United Kingdom and its countries and seas	S2 Use simple observational skills study the geography of the school and its grounds S4 Use locational and directional language for e.g. near and far; left and right to describe the location of features and routes S5 Make simple maps and plans for e.g. pictorial place in a story Recognise differences between their own and others' lives.

YEAR GROUP	YEAR 2 – Key Stage One - Cycle B		
Skills to be practised:	S1 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. S2 Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map S3 Devise a simple map; and use and construct basic symbols in a key S4 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key S5 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		
Block:	AUTUMN 2	SPRING 2	SUMMER 2
Topic:	THE PLACE WHERE I LIVE – Small area of the UK -where I live and play.	EXPLORERS - Small area in a contrasting non-European country.	WIND IN THE WILLOWS – Seasonal and daily weather.
Intent	Our children will begin to use world maps, atlases and globes. They will study a map of the local area, including where they live, and begin to understand that symbols on a map have meaning. They will look at maps at different scales and begin to construct their own maps using symbols.	In this theme, children will learn about a small area within a contrasting non-European country. Although exploring a small area in detail, the children still need to be aware of its broader geographical context, such as the country/continent in which it is located (Kenya or Uganda, Africa). Children will explore similarities and differences between the small area being studied and areas with which they are more familiar.	In this theme, children will learn about seasonal and daily weather patterns in the United Kingdom. They will observe and record weather conditions and start to consider how these affect human activity. Although this theme is placed in the summer term, it is likely that children will consider seasonal changes over the course of the whole year (or key stage). The activities described are transferable to the season in which the term falls. During the term, children will be thinking about what happens during the season of Spring/ Summer, what the weather is like in summer including what happens to the length of the day, and what happens to plants and animals. Children will make links to learning in science and previous work on hot and cold places of the world in Year One.

New Knowledge (Learnt within this year group)	**Mapping** Use a range of maps (including picture maps) at different scales. Know that maps give information about places in the world (where/what?). Locate land and sea on maps. Use large scale maps and aerial photos of the school and local area. Recognise simple features on maps e.g. buildings, roads and fields. Recognise landmarks and basic human features on aerial photos. Know that symbols mean something on maps. **Fieldwork** Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. Use cameras and audio equipment to record geographical features, Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. **Use of technology** Add simple labels to a digital map. Use programmable toys to move around a course following directional instructions.	**Locational and Place Knowledge** Name and locate the world's seven continents and five oceans. Small area in a contrasting non-European country. (Kenya/ Uganda, Africa) **Human and Physical Geography** Identify 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 and key human features (from the key learning). **Mapping** Know that maps give information about places in the world (where/what?). Recognise that maps need titles. **Use of technology** Use the zoom facility of digital maps and understand what zooming in and out means.	**Locational Knowledge** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (e.g. on a weather map). **Human and Physical Geography** Identify seasonal and daily weather patterns in the United Kingdom Use basic geographical vocabulary to refer to key physical features including season and weather. **Mapping** Use and construct basic symbols in a map key (weather symbols). Begin to realise why maps need a key. Find a given OS symbol on a map. **Fieldwork** Use simple compass directions (NSEW). Revisit the use of aerial photos and plan perspectives to recognise landmarks and basic human and physical features. **Use of technology** Describe and label electronic images produced.
Prior Knowledge	Talks about the features of their own immediate environment and how environments might vary from one another (B to 5 UTW Range 6) Makes observations of plants and explains why some things occur, and talks about changes (B to 5 UTW Range 6)	Explores the natural world around him/her, making observations. (B to 5 UTW ELG) Knows some similarities and differences between the natural world around them and contrasting environments, drawing on his/her experiences. (B to 5 UTW ELG)	Looks closely at similarities, differences, patterns and change in nature (B to 5 UTW Range 6) Talks about the features of their own immediate environment and how environments might vary from one another (B to 5 UTW Range 6)

	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; (B to 5 UTW ELG)		Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (B to 5 UTW ELG)
Future Knowledge	Year 3 (Sum 2) – A region in the UK – Lake District. Settlements and land use	Year 4 (Spr 1) Contrasting region in a European country. Population and Migration	Year 4 (Spr 1) Contrasting region in a European country. Population and Migration (looking at weather and climate alongside this)
Key Vocabulary	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, city, town, village, factory, farm, house, office, port, harbour and shop, bigger/smaller, near/far, buildings, roads and fields.	Map, bigger, smaller, near, far, land, sea, school, local, buildings, roads, fields, landmarks, aerial photos, symbols, town, city, country, continent, Europe, Non-European	Environment, seasons, weather, symbols, direction, weather, seasons, vegetation, buildings human activity, weather forecast, record, rain gauge, wind vane, wind, rain, sun, fog, mist, snow.
Skills specific to the topic	S1 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. S3 Devise a simple map; and use and construct basic symbols in a key S4 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key S5 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.	S1 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.	S2 Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map S4 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

YEAR GROUP	YEAR 3 – Lower Key Stage Two- Cycle A		
Skills to be practised:	S1 Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if…continues? S2 Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. S3 Recognise that different people hold different views about an issue and begin to understand some of the reasons why S4 Communicate findings in ways appropriate to the task or for the audience. S5 Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc. S6 Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office S7 Make more detailed fieldwork sketches/diagrams S8 Use fieldwork instruments e.g. camera, rain gauge S9 Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features S10 Use four figure grid references S11 Use the 8 points of a compass S12 Make plans and maps using symbols and keys		
Block:	AUTUMN 2	SPRING 2	SUMMER 2
Topic:	THERE'S NO PLACE LIKE HOME The Region where I live (UK). OS map work plus fieldwork.	ROCK AND ROLL Key aspects of volcanoes and earthquakes.	WHAT THE ROMANS DID FOR US A region in the UK – Lake District.
Intent	Our children will explore our local village of Bamber Bridge using OS maps, interpreting OS symbols. Children will explore how Bamber Bridge has changed over time and a local parishioner comes into school to share his experiences of Bamber Bridge from his childhood. Children learn the difference between Physical and Human features of our local area. We end the topic with a fieldtrip to Bamber Bridge to complete traffic surveys and identify Physical and Human features.	Our children will learn where and why earthquakes and volcanoes occur. They will explore the earth's structure and learn about the tectonic plates making up the Ring of Fire. Children will use maps to locate the northern and Southern Hemisphere and locate tectonic plates. They will compare two types of volcanoes and be able to explain how and why they erupt. The children will study two case studies: Fuego Volcano in Guatemala and Tohoku Earthquake in Japan.	The purpose of this theme is for the children to study a region of the United Kingdom in which they live. It builds on work based on the local area covered earlier in the year in the theme 'There's No Place Like Home'. Our chosen region is the Lake District in Cumbria. The children will study key aspects of human and physical geography in the Lake District. They will consider geographical similarities and differences between the Lake District and other regions of the world or the UK, including their own locality. (Children will also refer back to their learning on the Lake District when studying other regions later in KS2).

New Knowledge (Learnt within this year group)	**Location and Place Knowledge** Name and locate counties and cities of the United Kingdom. A region of the United Kingdom (Our local area, Preston specifically Bamber Bridge) **Mapping** Use a wider range of maps including digital (digimaps), atlases and globes. Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. Use maps at more than one scale. Recognise that larger scale maps cover less area. Make and use simple route maps (Routes around Bamber Bridge from a known location). Recognise patterns on maps and begin to explain what they show. Create maps of small areas with features in the correct place. (Sketch of our school grounds) Recognise some standard OS symbols. Link features on maps to photos and aerial views. Relate measurement on large scale maps to measurements outside. **Fieldwork** Use the eight points of a compass. Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. (Sketch maps of our school grounds and photographs taken during fieldwork.) Make links between features observed in the environment to those on maps and aerial photos.	**Location and Place Knowledge** Locate the world's countries (in relation to the Ring of Fire). Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. **Mapping** Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. Use the index and contents page of atlases. Link features on maps to photos and aerial views. **Human and Physical Geography** Describe and understand key aspects of: - physical geography including volcanoes and earthquakes. (Shield and Stratovolcano/ Composite volcano) - human geography including types of settlement and land use. (Land use near volcanoes – fertile soil, tourism) (Human activity in Japan and how they are equipped to cope with earthquakes) **Enquiry and Investigation** Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes. **Communication** Identify and describe geographical features, processes (changes), and patterns. Use geographical language relating to the physical and human processes detailed in the programmes of study.	**Place Knowledge** A region of the United Kingdom. (The Lake District) **Human and Physical Geography** Describe and understand key aspects of: - physical geography, including: vegetation belts, rivers, mountains. (Creative opportunity to recreate physical features of the Lake District, for example, model of Scafell Pike/ Coniston old man) - human geography, including: types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water. (Linked to advantages and disadvantages of tourism in the Lake District) **Mapping** Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. (Use of digimaps to use coordinates and OS symbols) Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. Recognise patterns on maps and begin to explain what they show. (Focus on contours) Use the index and contents page of atlases. Label maps with titles to show their purpose. Recognise that contours show height and slope. Use four figure coordinates to locate features on maps. (Map of the lakes – Ambleside/ Windermere/ Grasmere) Recognise some standard OS symbols (picnic site, castle, cycle trail, camp site, footbridge, cliff, viewpoint, nature reserve, lake)

	Human and Physical Geography Describe and understand key aspects of physical geography and human geography, including: types of settlement and land use etc. (Explored through map comparisons over the years and through fieldwork) **Enquiry and Investigation** Ask more searching questions including, 'how?' and 'why? as well as, 'where?' and 'what?' when investigating places and processes. **Use of ICT/Technology** Draw and follow routes on digital maps	Communicate geographical information through a range of methods including presentations. (News report and Non-Chronological report) **Use of ICT/Technology** Use the zoom facility on digital maps to locate places at different scales. (Use of interactive map of Volcanoes and Earthquakes worldwide) View a range of satellite images. Use presentation/multimedia software to record and explain geographical features and processes. Make use of geography in the news – online reports and websites. (News reports of Fuego Volcano in Guatemala and Tohoku Earthquake in Japan.)	Link features on maps to photos and aerial views. Use a scale bar to calculate some distances. (From Ambleside to Windermere, from South Lakes to North Lakes) **Fieldwork** Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. (An area in Bamber Bridge to study on a map first and sketch) Make links between features observed in the environment to those on maps and aerial photos. **Enquiry and Investigation** Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes. Make comparisons with their own lives and their own situation.
Prior Knowledge	Year 1 – Spring 1 Topic - UK Countries and Capital Cities. What is special about where we live? **Locational knowledge** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (Capital cities: England – London, Wales – Cardiff, Scotland – Edinburgh, Northern Ireland – Belfast. Seas surrounding UK: North Sea, English Channel, Irish Sea, Atlantic Ocean)	EYFS – Summer 2 Topic Geography - Under the Sea - The natural world including animals (Landforms) Recognise some environments that are different to the one in which they live Explore the natural world around them making observations and drawing.	Year 3 – Spring 2 Topic Key aspects of volcanoes and earthquakes. (Landforms) **Mapping** Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. Use the index and contents page of atlases. Link features on maps to photos and aerial views. **Human and Physical Geography** Describe and understand key aspects of:

	Year 2 - Autumn 2 Topic - Geography – Small area of the UK -where I live and play. **Mapping** Use a range of maps (including picture maps) at different scales. Know that maps give information about places in the world (where/what?). Locate land and sea on maps. Use large scale maps and aerial photos of the school and local area. Recognise simple features on maps e.g. buildings, roads and fields. Recognise landmarks and basic human features on aerial photos. Know that symbols mean something on maps.		- physical geography (Landscape, landforms) - human geography including types of settlement and land use. (Why people choose to live in countries with volcanoes and earthquakes, what is the land like – fertile soil)
Future Knowledge	Year 6 – (Spr 1) - UK cities, countries and key features – research. Map work and Compare and contrast. Year 6 – (Sum) - Human geography, land use, economic activity, OS map work. Map work and Fieldwork	Year 4 (Sum 2) - Key aspects of rivers. (Landforms)	Year 4 (Sum 2) - Key aspects of rivers. (Landforms)
Key Vocabulary	Ordinance Survey (OS), symbols, local, village, town, city, country, United Kingdom, England, Scotland, Ireland, Wales, Human features, Physical features, road, motorway, compass, North, East, South, West, North East, North West, South East, South West	Core, crater, crust, earthquake, epicentre, erupt, lava, molten, magma, mantle, seismic waves, tectonic plates, volcano.	Fieldwork, map, globe, route, compass, North, East, South, West, direction, location, environment, village, town, city, seasons, weather, labels, symbols, direction, human features, physical features, man-made. Weather, seasons, vegetation, buildings, tarn, fell, water, lake
Skills specific to topic	S1 Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues? S2 Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.	S1 Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues? S2 Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.	S1 Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues? S3 Recognise that different people hold different views about an issue and begin to understand some of the reasons why S4 Communicate findings in ways appropriate to the task or for the audience.

	S4 Communicate findings in ways appropriate to the task or for the audience. S6 Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office S7 Make more detailed fieldwork sketches/diagrams S8 Use fieldwork instruments e.g. camera, rain gauge S10 Use four figure grid references S11 Use the 8 points of a compass S12 Make plans and maps using symbols and keys	S3 Recognise that different people hold different views about an issue and begin to understand some of the reasons why S4 Communicate findings in ways appropriate to the task or for the audience. S9 Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features	S5 Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc. S6 Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office S7 Make more detailed fieldwork sketches/diagrams S8 Use fieldwork instruments e.g. camera, rain gauge S9 Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features S10 Use four figure grid references S12 Make plans and maps using symbols and keys

YEAR GROUP	YEAR 4 – Lower Key Stage Two- Cycle B		
Skills to be practised:	S1: Understand and use a widening range of geographical terms S2: Measure straight line distances using the appropriate scale S3: Explore features on OS maps using 6 figure grid references S4: Draw accurate maps with more complex keys. S5: Plan the steps and strategies for an enquiry		
Block:	AUTUMN 1	SPRING 1	SUMMER 1
Topic:	THE GREAT PLAGUE Rubbish and recycling – environmental study (Raw materials, goods and trade)	PASSPORT TO EUROPE Contrasting region in a European country. (Population and Migration)	WATER WATER Key aspects of rivers. (Landforms)
Intent	In this unit children will learn about the importance of taking care of the environment. They will consider environments at a range of scales from their classroom to the whole world. It will include issues around litter and waste e.g. damage to the environment; reducing the level of resource use; and reuse, as well as recycling, of resources. Children will recognise how people can adversely affect, as well as improve, the environment. They will begin to identify and explain differing views that people have about topical environmental and geographical issues.	In this theme, children will learn about a region in a European country. We have chosen to study a region of France, the Paris Basin Paris might be a place with which some of the children have links, or a place known to the teacher. It has links with the Modern Foreign language chosen for study at KS2. Although they are exploring a region in detail, the children still need to be aware of its broader geographical context, such as the country and continent in which it is located. Children will explore similarities and differences between Paris, France and regions of the UK with which they might be more familiar.	In this theme, children will learn about rivers and the water cycle. They will learn about this in the context of a local river study (River Ribble) and/or key aspects of the main rivers in the UK (River Thames) and in the wider world. Children will learn that rivers have sources, channels, tributaries and mouths, that they receive water from a wide area and that most flow eventually into a lake or the sea. They will learn that human activity affects and is influenced by rivers. They will link their learning about rivers to other bodies of water such as reservoirs, lakes, seas and oceans. In Lower Key Stage 2 they also study Earthquakes and Volcanoes (Landforms).
New Knowledge (Learnt within this year group)	**Locational Knowledge** Name and locate counties and cities of the United Kingdom (Preston, Bamber Bridge, Leyland) **Human and Physical Geography** Describe and understand key aspects of human geography including types of land use.	**Locational Knowledge** Locate the world's countries, using maps to focus on Europe (specifically France and its surrounding countries) Identify the position of latitude, longitude, Equator, Northern Hemisphere.	**Locational Knowledge** Locate the world's countries, using maps to focus on Europe and North and South America. (focus on world rivers e.g. The Amazon - Brazil, The Nile – runs through Egypt, Sudan, Northern Africa, The Ganges – India and Bangladesh)

	(Looking at landfill areas in Preston, Blackpool, Wigan etc) **Mapping** Use a wider range of maps (including digital), and atlases to locate features studied. (Looking on local maps using digimaps for local landfill sites and local recycling centres in the North West) Use maps and diagrams from a range of publications e.g. recycling/waste site maps and plans from the local Council website. (Global Renewables in Leyland) Use maps at more than one scale. Recognise patterns on maps and begin to explain what they show. (Patterns to where recycling centres are – why are they located there?) Use 4 figure coordinates to locate features on maps. Use plan views. Recognise some standard OS symbols. Link features on maps to photos and aerial views. **Fieldwork** Observe, measure and record the human and physical features in the local area using a range of methods including cameras and other digital devices. (Calculate the amount of rubbish produced by the class in one week. Save and categorise all rubbish produced – create graphs and look at whether we can recycle these materials) **Enquiry and Investigation** Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and	**Place Knowledge** A region in a European country. (France, specifically the 13 regions: Hauts-de-France, Normandie, Bretagne, Ile-de-France, Grand-Est, Pays-de-la-Loire, Centre-Val-de-Loire, Bourgogne-Franche-Comte, Nouvelle-Aquitaine, Auvergne-Rhone-Alpes, Occitanie, Provence-Alpes-Cote d'Azur, Corse) **Human and Physical Geography** Describe and understand key aspects of: - physical geography, including: climate zones, vegetation belts, rivers, mountains. - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (including tourism). **Mapping** Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. (Maps of Europe, specifically France – proximity to UK, surrounding countries etc) Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. Use the index and contents page of atlases. Link features on maps to photos and aerial views. (Use of digimaps to use coordinates and OS symbols) (Use of Google maps Street View to view Parisian sites) Use a scale bar to calculate some distances.	Name and locate counties and cities of the United Kingdom. (Links to London – River Thames, Newcastle - River Tyne, Wales - The Wye, Liverpool - The Mersey, Scotland –Tay, Northern Ireland – River Bamm). Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. **Human and Physical Geography** Describe and understand key aspects of: - physical geography, including rivers and the water cycle. - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (focusing on those aspects relating to rivers around the UK – Including River Ribble, River Thames, River Mersey etc). **Mapping** Use a wider range of maps (including digital), atlases and globes to locate features studied. (Digimaps/ historic maps to show changes over time) Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. Recognise patterns on maps and begin to explain what they show. Label maps with titles to show their purpose. Recognise that contours show height and slope. Use four figure coordinates to locate features on maps. Create maps of small areas with features in the correct place.

	'what?' when investigating places and processes. **Communication** Identify and describe geographical features, processes (changes), and patterns. (Links to use of land use – landfill, population – amount of rubbish being produced) Use geographical language relating to the physical and human processes. Communicate geographical information through a range of methods including graphs and presentations. (Create an individual/ class graph of amount of rubbish collected as a class during one week) Express opinions and personal views about what they like and don't like about specific geographical features and situations. (Own views of recycling and plastic pollution) **Use of ICT/Technology** Use the zoom facility on digital maps to locate places at different scales. Add a range of text and annotations to digital maps to explain features and places. View a range of satellite images. Add photos to digital maps. Use spreadsheets, tables and charts to collect and display geographical data. Make use of geography in the news – online reports and websites.	**Enquiry and Investigation** Make comparisons with their own lives and their own situation. Show increasing empathy and describe similarities as well as differences. **Communication** Identify and describe geographical features and patterns. Use geographical language relating to the physical and human processes. Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. **Use of ICT / Technology** View a range of satellite images. (Digimaps/ Google Maps) Use presentation/multimedia software to record and explain geographical features and processes.	Link features on maps to photos and aerial views. **Fieldwork** Use the eight points of a compass. Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. (Fieldwork to River Ribble) Make links between features observed in the environment to those on maps and aerial photos. **Enquiry and Investigation** Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes. **Communication** Identify and describe geographical features, processes (changes), and patterns. Use geographical language relating to the physical and human processes (tributary and source when learning about rivers). Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. Express opinions and personal views about specific geographical features and situations. **Use of ICT/ technology** Use the zoom facility on digital maps to locate places at different scales. View a range of satellite images. Use presentation/multimedia software to record and explain geographical features and processes.

Prior Knowledge	Year 3 – Autumn 1 The region where I live (UK). OS map work plus fieldwork. (Environments) **Location and Place Knowledge** Name and locate counties and cities of the United Kingdom. A region of the United Kingdom (Our local area, Preston specifically Bamber Bridge) **Mapping** Use a wider range of maps including digital (digimaps), atlases and globes. Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. Use maps at more than one scale. Recognise that larger scale maps cover less area. Make and use simple route maps (Routes around Bamber Bridge from a known location). Recognise patterns on maps and begin to explain what they show. Create maps of small areas with features in the correct place. (Sketch of our school grounds) Recognise some standard OS symbols. Link features on maps to photos and aerial views. Relate measurement on large scale maps to measurements outside. **Fieldwork** Use the eight points of a compass. Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. (Sketch	Year 2 – Spring 2 – Small area in a contrasting non- European country. (Population and Migration) **Locational and Place Knowledge** Name and locate the world's seven continents and five oceans. Small area in a contrasting non-European country. (Kenya/ Uganda, Africa) **Human and Physical Geography** Identify 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 and key human features (from the key learning). **Mapping** Know that maps give information about places in the world (where/what?). Recognise that maps need titles.	Year 3 – Summer 2 – A region in the UK – Lake District. (Landforms)

	maps of our school grounds and photographs taken during fieldwork.) Make links between features observed in the environment to those on maps and aerial photos. **Human and Physical Geography** Describe and understand key aspects of physical geography and human geography, including: types of settlement and land use etc. (Explored through map comparisons over the years and through fieldwork) **Enquiry and Investigation** Ask more searching questions including, 'how?' and 'why? as well as, 'where?' and 'what?' when investigating places and processes.		
Future Knowledge	Year 5 – (Spr 1) - World food – where does it come from? (Raw materials, goods and trade)	Year 6 (Spr 1) - UK cities, countries and key features – research. (Population and Migration) Year 5 Spring 2- Population study. (Population and Migration)	Year 5 (Sum 1) – Contrasting region – Amazon, Basin, rainforest, biomes. (Environments)
Key Vocabulary	Environment, rubbish, waste, produce, recycling, reduce, reuse, landfill sites, fly tipping, waste centres, nationally, globally, process.	Climate, landscape, river, mountain, settlement, population, tourism, transport, tourist attraction, economy, migration, region, Europe, European Union, atlas, equator, longitude, latitude, Northern Hemisphere, Southern Hemisphere, continent, physical geography, human geography, boundary, capital city.	Water, river, erosion, channels, tributaries, sediment, nutrients, mouth of a river, reservoirs, canal, water cycle, settlements, compass, latitude, longitude, equator, physical geography, human geography, atlas
Skills specific to topic	S1: Understand and use a widening range of geographical terms S4: Draw accurate maps with more complex keys. S5: Plan the steps and strategies for an enquiry	S1: Understand and use a widening range of geographical terms S3: Explore features on OS maps using 6 figure grid references S5: Plan the steps and strategies for an enquiry	S1: Understand and use a widening range of geographical terms S4: Draw accurate maps with more complex keys.

YEAR GROUP		YEAR 5 – Upper Key Stage Two- Cycle A	
Skills to be practised:		S1: Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. (Geographical skills and fieldwork) S2: Use different types of fieldwork sampling to observe, measure and record information. Record the results in a range of ways. S3: Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. S4: Use the eight points of the compass, four and six- figure grid references, symbols and key (Including the use of OS maps) to build their knowledge of the United Kingdom and the wider world. S5: Use Fieldwork to observe, measure, record and present the human and physical features of a local area, using a range of methods, sketch, map, plan, graphs and digital tech.	
Block:	AUTUMN 2	SPRING 2	SUMMER 2
Topic:	FOOD GLORIOUS FOOD! World food – where does it come from? (Raw materials, goods and trade)	Geography – Human geography, Population Study (Environments)	AMAZON ADVENTURE Contrasting region – Amazon, Basin, rainforest, biomes. (Environments)
Intent	Children learn that food comes from various and diverse places. Some food is produced locally but much of our food is grown (or reared) in other countries and has to be transported over many miles to reach us. Children will learn that different foods require different climates and soils, and that humans are needed to grow, harvest and transport food from its source to our tables. They will also learn that whilst many people in the world produce their own food, some rely on others to farm and transport the food for their consumption. Children will also learn that not everybody in the world has enough food to eat (and why) yet others have more than enough and may even waste the food they have.	Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact	In this theme children will study the geography of the Amazon Basin which is the region of South America drained by the Amazon River and its tributaries. As most of the region is covered by tropical rainforest (biome) they will learn about this and other rainforests of the world. Children will start to learn how the future of tropical rainforests and other ecosystems is closely connected to human lives and lifestyles. They will also learn about the wider country of Brazil in which most of the Amazon rainforest is located.
New Knowledge (Learnt within this year group)	**Locational Knowledge** <u>Locate the world's countries.</u> Name and locate (relevant) counties and cities of the United Kingdom.	**Locational Knowledge** Identify the most densely and sparsely populated areas. **Human and Physical Geography**	**Locational Knowledge** Locate the world's countries, using maps to focus on North and South America. Identify the position and significance of latitude, longitude, Equator, Northern

	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. **Human and Physical Geography** Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts. (Rural land used for arable or pastoral farming) (Food grown around the world such as coffee, lentils, cocoa beans, rice, tea leaves, sugar – looking at what makes the right conditions for growth) (Comparing climates – tropical, polar, temperate, Mediterranean, arid) Human geography, including: land use, economic activity including trade links, and the distribution of natural resources including food and water. (How land is used to grow crops or rear animals) (Calculating food miles, discussing importing and exporting food) (Discussing Fair Trade and giving personal opinions) (Seasonal, grown, caught, reared and processed food) **Mapping** Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. (Use of digimaps to look at local area and land use, then the wider world) Relate different maps to each other and to aerial photos. Begin to understand the differences between maps e.g. Google maps vs Google Earth, and OS maps. (Using a range of maps and comparing what they show) Choose the most appropriate map/globe for a specific purpose. Interpret and use thematic maps. (Thematic maps such as weather, farming, population) Use latitude and longitude in an atlas or on a globe. Use the scale bar on maps. Read and compare map scales. **Enquiry and Investigation**	Describe the increase in global population over time. Begin to describe what might influence the environments people live in. Define birth and death rates, suggesting what may influence them. Define migration, discussing push and pull factors. Explain why some people have no choice but to leave their homes. Describe the causes of climate change, explaining its impact on the global population. Suggest an action they can take to fight climate change. **Mapping** Calculate the length of a route to scale. Follow a selected route on an OS map. Use a variety of data collection methods, including using a Likert scale. Collect information from a member of the public. Create a digital map to plot and compare data collected from two locations. **Enquiry and Investigation** Suggest an idea to improve the environment.	Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. **Place Knowledge** A region within North or South America. (Brazil, Amazon Rainforest) **Human and Physical Geography** Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. (Focusing on the profile of the Amazon river, identifying the features of the Amazon Basin) (Comparing the climate in Preston with the Amazon, temperatures) (Debate about deforestation and the effects on climate change) - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. (Cities/ settlements found along the Amazon River) (Case study – What is it like to live/ rely on the Amazon River? – types of housing, trade, farming etc) **Mapping** Choose the most appropriate map/globe for a specific purpose. (Biomes – Amazon rainforest, climate zones – Tropical climate) Interpret and use thematic maps.

	Ask and answer questions that are more causal (e.g. Why is that crop grown in that place? Could it be grown here? etc). (E.g. Where does our food come from? Is it locally produced or is it from another country? Could it grow here? How do weather, climate and soils influence the type of foods grown?) **Communication** Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. Use more precise geographical language (e.g. biomes). Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. Develop views and attitudes to critically evaluate responses to local (and global) geographical issues, or events in the news. **Use of ICT/Technology** Use appropriate search facilities when locating places on digital/online maps and websites. Start to explain satellite imagery. Use and interpret live data e.g. weather patterns. Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. Investigate electronic links with schools/children in other places e.g. email/video communication.		Understand that purpose, scale, symbols and style are related. Recognise different map projections. Use latitude/longitude in a globe or atlas. **Enquiry and Investigation** Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely to change in the future? (How is the Amazon Basin changing? How has the Amazon Basin changed over time? Children add personal opinions) Make predictions and test simple hypotheses about people and places. **Communication** Use more precise geographical language relating to the physical and human processes e.g. tundra, coniferous/deciduous forest when learning about biomes. Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. **Use of ICT/ technology** Use wider range of labels and measuring tools on digital maps. Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc.

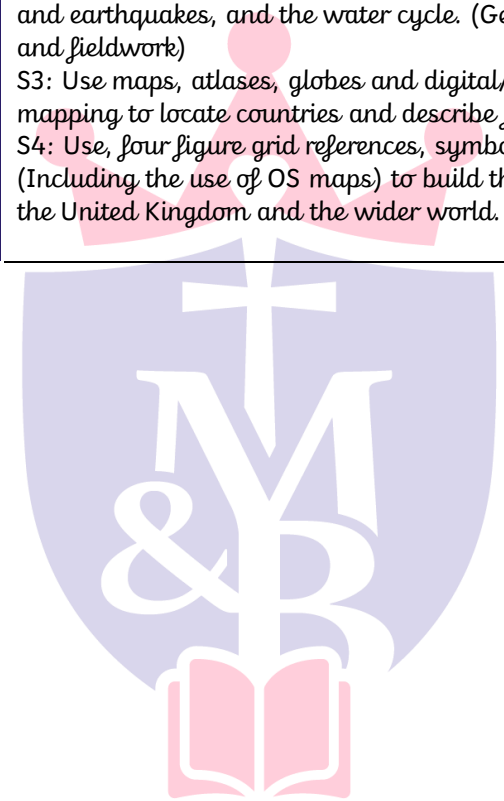
			Collect and present data electronically e.g. through the use of electronic questionnaires/surveys.
Prior Knowledge	Year 4 – Autumn 1 – Rubbish and recycling – environmental study (Raw materials, goods and trade) **Locational Knowledge** Name and locate counties and cities of the United Kingdom (Preston, Bamber Bridge, Leyland) **Human and Physical Geography** Describe and understand key aspects of human geography including types of land use. (Looking at landfill areas in Preston, Blackpool, Wigan etc) **Mapping** Use a wider range of maps (including digital), and atlases to locate features studied. (Looking on local maps using digimaps for local landfill sites and local recycling centres in the North West) Use maps at more than one scale. Recognise patterns on maps and begin to explain what they show. (Patterns to where recycling centres are – why are they located there?) Use 4 figure coordinates to locate features on maps. Use plan views. Recognise some standard OS symbols. Link features on maps to photos and aerial views. **Fieldwork** Observe, measure and record the human and physical features in the local area using a range of methods including cameras and other digital devices. (Calculate the amount of rubbish produced by the class in one week. Save and categorise all rubbish produced – create graphs and look at whether we can recycle these materials)	Year 4 – Spring 1 – **Locational Knowledge** Locate the world's countries, using maps to focus on Europe (specifically France and its surrounding countries) Identify the position of latitude, longitude, Equator, Northern Hemisphere. **Place Knowledge** A region in a European country. (France, specifically the 13 regions: Hauts-de-France, Normandie, Bretagne, Ile-de-France, Grand-Est, Pays-de-la-Loire, Centre-Val-de-Loire, Bourgogne-Franche-Comte, Nouvelle-Aquitaine, Auvergne-Rhone-Alpes, Occitanie, Provence-Alpes-Cote d'Azur, Corse) **Human and Physical Geography** Describe and understand key aspects of: - physical geography, including: climate zones, vegetation belts, rivers, mountains. - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (including tourism). **Mapping** Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. (Maps of Europe, specifically France – proximity to UK, surrounding countries etc)	Year 1 – Autumn 1 – Hot and cold areas of the world. (Weather and Climate) Year 5 – Spring 1 – World food – where does it come from? (Raw materials, goods and trade) **Locational Knowledge** Locate the world's countries. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. **Human and Physical Geography** Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts. (Rural land used for arable or pastoral farming) (Food grown around the world such as coffee, lentils, cocoa beans, rice, tea leaves, sugar – looking at what makes the right conditions for growth) (Comparing climates – tropical, polar, temperate, Mediterranean, arid) Human geography, including: land use, economic activity including trade links, and the distribution of natural resources including food and water. (How land is used to grow crops or rear animals) (Calculating food miles, discussing importing and exporting food) (Discussing Fair Trade and giving

	Enquiry and Investigation Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes. **Communication** Identify and describe geographical features, processes (changes), and patterns. (Links to use of land use – landfill, population – amount of rubbish being produced) Use geographical language relating to the physical and human processes. Communicate geographical information through a range of methods including graphs and presentations. (Create an individual/ class graph of amount of rubbish collected as a class during one week) Express opinions and personal views about what they like and don't like about specific geographical features and situations. (Own views of recycling and plastic pollution) **Use of ICT/Technology** Use the zoom facility on digital maps to locate places at different scales. Add a range of text and annotations to digital maps to explain features and places. View a range of satellite images. Add photos to digital maps. Use spreadsheets, tables and charts to collect and display geographical data. Make use of geography in the news – online reports and websites.	Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. Use the index and contents page of atlases. Link features on maps to photos and aerial views. (Use of digimaps to use coordinates and OS symbols) (Use of Google maps Street View to view Parisian sites) Use a scale bar to calculate some distances. **Enquiry and Investigation** Make comparisons with their own lives and their own situation. Show increasing empathy and describe similarities as well as differences. **Communication** Identify and describe geographical features and patterns. Use geographical language relating to the physical and human processes. Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. **Use of ICT / Technology** View a range of satellite images. (Digimaps/ Google Maps) Use presentation/multimedia software to record and explain geographical features and processes.	personal opinions) (Seasonal, grown, caught, reared and processed food) **Mapping** Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. (Use of digimaps to look at local area and land use, then the wider world) Relate different maps to each other and to aerial photos. Begin to understand the differences between maps e.g. Google maps vs Google Earth, and OS maps. (Using a range of maps and comparing what they show) Choose the most appropriate map/globe for a specific purpose. Interpret and use thematic maps. (Thematic maps such as weather, farming, population) Use latitude and longitude in an atlas or on a globe. Use the scale bar on maps. Read and compare map scales. **Enquiry and Investigation** Ask and answer questions that are more causal (e.g. Why is that crop grown in that place? Could it be grown here? etc). (E.g. Where does our food come from? Is it locally produced or is it from another country? Could it grow here? How do weather, climate and soils influence the type of foods grown?) **Communication**

			Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. Use more precise geographical language (e.g. biomes). Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. Develop views and attitudes to critically evaluate responses to local (and global) geographical issues, or events in the news. **Use of ICT/Technology** Use appropriate search facilities when locating places on digital/online maps and websites. Start to explain satellite imagery. Use and interpret live data e.g. weather patterns. Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. Investigate electronic links with schools/children in other places e.g. email/video communication.
Future Knowledge	<u>Year 7 – Summer 1 – Connecting Classrooms</u> Identify what the Millennium Development Goals are. Describe the MDG. Reach a judgement which MDG is the most/least important. Explain why the MDG were needed Evaluate the success of the MDG. Create your own Development Goals for the year 2050. Big idea Global citizenship	<u>Year 7- Spring 1</u> Rapid Population Growth Population Density and Distribution Demographic Transition Model and Population Pyramids Impacts on Low Income Country China's One Child Policy Impacts Impacts on HIC (UK)	<u>Year 7 – Spring 2 – The Eden Project</u> Be able to identify ecosystems of the world. Know how the food chain operates in an ecosystem. Understand some of the key factors influencing the world's ecosystems.

	Be able to compare countries development statistics Explain how different features affect development Describe fair trade Explain how fair trade works Evaluate the success of fair trade	Migration Push and Pull Factors Case Studies: China and UK	Describe the different elements of the ecosystem Can explain the transfer of energy and some changes that may happen? Can clearly explain the impact of changes to different parts of the ecosystem Know the physical characteristics of hot desert climates Understand why it is so hot and dry desert environments. Explain the interdependence of hot desert environments, ecosystems and people be confident using new key terminology. name different types of desert plants and describe their characteristics Explain in detail using key terminology how some desert plants and animals survive the harsh climate describe the location and structure of the TRF -explain how the different elements are interconnected -evaluate what might happen if one layer is changed describe how the rainforest is being destroyed by human activity? explain why the rainforest is in danger? Assess the impact of deforestation on a global scale?
Key Vocabulary	Rural, urban, arable, pastoral, farming, import, seasonal food, climate, reared, grown, processed, economy, country, continent, food mile, biome, harvest, temperate climate, polar climate, Arid climate, Tropical climate, Mediterranean climate, Mountainous, vegetation belt.	air pollution, birth rate, climate, climate change, death rate, deforestation, densely populated, migrants, migration, population, population distribution, qualitative, quantitative, refugee,	Amazon, rainforest, tropical climate, biome, region, ecosystem, Amazon Basin, climate, soils, vegetation, rivers, settlement, farming types, extractive

		region, sparsely populated, push factors and pull factors	industries, transport links, climate change, habitat
Skills specific to topic	S1: Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. (Geographical skills and fieldwork) S3: Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. S4: Use, four figure grid references, symbols and key (Including the use of OS maps) to build their knowledge of the United Kingdom and the wider world.		S1: Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. (Geographical skills and fieldwork) S3: Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.



YEAR GROUP	YEAR 6 – Upper Key Stage Two- Cycle B		
Skills to be practised:	S1 I can confidently use an atlas to locate key deserts in all 7 continents and be able to explain the key features such as cause and size. S2 I can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation S3 I can locate the tropical, temperate and polar climate zones on a globe or map, name examples and have some understanding of them S4 I can understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America S5 I can use Geographical vocabulary correctly throughout pieces of work using evidence to explain an answer in more detail S6 I can read OS maps, identify common symbols and use the 8 compass points S7 I can use longitude and latitude to identify locations (including time zones) S8 I can use field work to create representations of a location. S9 I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied S10 I can use fieldwork to observe, measure and record the human and physical features in the wider area using a range of methods, including sketch maps, plans and graphs, and digital technologies Map skills in year 6: use the eight points of the 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		
Block:	AUTUMN 1	SPRING 1	SUMMER 1
Topic:	SURVIVAL! World's countries and key features – research. (Settlements and land use)	A KINGDOM UNITED UK cities, countries and key features – research. (Population and Migration)	BESIDE THE SEASIDE Human geography, land use, economic activity, OS map work. (Settlements and land use)
Intent	The purpose of this unit is for pupils to research aspects of world geography e.g. revision of the seven continents and five oceans. How many countries are there in the world? Can they name some key countries in each continent; name and understand the significance of the BRICS countries? Children could also research some specific countries – perhaps any countries in the news; countries relevant to other geographical features and regions being studied; countries of special relevance to individual children e.g.	The purpose of this unit is to learn about the unique features of the 4 countries that make up the United Kingdom. Children will research and study the features of each country and further research the characteristics of each capital city. Within this unit, children also have the opportunity to debate topical issues such as fracking, flooding, position of airports etc.	The purpose of the learning within this theme is for children to study the human and physical geography of a seaside town, such as Blackpool in Lancashire, comparing it with other places studied previously. They will consider elements such as tourism, transport, settlements, land use and change over time etc. through the use of maps, images and other sources of geographical information. They will develop Ordnance Survey and digital mapping skills.

	where their relatives live, where they were born, where they've been on holiday etc.		
New Knowledge (Learnt within this year group)	**Locational Knowledge** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. 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). **Human and Physical Geography** Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Use of ICT/Technology** Use appropriate search facilities when locating places on digital/online maps and websites. Start to explain satellite imagery. Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. Investigate electronic links with schools/children in other places e.g. email/video communication.	**Locational Knowledge** Name and locate counties and cities of the United Kingdom. **Human and Physical Geography** Describe and understand key aspects of: -physical geography, including rivers, mountains. -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Mapping** Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. Relate different maps to each other and to aerial photos. Begin to understand the differences between maps e.g. Google maps versus Google Earth, and OS maps. Choose the most appropriate map/globe for a specific purpose. Interpret and use thematic maps. Use six figure coordinates. Use a wider range of Ordnance Survey symbols including 1:50K symbols. Know that different scale Ordnance Survey maps use some different symbols. Identify, describe and interpret relief features on OS maps.	**Locational Knowledge** Name and locate counties and cities of the United Kingdom (revision). **Human and Physical Geography** Describe and understand key aspects of: - physical geography - human geography including: types of settlement and land use; economic activity; and the distribution of natural resources including energy, food, minerals and water. **Mapping** Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. Relate different maps to each other and to aerial photos. Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. Choose the most appropriate map/globe for a specific purpose. Follow routes on maps describing what can be seen. Understand that purpose, scale, symbols and style are related. Identify, describe and interpret relief features on OS maps. Use six figure coordinates. Create sketch maps using symbols and a key. Use a wider range of OS symbols including 1:50K symbols. Know that different scale OS maps use some different symbols.

	Mapping Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. Relate different maps to each other and to aerial photos. Begin to understand the differences between maps e.g. Google maps versus Google Earth, and Ordnance Survey maps. Choose the most appropriate map/globe for a specific purpose. Interpret and use thematic maps. Understand that purpose, scale, symbols and style are related. Recognise different map projections. Use latitude and longitude in an atlas or on a globe. Use the scale bar on maps. Read and compare map scales. **Communication** Use more precise geographical language relating to the physical and human processes detailed in the programmes of study, e.g. tundra, coniferous/deciduous forest when learning about biomes. Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. Develop views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments.	**Communication** Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm. **Use of ICT/technology** Use appropriate search facilities when locating places on digital/online maps and websites. Use wider range of labels and measuring tools on digital maps. Start to explain satellite imagery. Use and interpret live data e.g. weather patterns. Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.	Use models and maps to discuss land shape i.e. contours and slopes. Use the scale bar on maps. Read and compare map scales. Draw measured plans. **Fieldwork (optional)** Use eight cardinal points to give directions and instructions. Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies. Interpret data collected and present the information in a variety of ways including charts and graphs. **Enquiry and Investigation** Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? Make predictions and test simple hypotheses about people and places.
Prior Knowledge	Year 4 – Spring 1 - Geography – Contrasting region in a European country. (Population and Migration)	**Place Knowledge** A region of the United Kingdom. (The Lake District)	Year 3 – Autumn 1 – Geography – The region where I live (UK). OS map work plus fieldwork. (Environments)

	Locational Knowledge Locate the world's countries, using maps to focus on Europe (specifically France and its surrounding countries) Identify the position of latitude, longitude, Equator, Northern Hemisphere. **Place Knowledge** A region in a European country. (France, specifically the 13 regions: Hauts-de-France, Normandie, Bretagne, Ile-de-France, Grand-Est, Pays-de-la-Loire, Centre-Val-de-Loire, Bourgogne-Franche-Comte, Nouvelle-Aquitaine, Auvergne-Rhone-Alpes, Occitanie, Provence-Alpes-Cote d'Azur, Corse) **Human and Physical Geography** Describe and understand key aspects of: - physical geography, including: climate zones, vegetation belts, rivers, mountains. - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (including tourism). **Mapping** Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. (Maps of Europe, specifically France – proximity to UK, surrounding countries etc) Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. Use the index and contents page of atlases.	**Human and Physical Geography** Describe and understand key aspects of: - physical geography, including: vegetation belts, rivers, mountains. (Creative opportunity to recreate physical features of the Lake District, for example, model of Scafell Pike/ Coniston old man) - human geography, including: types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water. (Linked to advantages and disadvantages of tourism in the Lake District) **Mapping** Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. (Use of digimaps to use coordinates and OS symbols) Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. Recognise patterns on maps and begin to explain what they show. (Focus on contours) Use the index and contents page of atlases. Label maps with titles to show their purpose. Recognise that contours show height and slope. Use four figure coordinates to locate features on maps. (Map of the lakes – Ambleside/ Windermere/ Grasmere) Recognise some standard OS symbols (picnic site, castle, cycle trail, camp site, footbridge, cliff, viewpoint, nature reserve, lake) Link features on maps to photos and aerial views.	**Location and Place Knowledge** Name and locate counties and cities of the United Kingdom. A region of the United Kingdom (Our local area, Preston specifically Bamber Bridge) **Mapping** Use a wider range of maps including digital (digimaps), atlases and globes. Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. Use maps at more than one scale. Recognise that larger scale maps cover less area. Make and use simple route maps (Routes around Bamber Bridge from a known location). Recognise patterns on maps and begin to explain what they show. Create maps of small areas with features in the correct place. (Sketch of our school grounds) Recognise some standard OS symbols. Link features on maps to photos and aerial views. Relate measurement on large scale maps to measurements outside. **Fieldwork** Use the eight points of a compass. Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. (Sketch maps of our school grounds and photographs taken during fieldwork.)

	Link features on maps to photos and aerial views. (Use of digimaps to use coordinates and OS symbols) (Use of Google maps Street View to view Parisian sites) Use a scale bar to calculate some distances. **Enquiry and Investigation** Make comparisons with their own lives and their own situation. Show increasing empathy and describe similarities as well as differences. **Communication** Identify and describe geographical features and patterns. Use geographical language relating to the physical and human processes. Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. **Use of ICT / Technology** View a range of satellite images. (Digimaps/ Google Maps) Use presentation/multimedia software to record and explain geographical features and processes.	Use a scale bar to calculate some distances. (From Ambleside to Windermere, from South Lakes to North Lakes) **Fieldwork** Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. (An area in Bamber Bridge to study on a map first and sketch) Make links between features observed in the environment to those on maps and aerial photos. **Enquiry and Investigation** Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes. Make comparisons with their own lives and their own situation.	Make links between features observed in the environment to those on maps and aerial photos. **Human and Physical Geography** Describe and understand key aspects of physical geography and human geography, including: types of settlement and land use etc. (Explored through map comparisons over the years and through fieldwork) **Enquiry and investigation** Ask more searching questions including, 'how?' and 'why? as well as, 'where?' and 'what?' when investigating places and processes.
Future Knowledge	<u>Year 7 – Autumn 1</u> <u>My World</u> Identify main lines of longitude and latitude - Find locations using long and lat references - Will be able to explain the importance of lat and long - able to identify where the scale is on a map.	<u>Year 7 – Spring 1</u> <u>Too Many People</u> -population hierarchy -census data -missing data and assumptions -discussions and sharing ideas -introduce the Brandt line HIC and LIC	<u>Year 7 – Autumn 2</u> <u>Wicked Water</u> - Water cycle processes -high number of keywords associated with the water cycle -limited amount of water available on earth -amount of fresh water available -routes along the water cycle differ

	- Be able to measure straight line distances on a map. - Be able to explain / show another student how to measure distance round corners. Identify local landforms from local OS maps using symbols - Use 4 figure grid references to find a location locally - Use 6 figure grid references to find a location locally - Be able to interpret contours lines height and relief. (developing) - Be able to describe different types of maps and Explain some limitations of using maps - Evaluate how digital mapping seeks to solve these issues. Map and record features of the high street Compare common features of the high street ? Discuss impact of traffic Assess the recent changes Predict future changes to the high street	-discuss history of human population trend -link to industrial revolution -increasing use of keywords -discuss density -link to global climates -compare China to Russia -investigate the changing birth rate, death rate and natural increase. -discuss how a bar chart doubles up as a population pyramid -discuss expectation when looking at HIC and LIC -identify how shape indicates and HIC LIC or NEE -investigate the different types of migration -create a display from information found -Investigate migration between Mexico and USA -link to current events and presidency -link to demand for resources -sustainable way of living -how to control population numbers – china's 1 child policy	-Features of the drainage basin -keywords associated with drainage basins -specific landforms and their features -river channel as a cross-section -river profile and shape -link to river valancy for case study -3 jobs a river can do -4 processes of erosion -4 processes of transportation -1 sorting of load for deposition -link to the river profile -3 landforms for the upper course -2 landforms in the middle course -1 landform in the lower course -link to local river ribble and river Valancy for case study -natural and human causes of flooding -what a hydrograph is and looks like -how to interpret a hydrograph -link to Boscastle for case study -social, economic and environmental effects of flooding -Investigate Boscastle as HIC and a LIC for comparison -flooding protection methods -Boscastle as case study for HIC -evaluate effectiveness
Key Vocabulary	Climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, settlement, land use, economic activity, trade, natural resources, latitude, longitude, Northern hemisphere, Southern hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circle, Prime/ Greenwich Meridian, time zones	Geographical features, mountains, contours, rivers, features, topical, controversial, geographic issues, flooding, fracking, Ordnance Survey, economic activity, trade links, distribution	Land, settlement, economic activity, relief features, contours, hypotheses, human geography, physical geography, coast, climate, vegetation, rivers, urban, rural, commerce, industries, farming, tourism, transport links, attractions, scale.
Skills specific to topic	S2 I can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn,	S2 I can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn,	S2 I can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn,

	latitude and longitude, and relate this to their time zone, climate, seasons and vegetation S3 I can locate the tropical, temperate and polar climate zones on a globe or map, name examples and have some understanding of them S5 I can use Geographical vocabulary correctly throughout pieces of work using evidence to explain an answer in more detail S7 I can use longitude and latitude to identify locations (including time zones) S9 I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied S10 I can use fieldwork to observe, measure and record the human and physical features in the wider area using a range of methods, including sketch maps, plans and graphs, and digital technologies	latitude and longitude, and relate this to their time zone, climate, seasons and vegetation S4 I can understand the geographical similarities and differences through the study of human and physical geography of a region of the UK. S5 I can use Geographical vocabulary correctly throughout pieces of work using evidence to explain an answer in more detail S6 I can read OS maps, identify common symbols and use the 8 compass points S9 I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied	latitude and longitude, and relate this to their time zone, climate, seasons and vegetation S5 I can use Geographical vocabulary correctly throughout pieces of work using evidence to explain an answer in more detail S6 I can read OS maps, identify common symbols and use the 8 compass points S7 I can use longitude and latitude to identify locations (including time zones) S8 I can use field work to create representations of a location. S9 I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied S10 I can use fieldwork to observe, measure and record the human and physical features in the wider area using a range of methods, including sketch maps, plans and graphs, and digital technologies Map skills in year 6: use the eight points of the 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