Transitional Curriculum Progression Map

Geography

National Curriculum:

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, and a region in 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 8 points of a compass, 4- and 6-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

Each term, the knowledge organiser and skills/knowledge task will be shared with parents to share and complete if they would like to. The quiz/assessment will be completed at the end of each unit of study, with outcomes used to inform teacher assessment.

Curriculum overview

	Year 3/4	Year 4/5	Year 5/6
Units	Why are rainforests important to us? Are all settlements the same? What are rivers and how are they used?	What is life like in the Alps? Why do oceans matter? Would you like to live in a desert?	Why does our population change? Where does our energy come from? Can I carry out an independent field study?

Locational Knowledge

Skills

Year 3/4	Year 4/5	Year 5/6
• Locating some countries in Europe and North and South America using maps. • Locating some major cities of the countries studied. • Locating key physical features in countries studied including significant environmental regions. • Locating some key human features in countries studied. • Locating the world's most significant mountain ranges on a map and identifying any patterns. • Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. • Locating some of the world's most significant rivers and identifying any patterns. • Locating some counties in the UK (local to your school). • Locating some cities in the UK (local to your school). • Beginning to locate the twelve geographical regions of the UK. • Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. • Identifying how topographical features studied have changed over time using examples. • Describing how a locality has changed over time, giving examples of both physical and human features. • Finding the position of the Equator and describing how this impacts our environmental regions. • Finding lines of latitude and longitude on a globe and explaining why these are important. • Identifying the position of the Tropics of Cancer and Capricorn and their significance. • Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. • Identifying the position and significance of both the Arctic and Antarctic Circle.	• Locating countries and major cities in Europe and North and South America using maps. • Locating key physical and human features and significant environmental regions in countries studied. • Locating cities, counties and geographical regions of the UK and identifying key characteristics. • Using maps to identify patterns in climate zones, biomes and vegetation belts. • Explaining how a locality and its land use have changed over time using physical and human examples. • Using latitude and longitude when referencing location. • Introducing the Prime/Greenwich Meridian and time zones where relevant to the unit studied.	• Locating more countries in Europe and North and South America using maps. • Locating major cities of the countries studied. • Locating some key physical features in countries studied on a map. • Locating key human features in countries studied. • Identifying significant environmental regions on a map. • Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. • Locating counties in the UK. • Locating many cities in the UK. • Locating the twelve geographical regions of the UK. • Identifying key physical and human characteristics of the geographical regions in the UK. • Understanding how land use has changed over time using examples. • Explaining why a locality has changed over time, giving examples of both physical and human features. • Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance. • Using longitude and latitude when referencing location in an atlas or on a globe.

Knowledge

Year 3/4	Year 4/5	Year 5/6
• To know where North and South America are on a world map. • To know the names of some countries and major cities in Europe and North and South America. • To know the names of some of the world's most significant mountain ranges. • To know the names of some of the world's most significant rivers. • To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. • To know that climate zones are areas of the world with similar climates. • To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).* • To know that biomes are areas of the world with similar climates, vegetation and animals. • To know the world's biomes. • To know vegetation belts are areas of the world which are home to similar plant species. • To know the name of some counties in the UK (local to your school). • To know the name of some cities in the UK (local to your school). • To know the name of the county that they live in and their closest city. • To begin to name the twelve geographical regions of the UK. • To know the main types of land use. • To know some types of settlement. • To know that countries near the Equator have less seasonal change than those near the poles. • To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. • To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian • To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. • To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.	• To know the names and locations of an increasing range of countries and major cities in Europe and North and South America. • To know the location of key physical features in countries studied. • To know that climate zones, biomes and vegetation belts show geographical patterns across the world. • To know and increasingly confidently identify UK counties, cities and geographical regions. • To know that lines of latitude and longitude identify position on the globe. • To know that the Prime/Greenwich Meridian is the 0° line of longitude and determines the start of the world's time zones.	• To know the name of many countries and major cities in Europe and North and South America. • To know the location of key physical features in countries studied. • To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland). • To know the name of many counties in the UK. • To know the name of many cities in the UK. • To confidently name the twelve geographical regions of the UK. • To know that London and the South East regions have the largest population in the UK. • To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones.

Year 3/4	Year 4/5	Year 5/6
• To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other • To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. • To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.		

Place Knowledge

Skills

Year 3/4	Year 4/5	Year 5/6
• Describing and beginning to explain similarities between two regions studied. • Describing and beginning to explain differences between two regions studied. • Describing how and why humans have responded in different ways to their local environments. • Discussing climates and their impact on trade, land use and settlement. • Explaining what measures humans have taken in order to adapt to survive in cold places. • Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	• Describing and explaining similarities and differences between two regions or environmental regions studied. • Explaining how and why humans respond differently to contrasting environments. • Explaining how climate influences trade, land use, settlement and tourism. • Comparing life in the UK with life in a contrasting European or global region. • Using maps to explore wider global connections and trading routes where relevant.	• Describing and explaining similarities between two environmental regions studied. • Describing and explaining differences between two environmental regions studied. • Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. • Understanding how climates impact on trade, land use and settlement. • Explaining how humans have used desert environments. • Using maps to explore wider global trading routes.

Knowledge

Year 3/4	Year 4/5	Year 5/6
• To know the negative effects of living near a volcano. • To know the positive effects of living near a volcano. • To know the negative effects an earthquake can have on a community. • To know ways in which communities respond to earthquakes.	• To know similarities and differences between the UK and a contrasting European mountain region. • To know why tourists visit mountain regions. • To understand that physical characteristics and climate influence how people live in and use places.	• To know some similarities and differences between the UK and a European mountain region. • To know why tourists visit mountain regions.

Human and Physical

Skills

Year 3/4	Year 4/5	Year 5/6
• Mapping and labelling the six biomes on a world map. • Understanding some of the causes of climate change. • Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. • Describing where volcanoes, earthquakes and mountains are located globally. • Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. • Describing how humans use water in a variety of ways. • Describing and understanding types of settlement and land use. • Explaining why a settlement and community has grown in a particular location. • Explaining why different locations have different human features. • Explaining why people might prefer to live in an urban or rural place. • Describing how humans can impact the environment both positively and negatively, using examples.	• Describing and understanding key aspects of biomes and climate zones. • Understanding causes and impacts of climate change. • Describing the distribution of vegetation belts in relation to biome, climate and weather. • Explaining how humans use environments, including oceans and deserts. • Describing economic activity and trade links where relevant. • Recognising geographical issues affecting people and environments. • Describing and explaining positive and negative human impacts on the environment. • Considering alternative viewpoints and possible solutions to environmental issues.	• Describing and understanding the key aspects of the six biomes. • Describing and understanding the key aspects of the six climate zones. • Understanding some of the impacts and causes of climate change. • Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. • Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. • Describing and understanding economic activity, including trade links. • Suggesting reasons why the global population has grown significantly in the last 70 years. • Describing the 'push' and 'pull' factors that people may consider when migrating. • Understanding the distribution of natural resources both globally and within a specific region or country studied. • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples.

Knowledge

Year 3/4	Year 4/5	Year 5/6
• To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. • To know the courses and key features of a river. • To know the different types of mountains and volcanoes and how they are formed. • To know that an earthquake is the intense shaking of the ground. • To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. • To know the world's biomes. • To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. • To know that climate zones are areas of the world with similar climates. • To know the world's different climate zones. • To know that climates can influence the foods able to grow. • To know the main types of land use. • To know the different types of settlement. • To know water is used by humans in a variety of ways. • To know an urban place is somewhere near a town or city. • To know a rural place is somewhere near the countryside. • To know that a natural resource is something that people can use which comes from the natural environment. • To know the threats to the rainforest both on a local and global scale. • To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. • To know the UK grows food locally and imports food from other countries.	• To know that a biome is a region sharing a similar climate, landscape, vegetation and wildlife. • To know the world's main climate zones and biomes. • To know that vegetation belts are areas of the world that are home to similar plant species and to name and describe some. • To know why the ocean is important. • To know that natural resources can be used by people, including to make energy. • To know examples of positive and negative human impacts on the environment. • To understand that climate and physical geography influence land use, settlement and economic activity.	• To know vegetation belts are areas of the world that are home to similar plant species. • To name and describe some of the world's vegetation belts. • To know why the ocean is important • To know the global population has grown significantly since the 1950s. • To know which factors are considered before people build settlements. • To know migration is the movement of people from one country to another. • To know that natural resources can be used to make energy. • To know some positive impacts of humans on the environment. • To know some negative impacts of humans on the environment.

Geographical skills and fieldwork

Skills

Year 3/4	Year 4/5	Year 5/6
• Beginning to use maps at more than one scale. • Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. • Using the scale bar on a map to estimate distances. • Finding countries and features of countries in an atlas using contents and index. • Zooming in and out of a digital map. • Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using 4-figure grid references to locate features on a map in regions studied. • Beginning to locate features using the 8 points of a compass. • Using a simple key on their own map to show an example of both physical and human features. • Following a route on a map with some accuracy • Saying which directions are N, S, E, W on an OS map. • Making and using a simple route on a map. • Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. • Beginning to choose the best approach to answer an enquiry question. • Mapping land use in a small local area using maps and plans. • Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. • Asking and answering one-step and two-step geographical questions. • Observing, recording, and naming geographical features in their local environments. • Using simple sampling techniques appropriately. • Making digital audio recordings for a specific purpose. • Designing a questionnaire/interview to collect qualitative fieldwork data. • Taking digital photos and labelling or captioning them. • Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. • Beginning to use a simplified Likert Scale to record their judgements of environmental quality. • Collecting quantitative data in charts and graphs. • Using a questionnaire/interview to collect qualitative fieldwork data. • Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. • Suggesting different ways that a locality could be changed and improved. • Finding answers to geographical questions through data collection.	• Using and understanding maps at more than one scale with increasing confidence. • Using atlases, maps, globes and digital mapping to locate places and describe physical and human features. • Using map scale to estimate and increasingly calculate distances. • Using OS map keys and recognising an increasing range of symbols. • Using four-figure grid references securely and beginning to encounter six-figure grid references where appropriate. • Using the eight points of a compass with increasing confidence. • Selecting an appropriate map or mapping tool for a purpose. • Choosing the best approach to answer an enquiry question. • Planning data collection with increasing independence and selecting appropriate methods. • Designing and conducting questionnaires/interviews and using field sketches, photographs and maps. • Using sampling techniques and, where appropriate, GIS to plot data. • Presenting geographical data in increasingly varied forms. • Drawing conclusions from fieldwork findings and beginning to evaluate the quality of evidence.	• Confidently using and understanding maps at more than one scale • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). • Using the scale bar on a map to calculate distances. • Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. • Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. • Beginning to use thematic maps to recognise and describe human and physical features studied. • Using models and maps to talk about contours and slopes. • Selecting a map for a specific purpose. • Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using four and six-figure grid references to locate features on a map in regions studied. • Confidently locating features using the 8 points of a compass. • Following a short pre-prepared route on an OS map. • Identifying the eight compass points on an OS map. • Planning a journey to another part of the world using six-figure grid references and the eight points of a compass. • Developing their own enquiry questions. • Choosing the best approach to answering an enquiry question. • Making sketch maps of areas studied including labels and keys where necessary. • Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. • Selecting appropriate methods for data collection. • Designing interviews/questionnaires to collect qualitative data. • Beginning to use standard field sampling techniques appropriately. • Using GIS (Geographical Information Systems) to plot data sets. • Using a simplified Likert Scale to record their judgements of environmental quality. • Conducting interviews/questionnaires to collect qualitative data. • Interpreting and using real-time/live data. • Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. • Evaluating evidence collected and suggesting ways to improve this. • Analysing quantitative data in pie charts, line graphs and graphs with two variables.

Knowledge

Year 3/4	Year 4/5	Year 5/6
• To understand that a scale shows how much smaller a map is compared to real life. • To recognise world maps as a flattened globe. • To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. • To know that an OS map shows human and physical features as symbols. • To know that grid references help us locate a particular square on a map.	• To understand map scale and how it relates to real distance. • To know that OS maps use symbols, keys, grid references and contours to communicate geographical information. • To know the eight points of a compass. • To know that an enquiry question is open-ended and answered through research/data collection. • To know the difference between qualitative and quantitative data. • To know a range of data-collection methods and how they are used.	• To know that contours on a map show height and slope. • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To know that a pie chart can represent a fraction or percentage of a whole set of data. • To know a line graph can represent variables over time. • To be aware of some issues in the local area.

Year 3/4	Year 4/5	Year 5/6
• To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. • To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). • To know an enquiry-based question has an open-ended answer found by research. • To know how to use various simple sampling techniques. • To know what a questionnaire and an interview are. • To know that quantitative data involves numerical facts and figures and is often objective. • To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. • To know a Likert scale is used to record people's feelings and attitudes. • To know that qualitative data involves opinions, thoughts and feelings and is often subjective. • To know what a bar chart, pictogram and table are and when to use which one best to represent data.	• To know that GIS is a digital system used to create/manage maps and support geographical enquiry. • To know that different graphs and charts are suited to different types of data.	• To know what a range of data collection methods look like. • To know how to use a range of data collection methods.

Year 3/4

Why are rainforests important to us?

Key knowledge	Key skills	Key vocabulary
• To know where North and South America are on a world map. • To know the names of some countries and major cities in Europe and North and South America. • To know the names of some of the world's most significant rivers. • To know that climate zones are areas of the world with similar climates. • To know the world's biomes. • To know vegetation belts are areas of the world which are home to similar plant species. • To know the name of some counties in the UK (local to your school). • To know that countries near the Equator have less seasonal change than those near the poles. • To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. • To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. • To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. • To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. • To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. • To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. • To know the world's different climate zones. • To know that climates can influence the foods able to grow. • To know the main types of land use. • To know that a natural resource is something that people can use which comes from the natural environment. • To know the threats to the rainforest both on a local and global scale. • To recognise world maps as a flattened globe. • To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. • To know that an OS map shows human and physical features as symbols. • To know an enquiry-based question has an open-ended answer found by research. • To know what a questionnaire and an interview are. • To know that quantitative data involves numerical facts and figures and is often objective. • To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. • To know that qualitative data involves opinions, thoughts and feelings and is often subjective. • To know what a bar chart, pictogram and table are and when to use which one best to represent data.	• Locating some countries in Europe and North and South America using maps. • Locating key physical features in countries studied including significant environmental regions. • Locating some key human features in countries studied. • Locating some of the world's most significant rivers and identifying any patterns. • Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. • Identifying how topographical features studied have changed over time using examples. • Describing how a locality has changed over time, giving examples of both physical and human features. • Finding the position of the Equator and describing how this impacts our environmental regions. • Finding lines of latitude and longitude on a globe and explaining why these are important. • Identifying the position of the Tropics of Cancer and Capricorn and their significance. • Describing and beginning to explain similarities between two regions studied. • Describing and beginning to explain differences between two regions studied. • Describing how and why humans have responded in different ways to their local environments. • Discussing climates and their impact on trade, land use and settlement. • Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. • Mapping and labelling the six biomes on a world map. • Understanding some of the causes of climate change. • Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. • Describing how humans use water in a variety of ways. • Describing and understanding types of settlement and land use. • Explaining why a settlement and community has grown in a particular location. • Describing how humans can impact the environment both positively and negatively, using examples. • Beginning to use maps at more than one scale. • Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. • Finding countries and features of countries in an atlas using contents and index. • Making and using a simple route on a map. • Beginning to choose the best approach to answer an enquiry question. • Mapping land use in a small local area using maps and plans. • Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. • Asking and answering one-step and two-step geographical questions. • Observing, recording, and naming geographical features in their local environments. • Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. • Collecting quantitative data in charts and graphs. • Using a questionnaire/interviews to collect quantitative fieldwork data. • Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with	• analyse • biome • buttress roots • canopy layer • community • data • deforestation • drought • emergent layer • enquiry • equator • forest floor • global warming • greenhouse gas • indigenous peoples • interpret • lianas • lines of latitude • logging • method • mining • present • questionnaire • quote • risk • route • summarise • Tropic of Capricorn • Tropic of Cancer • understorey layer • vegetation • vegetation belts

Key knowledge	Key skills	Key vocabulary
	labels/captions) when communicating geographical information. • Suggesting different ways that a locality could be changed and improved. • Finding answers to geographical questions through data collection.	

Year 3/4

Are all settlements the same?

Key knowledge	Key skills	Key vocabulary
• To know the names of some of the world's most significant rivers. • To know the name of some counties in the UK (local to your school). • To know the name of some cities in the UK (local to your school). • To know the name of the county that they live in and their closest city. • To begin to name the twelve geographical regions of the UK. • To know the main types of land use. • To know some types of settlement. • To know water is used by humans in a variety of ways. • To know an urban place is somewhere near a town or city. • To know a rural place is somewhere near the countryside. • To know that a natural resource is something that people can use which comes from the natural environment. • To know the UK grows food locally and imports food from other countries. • To understand that a scale shows how much smaller a map is compared to real life. • To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. • To know that an OS map shows human and physical features as symbols. • To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). • To know an enquiry-based question has an open-ended answer found by research. • To know what a bar chart, pictogram and table are and when to use which one best to represent data.	• Locating some major cities of the countries studied. • Locating key physical features in countries studied including significant environmental regions. • Locating some key human features in countries studied. • Locating some counties in the UK (local to your school). • Locating some cities in the UK (local to your school). • Beginning to locate the twelve geographical regions of the UK. • Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. • Describing how a locality has changed over time, giving examples of both physical and human features. • Describing and beginning to explain similarities between two regions studied. • Describing and beginning to explain differences between two regions studied. • Describing how and why humans have responded in different ways to their local environments. • Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. • Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. • Describing and understanding types of settlement and land use. • Explaining why a settlement and community has grown in a particular location. • Explaining why different locations have different human features. • Explaining why people might prefer to live in an urban or rural place. • Beginning to use maps at more than one scale. • Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. • Using the scale bar on a map to estimate distances. • Finding countries and features of countries in an atlas using contents and index. • Zooming in and out of a digital map. • Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. • Using a simple key on their own map to show an example of both physical and human features. • Following a route on a map with some accuracy. • Saying which directions are N, S, E, W on an OS map. • Making and using a simple route on a map. • Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. • Beginning to choose the best approach to answer an enquiry question. • Mapping land use in a small local area using maps and plans. • Asking and answering one-step and two-step geographical questions. • Observing, recording, and naming geographical features in their local environments. • Taking digital photos and labelling or captioning them. • Finding answers to geographical questions through data collection.	• agricultural land • capital city • commercial land • compare • country border • county • dispersed • facilities • land use • legend • linear • local • memorial • metro • monument • nucleated • place of worship • recreational land • region • residential land • settlement • transportation

Year 3/4

What are rivers and how are they used?

Key knowledge	Key skills	Key vocabulary
• To know where North and South America are on a world map. • To know the names of some of the world's most significant mountain ranges. • To know the names of some of the world's most significant rivers. • To know the name of some counties in the UK (local to your school). • To know the name of some cities in the UK (local to your school). • To know the name of the county that they live in and their closest city. • To begin to name the twelve geographical regions of the UK. • To know the main types of land use. • To know some types of settlement. • To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. • To know the courses and key features of a river. • To know the different types of mountains and volcanoes and how they are formed. • To know water is used by humans in a variety of ways. • To know an urban place is somewhere near a town or city. • To know a rural place is somewhere near the countryside. • To know that a natural resource is something that people can use which comes from the natural environment. • To know the UK grows food locally and imports food from other countries. • To understand that a scale shows how much smaller a map is compared to real life. • To recognise world maps as a flattened globe. • To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. • To know that an OS map shows human and physical features as symbols. • To know that grid references help us locate a particular square on a map. • To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. • To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). • To know an enquiry-based question has an open-ended answer found by research. • To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. • To know a Likert scale is used to record people's feelings and attitudes. • To know what a bar chart, pictogram and table are and when to use which one best to represent data.	• Locating some countries in Europe and North and South America using maps. • Locating some major cities of the countries studied. • Locating key physical features in countries studied including significant environmental regions. • Locating the world's most significant mountain ranges on a map and identifying any patterns. • Locating some of the world's most significant rivers and identifying any patterns. • Locating some cities in the UK (local to your school). • Beginning to locate the twelve geographical regions of the UK. • Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. • Describing how and why humans have responded in different ways to their local environments. • Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. • Describing where volcanoes, earthquakes and mountains are located globally. • Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. • Describing how humans use water in a variety of ways. • Describing and understanding types of settlement and land use. • Explaining why a settlement and community has grown in a particular location. • Explaining why different locations have different human features. • Beginning to use maps at more than one scale. • Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. • Finding countries and features of countries in an atlas using contents and index. • Zooming in and out of a digital map. • Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using 4-figure grid references to locate features on a map in regions studied. • Beginning to locate features using the 8 points of a compass. • Using a simple key on their own map to show an example of both physical and human features. • Following a route on a map with some accuracy. • Saying which directions are N, S, E, W on an OS map. • Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. • Beginning to choose the best approach to answer an enquiry question. • Mapping land use in a small local area using maps and plans. • Asking and answering one-step and two-step geographical questions. • Observing, recording, and naming geographical features in their local environments. • Taking digital photos and labelling or captioning them. • Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. • Beginning to use a simplified Likert Scale to record their judgements of environmental quality. • Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations,	• condensation • delta • estuary • evaporation • flooding • floodplain • groundwater • irrigation • leisure • meander • oxbow lake • percolation • precipitation • river mouth • source • transpiration • tributary • valley • water cycle • waterfall

Key knowledge	Key skills	Key vocabulary
	writing and digital technologies (photos with labels/captions) when communicating geographical information. • Suggesting different ways that a locality could be changed and improved. • Finding answers to geographical questions through data collection.	

Year 4/5

What is life like in the Alps?

Key knowledge	Key skills	Key vocabulary
• To know the name of many countries and major cities in Europe and North and South America. • To know some similarities and differences between the UK and a European mountain region. • To know the location of key physical features in countries studied. • To know why tourists visit mountain regions. • To know vegetation belts are areas of the world that are home to similar plant species. • To name and describe some of the world's vegetation belts. • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods.	• Locating more countries in Europe and North and South America using maps. • Locating major cities of the countries studied. • Locating some key physical features in countries studied on a map. • Locating key human features in countries studied. • Identifying significant environmental regions on a map. • Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. • Explaining why a locality has changed over time, giving examples of both physical and human features. • Using longitude and latitude when referencing location in an atlas or on a globe. • Describing and explaining similarities between two environmental regions studied. • Describing and explaining differences between two environmental regions studied. • Understanding how climates impact on trade, land use and settlement. • Describing and understanding the key aspects of the six biomes. • Describing and understanding the key aspects of the six climate zones. • Understanding some of the impacts and causes of climate change. • Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples. • Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Using the scale bar on a map to calculate distances. • Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. • Following a short pre-prepared route on an OS map. • Choosing the best approach to answering an enquiry question. • Making sketch maps of areas studied including labels and keys where necessary. • Selecting appropriate methods for data collection. • Designing interviews/questionnaires to collect qualitative data. • Conducting interviews/questionnaires to collect qualitative data. • Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.	• atlas • climate • climate change • coniferous trees • data • deciduous trees • enquiry • fold mountain • glacier • hemisphere • human feature • land height • latitude • leisure • longitude • method • mountain climate • mountain range • OS map • physical feature • population • questionnaire • sea level • recreational land use • risk • route • scale • temperate • temperate forest • tourism • tourist • vegetation

Year 4/5

Why do oceans matter?

Key knowledge	Key skills	Key vocabulary
• To know the location of key physical features in countries studied. • To know why the ocean is important. • To know some positive impacts of humans on the environment. • To know some negative impacts of humans on the environment. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To know that a pie chart can represent a fraction or percentage of a whole set of data. • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods.	• Locating major cities of the countries studied. • Locating some key physical features in countries studied on a map. • Locating key human features in countries studied. • Identifying significant environmental regions on a map. • Identifying key physical and human characteristics of the geographical regions in the UK. • Explaining why a locality has changed over time, giving examples of both physical and human features. • Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. • Understanding how climates impact on trade, land use and settlement. • Using maps to explore wider global trading routes. • Describing and understanding the key aspects of the six climate zones. • Understanding some of the impacts and causes of climate change. • Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. • Describing and understanding economic activity, including trade links. • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples. • Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Using the scale bar on a map to calculate distances. • Beginning to use thematic maps to recognise and describe human and physical features studied. • Selecting a map for a specific purpose. • Choosing the best approach to answering an enquiry question. • Making sketch maps of areas studied including labels and keys where necessary. • Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. • Selecting appropriate methods for data collection. • Beginning to use standard field sampling techniques appropriately. • Using GIS (Geographical Information Systems) to plot data sets. • Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. • Evaluating evidence collected and suggesting ways to improve this. • Analysing quantitative data in pie charts, line graphs and graphs with two variables.	• atmosphere • biodegradable • buffer • coral bleaching • coral reef • decompose • digital map • disposable • ecology • ecosystem • erosion • geology • habitat • human footprint • marine • microplastics • natural disaster • ocean current • policy • renewable energy • single use plastic • species • water cycle

Year 4/5

Would you like to live in a desert?

Key knowledge	Key skills	Key vocabulary
• To know the name of many countries and major cities in Europe and North and South America. • To know the location of key physical features in countries studied. • To name and describe some of the world's vegetation belts. • To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones. • To know vegetation belts are areas of the world that are home to similar plant species. • To name and describe some of the world's vegetation belts. • To know which factors are considered before people build settlements. • To know a line graph can represent variables over time. • To know that natural resources can be used to make energy. • To know some negative impacts of humans on the environment. • To know that contours on a map show height and slope. • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To know that a pie chart can represent a fraction or percentage of a whole set of data.	• Locating more countries in Europe and North and South America using maps. • Locating major cities of the countries studied. • Locating some key physical features in countries studied on a map. • Locating key human features in countries studied. • Identifying significant environmental regions on a map. • Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. • Confidently locating the twelve geographical regions of the UK. • Understanding how land use has changed over time using examples. • Explaining why a locality has changed over time, giving examples of both physical and human features. • Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance. • Using longitude and latitude when referencing location in an atlas or on a globe. • Describing and explaining similarities between two environmental regions studied. • Describing and explaining differences between two environmental regions studied. • Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. • Understanding how climates impact on trade, land use and settlement. • Explaining how humans have used desert environments. • Describing and understanding the key aspects of the six biomes. • Describing and understanding the key aspects of the six climate zones. • Understanding some of the impacts and causes of climate change. • Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. • Describing and understanding economic activity, including trade links. • Describing the 'push' and 'pull' factors that people may consider when migrating. • Understanding the distribution of natural resources both globally and within a specific region or country studied. • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples. • Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). • Using models and maps to talk about contours and slopes. • Interpreting and using real-time/live data. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. • Analysing quantitative data in pie charts, line graphs and graphs with two variables.	• agriculture • airstrip • arid • barren • biome • climate • desert • desertification • drought • flash flood • mesa • mining • mushroom rock • national park • natural arch • nature reserve • rainfall • ranching • renewable energy • salt flat • sand dune • sparse • time zone • tourist attraction • vegetation • weather

Year 5/6

Why does our population change?

Key knowledge	Key skills	Key vocabulary
• To know that the global population has grown significantly since the 1950s. • To know which factors are considered before people build settlements. • To know migration is the movement of people from one country to another. • To know the name of many countries and major cities in Europe and North and South America. • To know the name of many counties in the UK. • To know the name of many cities in the UK. • To confidently name the twelve geographical regions of the UK. • To know that London and the South East regions have the largest population in the UK. • To know the global population has grown significantly since the 1950s. • To know which factors are considered before people build settlements. • To know migration is the movement of people from one country to another. • To know some negative impacts of humans on the environment. • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To know that a pie chart can represent a fraction or percentage of a whole set of data. • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods.	• Locating more countries in Europe and North and South America using maps. • Locating key human features in countries studied. • Locating many counties in the UK. • Confidently locating the twelve geographical regions of the UK. • Identifying key physical and human characteristics of the geographical regions in the UK. • Explaining why a locality has changed over time, giving examples of both physical and human features. • Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. • Understanding how climates impact on trade, land use and settlement. • Understanding some of the impacts and causes of climate change. • Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. • Describing and understanding economic activity, including trade links. • Suggesting reasons why the global population has grown significantly in the last 70 years. • Describing the 'push' and 'pull' factors that people may consider when migrating. • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples. • Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. • Beginning to use thematic maps to recognise and describe human and physical features studied. • Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using four and six-figure grid references to locate features on a map in regions studied. • Confidently locating features using the 8 points of a compass. • Following a short pre-prepared route on an OS map. • Planning a journey to another part of the world using six-figure grid references and the eight points of a compass. • Developing their own enquiry questions. • Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. • Beginning to use standard field sampling techniques appropriately. • Using GIS (Geographical Information Systems) to plot data sets. • Using a simplified Likert Scale to record their judgements of environmental quality. • Conducting interviews/questionnaires to collect qualitative data. • Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.	• air pollution • birth rate • cartogram • climate • climate change • conclusions • death rate • deforestation • densely populated • digital technologies • fossil fuels • greenhouse gases • impact • improvements • involuntary • Likert scale • migrants • migration • natural increase • noise pollution • population • population density • population distribution • pull factors • push factors • qualitative • quantitative • refugee • region • sparsely populated • voluntary

Key knowledge	Key skills	Key vocabulary
	• Evaluating evidence collected and suggesting ways to improve this. • Analysing quantitative data in pie charts, line graphs and graphs with two variables.	

Year 5/6

Where does our energy come from?

Key knowledge	Key skills	Key vocabulary
• To know the name of many countries and major cities in Europe and North and South America. • To know the name of many cities in the UK. • To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones. • To know that natural resources can be used to make energy. • To know some positive impacts of humans on the environment. • To know some negative impacts of humans on the environment. • To know that contours on a map show height and slope. • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods.	• Locating more countries in Europe and North and South America using maps. • Locating major cities of the countries studied. • Locating some key physical features in countries studied on a map. • Locating key human features in countries studied. • Locating many cities in the UK. • Identifying key physical and human characteristics of the geographical regions in the UK. • Understanding how land use has changed over time using examples. • Explaining why a locality has changed over time, giving examples of both physical and human features. • Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance. • Using longitude and latitude when referencing location in an atlas or on a globe. • Describing and explaining similarities between two environmental regions studied. • Describing and explaining differences between two environmental regions studied. • Understanding how climates impact on trade, land use and settlement. • Using maps to explore wider global trading routes. • Understanding some of the impacts and causes of climate change. • Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. • Describing and understanding economic activity, including trade links. • Suggesting reasons why the global population has grown significantly in the last 70 years. • Understanding the distribution of natural resources both globally and within a specific region or country studied. • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples. • Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). • Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. • Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. • Using models and maps to talk about contours and slopes. • Selecting a map for a specific purpose. • Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using four and six-figure grid references to locate features on a map in regions studied. • Making sketch maps of areas studied including labels and keys where necessary. • Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. • Selecting appropriate methods for data collection. • Designing interviews/questionnaires to collect qualitative data.	• biofuel • coal • consumption • contour line • crude oil • dam • emissions • energy source • hydropower • natural gas • non-renewable • nuclear power • Prime Meridian • producer • regenerate • renewable • replenish • sea level • solar power • time zone • urban planner • windpower • six-figure grid reference

Key knowledge	Key skills	Key vocabulary
	• Conducting interviews/questionnaires to collect qualitative data. • Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.	

Year 5/6

Can I carry out an independent field study?

Key knowledge	Key skills	Key vocabulary
• To know the name of many countries and major cities in Europe and North and South America. • To know the name of many cities in the UK. • To confidently name the twelve geographical regions of the UK. • To know some positive impacts of humans on the environment. • To know some negative impacts of humans on the environment. • To know that contours on a map show height and slope. • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods.	• Locating major cities of the countries studied. • Locating some key physical features in countries studied on a map. • Locating key human features in countries studied. • Locating many cities in the UK. • Confidently locating the twelve geographical regions of the UK. • Identifying key physical and human characteristics of the geographical regions in the UK. • Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples. • Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). • Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. • Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. • Selecting a map for a specific purpose. • Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using four and six-figure grid references to locate features on a map in regions studied. • Confidently locating features using the 8 points of a compass. • Following a short pre-prepared route on an OS map. • Identifying the eight compass points on an OS map. • Developing their own enquiry questions. • Choosing the best approach to answering an enquiry question. • Making sketch maps of areas studied including labels and keys where necessary. • Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. • Selecting appropriate methods for data collection. • Designing interviews/questionnaires to collect qualitative data. • Beginning to use standard field sampling techniques appropriately. • Using GIS (Geographical Information Systems) to plot data sets. • Using a simplified Likert Scale to record their judgements of environmental quality. • Conducting interviews/questionnaires to collect qualitative data. • Interpreting and using real-time/live data. • Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. • Evaluating evidence collected and suggesting ways to improve this.	• analyse • audience • city • data • data collection methods • enquiry • evidence • impact • improvement • issue • justify • plot • presenting • process • recommendation • region • risk • route • subjective • viewpoint