

Year 1				
Term & Unit	National Curriculum Objectives	Core Knowledge	Geographical Skills	Vocabulary
Autumn 1 Local Area Fieldwork opportunity: explore the local area looking for geographical features	Human and Physical Geography: - 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 - refer to key human features, including: city, town, village, factory, farm,	What are physical and human geographical features. Made by humans. Made by nature. Show pictures of different features and explain what they are. E.g. mountain, beach, cliff, ocean, river, soil, etc all physical. Ch will investigate their own local area. What do they notice? Local - the environment around the children's home and school. An area which can be easily reached on foot around the school. Begin to look at different maps. Look at key physical and human geographical features around our school. Geographical human features: names of different kinds of structures, walls, fences and paths; area specific names eg playground, car park or lunch hall, and different kinds of building materials/surfaces Look at simple map of Oadby. Discuss what they might see around Oadby. A farm, house, offices, shops, post office.	- I can follow a teacher led enquiry. - I can use information books and pictures as sources of information. - I can make observations about where things are and their surroundings. - I can recognise photographs and plans of the local area (school grounds). - I can use simple maps and plans. - I can draw simple maps and plans of real and imaginary places. For e.g. our own school.	Address, building, grounds, postcode, school, area, compass direction, feature, key, north, route, environment, journey, road safety, pollution, route, transport, travel Building, hospital, path, road, shop, street, train station, community, job, leisure, senior citizens, local, bungalow, detached, flat,

	house, office, port, harbour and shop. Geographical skills and fieldwork: • Use of a 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	Geographical features which could be observed during first-hand observation: house types, signage, patterns of bricks, windows, doors, and drain covers. A question to investigate: What type of houses do we see in Oadby? Why do you think? Knowledge related to Oadby itself and areas nearby to school. Most of the homes are detached or semi-detached houses. Not many flats. Flats are more around cities, as there is less room. Etc.		map, plan, semi-detached
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	surrounding environment			
Autumn 2 The UK	Locational Knowledge: - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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 - use simple compass	The United Kingdom is made up of four countries which have been joined together for hundreds of years. Each country has its own flag which is represented in the Union Jack. Each country has its own capital city, culture and traditions. England (the largest UK country): Capital city: London National symbol: rose Scotland (the most northerly- it has high mountains and lots of islands): Capital city: Edinburgh National symbol: thistle Wales (to the West of England): Capital city: Cardiff National symbol: leek Northern Island (covers around a quarter or Ireland, sometimes referred to as Ulster): Capital city: Belfast National symbol: clover Learn the 4 main compass points. North, South, East and West	- I can follow a teacher led enquiry. - I can use information books and pictures as sources of information. - I can use simple maps and plans - I can identify directions such as up, Down, left, forwards and backwards.	England, Northern Ireland, Scotland, Wales, United Kingdom, beach, cliff, coast, island, ocean, sea, names of seas and oceans around the UK, capital city, Europe, journey, migration, overseas North South East West

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	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 map.			
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Spring 1 Map Work: Position and Direction	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 • 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	Ch will draw a very simple plan of their classroom. They will use simple symbols on this map. (Note: A map is to scale.)	I can use simple maps and plans. • I can draw simple maps and plans of real and imaginary places. For e.g. our own school. • I can Recognise photographs and plans of the local area (school grounds). • I can use simple maps and plans. I can Recognise photographs and plans of the local area (school grounds). • I can identify words such as up, down, left, right, forwards and backwards.	North, South, East and West, left, right, near, far, map, features, symbols, key
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	to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a map.			
Summer 2 and Throughout Year Weather and seasons Fieldwork opportunity: take photographs of the same scene during the school year to record seasonal change- use images to	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,	The weather varies from day to day. It is made up of a combination of wind, rain, temperature and other factors. Climate: the pattern of weather which occurs over a period of many years. Climate is what you expect in a certain place, weather is what you actually get. The UK has four seasons: winter, spring, summer and autumn. Each season has expected weather patterns which varies across the UK. The seasons have official start dates. In the northern hemisphere: March, April and May = spring June, July and August = summer September, October and November = autumn December, January and February = winter	- I can use information books and pictures as sources of information. - I can make observations about where things are and their surroundings.	Spring, Summer, Autumn, Winter, season, weather, cloud, cold, fog, gale, hot, rain, showers, change, blizzard, flood, heatwave, hurricane, tornado, climate

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create short time lapse movie.	including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Locational Knowledge: • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	This is the opposite in the southern hemisphere.		
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Year 2				
Term & Unit	National Curriculum Objectives	Core Knowledge	Geographical Skills	Vocabulary
Autumn 2 Near and Far	Place Knowledge: - understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country Locational Knowledge: - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Identify the UK on the world map. Recap the countries in the UK and their capitals in a retrieval. Focus on location of Leicestershire and Oadby. Look at Human and physical geographical features in more detail. Children will be able to draw a bird's eye view plan of the school. They draw a plan, but the key is given to the children. Physical Geography - Compare the physical features present in Oadby and Maroantsetra. Human Geography - Children compare and contrast between shops and houses in Oadby and Maroantsetra. Children will look at photographs from the UK. They will identify which season is represented by the photos and then describe the weather that they see and the temperature. This will be done for all four seasons. Then they will learn simple weather symbols and show on a worksheet which weather types are more prevalent in different seasons in the UK.	- Identify land and seas on a globe. - Use an infant atlas as a source of information - using symbols on a map. - to plot countries and capital cities on a map of the UK. - Children to make simple comparisons between features of different places. - Children are to use photos as a source of information to make simple comparisons - Children are to use aerial photos and maps as a source of information to make simple comparisons. - Children to answer questions set by the teacher. - spatially match spaces - Children are to use photos as a source of information to make simple comparisons - use symbols	Climate, land, mountainous, river, forest, Map, North, South, East, West, left, right,

	Geographical Skills and Fieldwork: • 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. Human and Physical Geography:	Children find out about seasonal weather patterns in the two locations by looking at temperature and rainfall graphs and compare by saying which is hotter or cooler		
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	• 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, shop.			
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Spring 1 Continents and Oceans	Locational Knowledge: - name and locate the world's seven continents and five oceans Geographical Skills and Fieldwork: - use world maps, atlases and globes to identify the continents and oceans studied - 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 simple fieldwork and observational skills to study the	Ch should revise simple compass directions: North, South, East and West. Use directional language , e.g. near, far, left and right. They will learn that these compass directions can be used to find different places on a map Children could fill in missing words on sentences to describe where different places in the world are or describe the directions of journies. Look at where continents and seas are in relation to one another. Ocean: very large bodies of salt water Oceans are very deep, unlike seas which are shallow in comparison. Oceans in order of size from largest to smallest: Pacific, Atlantic, Indian, Southern, and Arctic Continent: a very large block of land There are 7 continents: North America, South America, Europe, Africa, Asia, Oceania and Antarctica.	- I can recognise the terms: North, south, east and west. - I can find land and sea on a globe. - I can use an infant atlas - I can use non-fiction books, stories, maps, pictures/photos as sources of information. - I can begin to ask simple geographical questions. E.g. Where is it? - I can answer questions set by teacher. I can use non-fiction books, stories, maps, pictures/photos as sources of information.	Continent, equator, globe, North Pole, ocean, South Pole, names of continents and oceans, atlas, country, desert, features, mountain range, river, world, astronaut, digital, feature, image
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	geography of their school and its grounds and the key human and physical	Asia is the biggest continent of the seven. The Earth is a sphere so a globe shows the world in 3D. Show on a globe the continents and oceans. Show using various world maps and atlases.		
Summer Term Hot and cold places	Locational knowledge - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. 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	Look at where the equator is. What is the equator? Identify the North and South Poles on a map. Look at where the UK is in relation to the equator. Look at seasonal and daily weather patterns in the UK. Then look at the location of hot and cold areas of the world in relation to the equator and the North and South Poles. Compare the North and South Poles. Look at climate in these areas and how their climates are different. Look at differences. Look at areas near them. Look at how UK is nearer the North Pole. The Sun provides the energy that influences the world's climate.	I can identify the location of the UK on a map. I can identify the North and South Pole on a map. I can use simple compass directions to describe the location the UK is in relation to the equator. I can identify seasonal weather patterns in the UK as well as the location of other hot and cold areas in relation to the equator	equator, region, climate, horizon, polar, desert, rainforest, Arctic Ocean, Antarctica, North Pole, South Pole, hibernate, midnight, Northern Lights, drought, legend, season,

	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 • 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	The hottest places are near the equator where the midday sun is high in the sky. The coldest places are around the poles where the Sun never rises very high above the horizon. Climate: long-term weather pattern which results from temperature, rainfall, wind and sunshine Polar Climates: found around the North and South Poles. In the summer, temperatures barely rise above freezing and winters are extremely cold. There is ice and snow throughout the year and there are frequent storms and winds. The Arctic Ocean covers the northern polar regions, so there is water beneath the ice. The continent of Antarctica covers the southern polar regions and some parts of the surface rise to several thousand metres above the sea level. Antarctica is the coldest place on Earth.		
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Year 3				
Term & Unit	National Curriculum Objectives Pupils should be taught to:	Core Knowledge	Geographical Skills	Vocabulary
Autumn 1: Trade - Ghana	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 environment regions, key physical and human characteristics, countries and major cities. Human and physical geography: Describe and understand key aspects of: - Human geography, including: types of	Using maps, identify equator, Tropic of cancer and Capricorn. Using other maps, locate UK and Ghana and other African countries. Discuss where they are using terms learnt above. Look at the key physical and human characteristics of both countries and give reasons. Look at what food can only be grown in warmer climates. Bean to Bar. How does this happen? Why? How does this work in terms of Fair trade? Some food is grown in other countries and imported to the UK. Due to Fairtrade, conditions for farmers in developing countries has improved.	Mapping: Begin to use junior atlases. Use maps, atlases and globes to locate countries and describe features studied. Use points of a compass to describe position and direction. Enquiry: Make comparisons between 2 locations using resources. Analyse evidence and begin to draw conclusions. Make observations, descriptions and comparisons. Questioning: Begin to initiate geographical questions. Mapping: Make observations, descriptions and comparisons. Mapping: Begin to identify features on aerial/oblique photographs. Enquiry:	Ghana, Africa, Fairtrade, imported, distribution, land use, Compare Contrast Locality Developed Developing, Export Producer Consumer Import

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	settlement and land use, economic activity including trade links, and the distribution on natural resources including energy, food, minerals and water.		Use non-fiction books, stories, atlases, pictures/photos and the internet as sources of information.	
Autumn 2 Map Skills Mapping and Direction	Geographical Skills and Fieldwork: - use the eight points of the compass, four and six-figure grid references, symbols and key 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,	Begin to look at some simple symbols on an OS map. Look at maps using 2 -figure grid references. Begin to use maps at 2 different scales. Use a simple key on maps and plans. Begin to use the points on a compass to follow directions and use all of the above to find points on maps. Look at maps/aerial photos of local area. Investigate a line of enquiry based upon light levels around school. Investigate. Ch will create a bird's eye view plan of the school with a key and with simple grid references.	Mapping Begin to identify features on aerial photographs. Begin to use large scale OS maps. Use a simple key on maps and plans. Identify points on maps. Enquiry Make observations, descriptions and comparisons. Use 2 figure grid references Enquiry Can follow a teacher led enquiry. Make comparisons between 2 locations using resources. E.g. The temperature in different locations.	2-figure, grid reference, scale, map, key, compass, bird's eye view. Aerial map, OS - Ordnance Survey, x, y Coordinates, Data Logger Light levels Measure Compare Analyse Evidence Local area

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	including sketch maps, plans and graphs, and digital technologies		Analyse evidence and begin to draw conclusions. Make observations, descriptions and comparisons. Fieldwork Use my local area. Undertake an enquiry in the specified area. Use a growing range of equipment, e.g. a compass and a data logger for light. Collect measurable data.	
Spring 1 Loactional Geography 1 Lesson	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 environment regions, key physical and human characteristics, countries and major cities.	Locate Egypt on a map. Use compass points to locate and grid references on an atlas to locate certain points of Egypt.	Mapping Use junior atlases.	Grid reference, atlas

Spring 2 Rainforests	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 environment regions, key physical and human characteristics, countries and major cities. - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. Human and Physical Geography:	Children will use an atlas to label the continents of the world. Then they will identify where the following are: Equator, The Tropic of Cancer, Tropic of Capricorn, Northern and Southern Hemisphere. Retrieval can be on climates and Polar climates from Year 2. Desert Climates: they are extremely dry. They get lots of sunshine which makes it hotter. Few plants and creatures can survive here. Deserts cover nearly a third of the surface of the continents. The Sahara Desert = the largest Retrieval of physical geographical features. Focus in one one example: rainforests in America. Equatorial Climates: they are found around the equator. Heavy rainfall supports life in rainforests. Lots of plants and creatures thrive here. The Amazon and the Congo = main rainforest regions. Forests are being cleared quickly for development contributing to global warming and endangering wildlife. Rainforests are located in the tropical climate region. They are hot and wet all year round - this creates a humid climate. Rainforests contain an enormous variety of	Mapping - Use junior atlases. - Use maps at two different scales. - Use a simple key on maps and plans. - Begin to identify the same boundary of a country on different scale maps. Enquiry - Use non-fiction books, stories, atlases, pictures/photos and the internet as sources of information. - Analyse evidence and begin to draw conclusions. - Make comparisons between 2 locations using resources.	Rainforest, Amazon Equator, Northern Hemisphere, Southern hemisphere, Tropic of cancer, Tropic of Capricorn, tropical, rainfall, annual, species, emergent, canopy, understory, forest floor, Key physical features Countries of South America Understorey Canopy Conditions Temperature Moisture Humidity Rainfall Different types of rainforest animal. Habitat/ecosystem, Climate Landscape Tribe
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	- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of a tropical climate and the context of the layers of a rainforest. Place Knowledge: - To understand geographical similarities and differences through the study of human and	plants and animals - approximately 90 per cent of all of the world's species. Tropical rainforests are found near the Equator. Places which experience a tropical rainforest climate include parts of: - Central America, eg Costa Rica - South America, eg Brazil - Central Africa, eg Kenya - South-East Asia, eg Borneo The annual rainfall is high as it rains almost every day. The temperatures are constant all year round - the temperature range is usually only a few degrees. There are no specific seasons like we have. Locate South America on a map. Look at key physical and human features. The Amazon is 5,500,000 square kilometres of rainforest, with parts in Brazil, Peru, Colombia, Venezuela, Ecuador, Bolivia, Guyana, Suriname and French Guiana. Home to about 2.5 million insect species, tens of thousands of plant species, and over 2,000 species of birds and mammals.		Shamen
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	physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America by comparing the Amazon rainforest and Sherwood Forest.	Look at human impact on rainforests. Compare against another forest e.g. Sherwood Forest. Looking at similarities and differences. Rainforests consist of four different layers of plant life. These layers are home to many different species of flora and fauna, and vary in accordance with the amount of water, air, and sunlight they receive. The layers of the rainforest include: • Emergent layer: The top layer of the rainforest that receives the most sunlight. • Canopy: The layer of the rainforest that is home to the majority of the rainforest's plant and animal species. • Understory: The layer of the rainforest that is home to smaller trees and plants. • Forest floor: The bottom layer of the rainforest that receives the least amount of sunlight		
Summer 1 Natural disasters	Human and Physical Geography: • describe and understand key aspects of physical	Investigate rocks and soils in the local environment. Look at Earth's Layers. Mantle, outer core, crust	Enquiry and Fieldwork • Make observations, descriptions and comparisons. • Use non-fiction books, stories, atlases,	Volcanoe, Inner core Outer core Mantle Crust, Main vent Secondary vents Lava

Volcanoes and Earthquakes	geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 to build their knowledge of the United Kingdom and the wider world.	Volcano: an opening in the Earth's crust where molten rock and gas break to the surface. Often located near places where tectonic plates meet or part. The plates move extremely slowly over millions of years. Volcanoes are formed through these processes: - magma rises through weaknesses in the Earth's crust and pressure builds under the surface. This collection of magma under the surface of the Earth is called the magma chamber. - when tectonic plates move apart leaving a gap, magma explodes causing a volcanic eruption. The main outlet for the magma is called the main vent. - the lava cools to form a new crust and over time, as this process is repeated, a volcano is formed. The crater is formed when an eruption blows off the top of a volcano. When this happens underwater, it can produce new land.	pictures/photos and the internet as sources of information.	Magma Eruption Crater Ash crust, earthquake, tectonic plate, fault line, origin, epicentre, Mercalli scale, Richter scale, tsunami, tidal wave, cluster, pattern, plate boundaries, zone, mantle, aftershock, drill
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Earthquakes		Earthquakes are a sudden release of energy in the Earth's crust. They are often a result of tectonic plate movement along fault lines but sometimes can occur after volcanic activity, landslides, blasting and explosions. Earthquakes cause the ground to shake. This can range in intensity - some are barely perceptible, others are destructive. The point on the ground immediately above the origin of the earthquake is called the epicentre. The impact of an earthquake can be measured using the Mercalli scale. The intensity of the earthquake can be measured using the Richter scale. When the epicentre of an earthquake is offshore, the movement of the seabed can cause a tidal wave or tsunami. Tidal waves bring flooding far inland and cause destruction to homes.		
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Year 4				
Term & Unit	National Curriculum Objectives Pupils should be taught to:	Core Knowledge	Geographical Skills	Vocabulary
Autumn 1 Oceans and Seas	Locational knowledge: - locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Human and Physical Geography: - describe and understand key aspects of physical geography, including: climate zones, biomes and	Retrieval from Year 2: Name and locate the continents of the world: - Europe - North America - South America - Africa - Asia - Australasia/Oceania - Antarctica Children to be taught the layers of the ocean. Look at main characteristics of all layers. The 5 Layers of the Ocean 1 Sunlight Zone, 2 Twilight Zone, 3 Midnight Zone, 4 Abyss, 5 The Trenches Describe each layer of the ocean according to features and sea-life that is present in each layer. Include information about adaptation.	- Locate them in an atlas. - Select information from a growing selection of sources including satellite images and aerial photographs. - Make comparisons and draw conclusions about locations. - Use the correct vocabulary. - Ask and answer enquiry-based questions about how we can improve recycling and cyclical systems. - Ask questions about which methods have the greatest/least impact and find evidence to suggest solutions.	- Europe - North America - South America - Africa - Asia - Australasia/Oceania - Antarctica Arctic Ocean, Atlantic Ocean, Pacific Ocean, Southern Ocean, Indian Ocean, The 5 Layers of the Ocean 1 Sunlight Zone, 2 Twilight Zone, 3 Midnight Zone, 4 Abyss, 5

	vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - describe and understand key aspects of human geography including: types of settlement and land-use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical Skills and Fieldwork: - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods,			The Trenches, Hadal Zone Pressure Light Temperature Increase Decrease Pollution, plastic, linear, cycle
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	including sketch maps, plans and graphs, and digital technologies			
Autumn 2 Biomes Climate Zones	Locational knowledge: - locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer, Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich	Look at the physical geography of biomes and vegetation belts. Focussing on the human and physical features of different areas. A biome is a natural area of plants and animals. The world is divided into many different biomes and they all vary depending on their climate. Examples of biomes are: aquatic, desert, forest, grassland and tundra. Biomes polar Ice biomes, such as in the arctic circle, are cold and dry all year round. 99 per cent of it is covered by ice. These harsh conditions make it very difficult for survival. Tundra is one of the coldest biomes and therefore has little plant and animal variety (but more than ice biomes). Tundra biomes cover approximately one fifth of the Earth's surface. Temperate (mixed or deciduous) forest This biome rarely experiences extremely hot or cold, although winters are more severe. There are four seasons in this	- Select information from a growing selection of sources including satellite images and aerial photographs. - Collect and record evidence with some aid. - Make observations, descriptions, comparisons and explanations. - Draw conclusions between locations. Analyse data collected. - Include the correct technical vocabulary in questions and answers.	Continent, climate, temperature, wind, humidity, adaptation, an equator, Latitude, parallel, biomes, Climate Vegetation Landscape Location Desert (Hot) Savannah Woodland Grassland Rainforest Tundra/Polar Aerial Satellite image, Polar Antarctica Arctic South pole North Pole Compare Contrast UK Climate Landscape,

	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,	biome, with deciduous trees shedding their leaves in autumn. Tropical rainforest. Rainforests are warm all year long and can have frequent rainfall. The average temperature in tropical rainforests ranges from 21 to 30°C. Due to the rainfall and heat, rainforests are humid. Knowledge from year 3 will help. Savannah. The savannah is a rolling grassland with scattered trees and shrubs. It has two distinct seasons, one rainy, one dry. There are often large herds of grazing animals on the savannah that thrive on the abundance of grass and trees. Desert: Covering about one fifth of the planet, deserts are extremely dry areas. Plants and animals have evolved over time to adapt to the harsh environment that are often hot and dry. Grassland: (steppe) Usually made up of areas of grass with fewer trees or large plants. Grassland is similar to savannah but has colder winters. Taiga: Taiga areas are covered in plants and trees. They are snowy and cold for most of the year with long winters and short, cool summer		
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	rivers, mountains, volcanoes and earthquakes, and the water cycle.	Compare the East Midlands to North America. Looking at the physical and geographical geography. North America and the South Pole in detail and oceans. Looking at differences.		
Summer 2 Geographical Enquiry	Geographical skills and fieldwork: • 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. Human and Physical Geography: • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts,	Ch will look at what is meant by an enquiry in Geography. They will look at ways of posing questions, collecting evidence and analysing data. • Geographical enquiry develops existing geographical knowledge by examining evidence and gathering data in the field. • Previous studies of the local area are sources of evidence but can date quickly. • Evidence for local area change can be found in historical maps and current OS maps, which are refreshed annually. • Evidence for recent change or local issues can also be found in the news, from talking to people and through fieldwork. • Understand that evidence can become dated - especially mapping and media evidence. • Present some media reports of an issue which has been resolved (e.g. a new road crossing).	• I can begin to think of a line of enquiry to lead and follow up on it. • I can use a growing local area. • I can investigate an enquiry about a local real-life issue. • I can include the correct technical vocabulary in questions and answers. • I can ask and respond to questions. • I can select information from a growing selection of sources including satellite images and aerial photographs. • I can collect and record evidence with some aid. • I can begin to use equipment more independently. • I can make observations, descriptions, comparisons and explanations. • I can draw conclusions between locations.	• Enquiry, historical, OS maps, media, hazard, accessible, risk assessment, questionnaire, interview, techniques, evidence, data, services, varies, report, table, graph

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	rivers, mountains, volcanoes and earthquakes, and the water cycle.		I can analyse data collected.	
Summer 2 Water Cycle See Science Year 4: The Water Cycle	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.	The water cycle is driven by heat from the Sun, which causes water to evaporate. The water vapour rises, cools and creates clouds (condensation). The clouds build up and shed water as rain (precipitation). The rain water flows downhill and back to the sea (surface run-off). Water absorbed by plants also evaporates (transpiration). Water can take different forms e.g. ice, snow, liquid, gas		evaporation, transpiration, condensation, precipitation, solid, liquid, gas, and runoff.

Year 5				
Term & Unit	National Curriculum Objectives Pupils should be taught to:	Core Knowledge	Geographical Skills	Vocabulary
Autumn 2 Enquiry and Fieldwork	Geographical skills and fieldwork: 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.	Ch to do enquiry into local area. Draw a sketch plan of school and the area around it, take a walk around the local area. Children to make their own key using symbols. They will investigate the noise level every hour around different areas of the school. They will draw prediction graphs and record graphs using results. They will then analyse the data and investigate ways to improve the problem. Compare and contrast noise levels around school. Discuss what they have noticed and why? Use data loggers independently to record data. Ch will draw prediction graphs and other graphs to compare.	- I can begin to think of a line of enquiry to investigate. - I can investigate an enquiry about a local real-life issue. - I can begin to draw a plan view map using symbols and a key. - I can begin to collect and record evidence unaided. - I can investigate places with more emphasis on the larger scale; contrasting distant places. E.g. Temperatures of different locations and its influence on people/everyday life. - I can use equipment independently. - I can make observations, descriptions, comparisons and explanations focussing on patterns, processes and interrelationships. - I can analyse and draw conclusions. - I can extend answering to support explanations focussing on patterns,	Pollution, decibel, reduce, increase, peak, data logger, enquiry, record, interpret, analyse, Negative impact, positive impact, Bird's eye view, key, symbols, Sound level meter, decibels, Data, horizontal axis, vertical axis, peak, enquiry, conclude/conclusion, Graph, axis, predict, prediction, Interpret, data, , label

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			processes and interrelationships.	
Spring 1 Map Work and Europe	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. Geographical Skills and Fieldwork: - Use the eight points of a	Focus on Europe. Locate countries on a map in an atlas. This will include the location of Russia. Look at the capitals of the countries (major cities). Identify their main cities using a key system. Focus on Greece's environmental regions. Compare to UK. Key Physical and human characteristics. Greece is more mountainous. Compare climate in two areas. What type of biomes they both have, Using a compass, discuss features at the north, south, east and west of UK and Greece.	- I can use 8 compass points. - I can recognise OS map/atlas symbols. - I can use the index and contents page within an atlas. - I can use junior atlases. - I can identify countries in Europe on a map. - I can begin to use maps at a variety of different scales. - I can find places on maps of different scales. E.g. River Thames, Athens - I can locate different localities within the UK. - I can begin to use atlases to find out about other features of	Country, capital city, the names of the countries in Europe and the names of their capitals, Country Europe United Kingdom Names of countries Long-scale, short-scale maps, atlas, contents page, index, glossary, currency,

	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. 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.		places. E.g. the wettest part of the world.	
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Spring 1 Mountains	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.	A region is an area of part of the world which has similar characteristics - they have no set size. Physical regions include: mountain ranges, river basins and climate zones. Human regions include: the hinterland of a town or city, areas based on a single industrial activity. Spend time looking at mountains. What is a mountain? Mountains are areas of land that are much higher than the land surrounding them. They are higher and usually steeper than a hill and are generally over 600 metres high. They are often found together in a group called a mountain range. Some well-known mountain ranges in the four countries that make up the UK include: the Cairngorms in Scotland the Pennines in England the Mourne Mountains in Northern Ireland Snowdonia in Wales	- I can recognise OS map/atlas symbols. - I can use the index and contents page within an atlas. - I can use junior atlases. - I can use medium scale OS maps. - I can begin to use atlases to find out about other features of places. E.g. the wettest part of the world. - I can find places on maps of different scales. E.g. River Thames, Athens - I can identify countries in Europe on a map. - I can locate different localities within the UK.	Mountains, tectonic plates, opposite directions, mountain ranges, volcanic mountains, plateau mountains, fault-block mountains, dome mountains and fold mountains, slope, face, foot, tree line, snow line, ridge, summit and outcrop.
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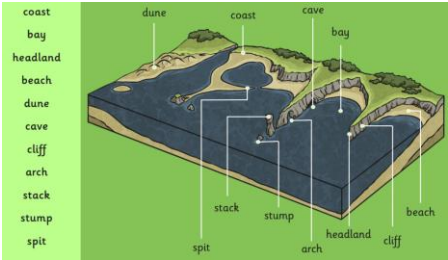
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		Discuss how different types of mountains are made. The highest mountain ranges are created by tectonic plates pushing together and forcing the ground up where they meet. This is how the mountains of the Himalayas in Asia were formed. Tectonic plates are also at work under the Atlantic Ocean. Instead of forcing the ground up, the two plates in the middle of the Atlantic Ocean are actually moving apart in opposite directions. This causes lava to erupt out of the gap that is left. As it cools down, the lava creates a long line of mountains under the ocean called the Mid-ocean Ridge - the longest mountain range on Earth.		
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		These are dome mountains. They were formed when magma was forced up between the crust and the mantle, but the magma didn't flow out. This is a plateau mountain. It was formed when materials were taken away through erosion, which has left deep valleys or gorges next to high cliffs. This is a volcanic mountain. It is made out of layers of ash and cooled lava. This is a fault-block mountain. It formed when cracks in the Earth's surface open up and large chunks of rock were pushed up while others were pushed down. These are fold mountains. They formed when the rock of the Earth's surface was pushed up by tectonic plates colliding.		
Summer 1 Map Work 2	Locational knowledge: Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, (including hills, mountains, coasts and rivers), and land-use patterns	Recap the imaginary lines around the Earth. Introduce Arctic Circle and the Antarctic Circle. Ordnance survey maps show human and physical features as symbols. Children should be able to recognise some symbols. Look at an OS map of Hunstanton and recognise some human and physical geographical features. Learn about 4-figure grid references. Grid references help you to locate specific features/grid squares on a map. Look at OS symbols and identify them on maps. Use 4-figure grid references.	- I can use 8 compass points. - I can recognise OS map/atlas symbols. - I can use medium scale OS maps. - I can use 4 figure grid references to locate features on a map. - I can begin to use maps at a variety of different scales. - I can use the index and contents page within an atlas.	address, district, postcode, region, boundary, land-use, code, zone, East Midlands, West Midlands, county, Leicestershire, human geographical feature, physical geographical feature, Ordnance survey map, four-figure grid reference, representation

	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, Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Geographical Skills and Fieldwork: - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use	Grid references to build knowledge of Hunstanton and Oadby. A region is an area of part of the world which has similar characteristics - they have no set size. Physical regions include: mountain ranges, river basins and climate zones. Human regions include: the hinterland of a town or city, areas based on a single industrial activity. The UK is divided into regions. England's regions: Focussing on just regions: North East, North West, Yorkshire and the Humber, Midlands, West Midlands, East Anglia, Greater London, South East, South West. There are regional differences: the way we speak, the food we eat, the teams we support. Counties are sections of the UK. We live in the county Leicestershire. Surrounding counties: Nottinghamshire, Leicester City. Ch will locate counties and main cities in the UK using an atlas. They will be able to find Leicester, London and other major	- I can use junior atlases. - I can find places on maps of different scales. E.g. River Thames, Athens - I can locate different localities within the UK. - I can begin to use atlases to find out about other features of places. E.g. the wettest part of the world. - I can begin to measure straight-line distances on a plan.	
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	of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	cities. They will be able to recall some counties. Regions can overlap - there aren't always set boundaries.		
Summer 1/2 Coastlines	Locational knowledge: - Name and locate counties and cities of the UK, 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	Revise: Human geographical features: made by humans Physical geographical features: made by nature. A coast is where land meets sea. We will look at one coastal town - Hunstanton. Identify its human and physical characteristics. Look closely at coastal features and erosion.  A crack is formed by hydraulic action. The crack then gets larger and becomes a cave. Then cave then breaks through becoming an arch. The headland breaks away to form a stack, which then continues to erode to become a stump. Look at how land	- I can find places on maps of different scales. E.g. River Thames, Athens - I can locate different localities within the UK. - I can begin to use maps at a variety of different scales. - I can begin to use atlases to find out about other features of places. E.g. the wettest part of the world. - I can begin to measure straight-line distances on a plan. - I can use 4 figure grid references to locate features on a map. - I can recognise OS map/atlas symbols.	Erosion, crack, arch, cave, stack, cliff, stump, hydraulic action, Coast, bay, spit, headland, beach, dune, cave, cliff, arch, stump, stack, Impact, erosion, negative, effect

	latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer, Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Geographical Skills and Fieldwork: • 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	formation has changed over time due to erosion. Investigate how erosion can impact humans. Look at sea defences such as groynes.	• I can use medium scale OS maps. • I can extend answering to support explanations focussing on patterns, processes and interrelationships. • I can investigate places with more emphasis on the larger scale; contrasting distant places. E.g. Temperatures of different locations and its influence on people/everyday life.	
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	and the wider world.			
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Year 6				
Term & Unit	National Curriculum Objectives Pupils should be taught to:	Core Knowledge	Geographical Skills	Vocabulary
Autumn The Americas	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. - identify the position and significance of latitude, longitude,	Look at the continents of South America and North America. Name the countries and their capitals. Discuss their size in comparison to the UK and America. Investigate how different parts in The Americas have very different physical and geographical features. This is not the case in the UK. Teach how they have various different biomes, again compare to the UK. Compare region in the UK to one in The Americas.	- I can use 8 compass points. - I can recognise a world map as a flattened globe. - I can use maps at a range of scales. - I can use a scale to measure distances. - I can identify significant places and environments. - I can begin to use the terms latitude and longitude on atlas maps.	Continent South America North America USA, Brazil, other countries, Coordinates, longitude, longitude, physical features, typical weather - rainfall, climates, biomes, human and geographical features,

	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		• I can suggest questions for investigating. • I can analyse evidence and draw conclusions e.g. from field work data on land use/temperature. • I can look at patterns and explain reasons behind it. • I can collect and record evidence. • I can use primary and secondary sources of evidence in investigations. • I can use atlases to find out about other features of places. E.g. mountain regions, weather patterns. • I can ask questions which encourage more technical vocabulary.	
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	North or South America. 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.		• I can extend answering to support explanations •	
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	• 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.			
Spring International Trade	Human and Physical Geography: • To describe and understand key aspects of: • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy,	The economy underpins the modern world. Different regions specialise in particular types of economic activity. Geographers are interested in trade routes. Economic activity can be divided into: primary activity, secondary activity and tertiary activity. Primary activity: acquiring raw materials e.g. coal, metal ore, trees for wood, oil and gas. Fishing and farming are also key to primary production.	Use maps, atlases, globes to locate countries and describe features studied (trade links,) I can use primary and secondary sources of evidence in investigations. I can analyse evidence and draw conclusions e.g. from field work data on land use/temperature.	economy, region, trade routes, primary activity, secondary activity, tertiary activity, workforce, country, season, shopping centre, survey, barter, fair trade, goods, shipping route, trading bloc

	food, minerals and water Geographical Skills and Fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Secondary activity: turning raw materials into goods for people e.g. turning wheat into bread. Building and construction are also considered part of secondary activity. Tertiary activity: services which support primary and secondary activity e.g. healthcare and education. Generally speaking, less developed economies have a relatively high proportion of the workforce engaged in primary activity. The most developed economies have more tertiary activity. Globally, there are patterns. Countries in Africa and South America provide raw materials for the USA, Japan, and parts of Europe. The prices they receive for their raw goods are often very low. UK regions have specific economic focusses. For example, in the mountains of Wales and Scotland, farming and forestry are important. The West Midlands concentrate on the manufacturing industry.	I can collect and record evidence. I can suggest questions for investigating. I can use 8 compass points. I can use 4 figure grid references confidently, to locate features on a map. I can begin to use 6 figure grid refs. I can use atlases to find out about other features of places. E.g. mountain regions, weather patterns. I can recognise a world map as a flattened globe. I can look at patterns and explain reasons behind it.	
Summer 2 Rivers	Human and Physical Geography:	Look at the features of a river.		river, stream, valley, tributaries, lake, waterfall, gorge, estuary,

	Describe and understand key aspects of: - Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Locational Knowledge: - Locate the world's countries, using maps to focus on Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Geographical Skills and Fieldwork:	<table><tr><th>Upper Course</th><th>Middle Course</th><th>Lower Course</th></tr><tr><td>valley channel waterfall rapids gorge tributary confluence</td><td>valley channel tributary confluence meander</td><td>valley channel floodplain levee delta estuary</td></tr></table> Rivers: usually begin in hills or mountains and grow larger as they flow downhill and are joined by tributaries. Downstream you often find lakes, waterfalls and gorges. Eventually flow into an estuary and join the sea. Look at the erosion around a river. Locate rivers in the UK and famous ones in Europe and a region within North and South America.	Upper Course	Middle Course	Lower Course	valley channel waterfall rapids gorge tributary confluence	valley channel tributary confluence meander	valley channel floodplain levee delta estuary		bank, flow, mouth, source, sea, names of rivers
Upper Course	Middle Course	Lower Course								
valley channel waterfall rapids gorge tributary confluence	valley channel tributary confluence meander	valley channel floodplain levee delta estuary								

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	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			
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