

skills to study the geography of their

and the key human and

|        |                           | school and its grounds   | physical surrounding      |
|--------|---------------------------|--------------------------|---------------------------|
|        |                           | and the key human        | environment.              |
|        |                           | and physical features    | Key Skill – Locational    |
|        |                           | of its surrounding       | knowledge, Place          |
|        |                           | environment.             | knowledge, Human and      |
|        |                           | Key Skill – Locational   | Physical, Geographical    |
|        |                           | knowledge, Human         | skills and fieldwork      |
|        |                           | and Physical,            | Skiiis diid Heldwork      |
|        |                           | Geographical skills      |                           |
|        |                           | and fieldwork            |                           |
|        |                           | and network              |                           |
| Year 2 | BQ - Would you            | BQ - Why is our          | BQ - What is it like      |
|        | prefer to live in a hot   | world wonderful?         | to live by the coast?     |
|        | or cold place?            | NC:                      | NC:                       |
|        | NC:                       | *name and locate the     | *name and locate the      |
|        | *name and locate the      | world's seven            | world's seven continents  |
|        | world's seven continents  | continents and five      | and five oceans           |
|        | and five oceans           | oceans                   | *name, locate and         |
|        | *understand               | *name, locate and        | identify characteristics  |
|        | geographical similarities | identify characteristics | of the four countries and |
|        | and differences through   | of the four countries    | capital cities of the     |
|        | studying the human and    | and capital cities of    | United Kingdom and its    |
|        | physical geography of a   | the United Kingdom       | surrounding seas          |
|        | small area of the United  | and its surrounding      | *key physical features    |
|        | Kingdom, and of a small   | seas                     | *key human features       |
|        | area in a contrasting     | *key physical features   | *use world maps, atlases  |
|        | non-European country      | *key human features      | and globes                |
|        | *identify seasonal and    | *use world maps,         | *use simple compass       |
|        | daily weather patterns in | atlases and globes       | directions                |
|        | the United Kingdom and    | *use simple compass      | *use aerial photographs   |
|        | the location of hot and   | directions               | and plan perspectives to  |
|        | cold areas of the world   | *use aerial              | recognise landmarks and   |
|        | in relation to the        | photographs and plan     | basic human and           |
|        | Equator and the North     | perspectives to          | physical features; devise |
|        | and South Poles           | recognise landmarks      | a simple map; and use     |
|        | *key physical features    | and basic human and      | and construct basic       |
|        | *key human features       | physical features;       | symbols in a key          |
|        | *use world maps, atlases  | devise a simple map;     | *use simple fieldwork     |
|        | and globes                | and use and construct    | and observational skills  |
|        | *use simple compass       | basic symbols in a key   | to study the geography    |
|        | directions                | *use simple fieldwork    | of their school and its   |
|        | *use aerial photographs   | and observational        | grounds and the key       |
|        | and plan perspectives to  | skills to study the      | human and physical        |
|        | recognise landmarks and   | geography of their       | features of its           |
|        | basic human and           | school and its grounds   |                           |

|        | 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. Key skill - Locational knowledge, Place knowledge, Human and Physical, Geographical skills and fieldwork |   | and the key human and physical features of its surrounding environment. Key skill - Locational knowledge, Human and Physical, Geographical skills and fieldwork  | surrounding environment. Key skill - Locational knowledge, Human and Physical, Geographical skills and fieldwork  |
|--------|---|---|--|---|
| Year 3 |   | Ive near volcanoes?  NC: *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 *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 *describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, | RQ - Why are rainforests important to us?  NC: *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, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the | BQ- Are all settlements the same?  NC: *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 |

mountains, volcanoes and Prime/Greenwich understand how some of earthquakes, and the these aspects have Meridian and time water cycle changed over time zones (including day understand geographical \*describe and understand and night) similarities and key aspects of: human \*describe and differences through the geography, including: understand key study of human and types of settlement and aspects of: physical physical geography of a land use, economic activity geography, including: region of the United including trade links, and climate zones, biomes Kingdom, a region in a the distribution of natural and vegetation belts, European country, and a resources including rivers, mountains, region within North or energy, food, minerals and volcanoes and South America water earthquakes, and the \*describe and \*use maps, atlases, globes water cycle understand key aspects and digital/computer \*describe and of: human geography, mapping to locate understand key including: types of countries and describe aspects of: human settlement and land use, features studied economic activity \*use fieldwork to observe. geography, including: including trade links, and measure, record and types of settlement the distribution of present the human and and land use, natural resources physical features in the economic activity including energy, food, local area using a range of including trade links, minerals and water methods, including sketch and the distribution of \*use maps, atlases, maps, plans and graphs, natural resources and digital technologies. globes and including energy, food, **Key skill - Locational** digital/computer minerals and water knowledge, Place mapping to locate \*use maps, atlases, knowledge, Human and countries and describe globes and Physical, Geographical features studied digital/computer skills and fieldwork \*use the eight points of mapping to locate a compass, four and sixcountries and describe figure grid references, features studied symbols and key \*use fieldwork to (including the use of observe, measure, Ordnance Survey maps) record and present the to build their knowledge of the United Kingdom human and physical and the wider world features in the local \*use fieldwork to area using a range of observe, measure, methods, including record and present the sketch maps, plans human and physical and graphs, and digital features in the local area technologies. using a range of **Key skill - Locational** methods, including knowledge, Human sketch maps, plans and and Physical,

| concentrating on their environmental regions, key physical and human characteristics, countries, and major cludes "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) **describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle **understand key aspects of: physical geofarghy, including: activation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle **understand show their denvironmental regions, concentrating on their environmental regions, key physical and buman characteristics, countries, and major cities **name and locate countries and differences through their identifying human and physical geography of a region of the United (including hills, mountains, coasts and a region within North or South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **name and locate countries, and major cities **name and locate countries, and major cities **name and cities of the United Kingdom, geographical regions and differences through their environmental regions, key physical and human characteristics, countries, and major cities **name and locate countries, and major cities **understand their identifying human and physical geography of a region of the United (lingdom, geographical regions and differences through their environmental regions, key physical and human characteristics, countries, and major cities **understand geographical regions and differences through their environmental regions, and hardences in characteristics, countries |        |  |   | Geographical skills<br>and fieldwork  | graphs, and digital<br>technologies.<br>Key skill - Locational<br>knowledge, Place<br>knowledge, Human and<br>Physical, Geographical<br>skills and fieldwork   |
|--|--------|--|---|---|--|
| *describe and understand key aspects of: human geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and the distribution of natural resources including manual geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and the distribution of natural resources including geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle water cycle  | Year 4 |  | Antarctica? NC: *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, 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) *describe and understand key aspects of: physical geography, including: climate zones, biomes and 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 | our food come from? NC: *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 *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*describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the | and how are they used?  NC:  *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 *describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the |

|        |   |   | energy, food, minerals and water  *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  *use the eight points of a compass, four and sixfigure grid references, symbols and key (including the use of Ordnance  Survey maps) to build their knowledge of the United Kingdom and the wider world  *use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.  Key skill - Locational knowledge, Human and Physical, Geographical skills and fieldwork | *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 *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied *use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Key skill - Locational knowledge, Place knowledge, Human and Physical, Geographical skills and fieldwork |  | *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 *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied *use the eight points of a compass, four and six- figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world *use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Key skill - Locational knowledge, Human and Physical, Geographical skills and fieldwork |
|--------|---|---|--|---|--|---|
| Year 5 | BQ - What is life like  | BQ - Why do oceans  |  |   | BQ - Why does  |   |
|        | in the Alps?  NC: *locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and | matter? NC: *locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and |  |   | population change?  NC:  *locate the world's countries, using maps to focus on Europe (including the location of |   |

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) \*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 \*describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation

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 \*describe and understand key aspects of: physical geography, including: climate zones, biomes and 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 \*use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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

\*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

\*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

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|--------|---|----------------------------|-------------------|---|----------------------------|--|
|        | belts, rivers, mountains,               | *use fieldwork to          |                   |   | *use maps, atlases,        |  |
|        | volcanoes and                           | observe, measure,          |                   |   | globes and                 |  |
|        | earthquakes, and the                    | record and present the     |                   |   | digital/computer           |  |
|        | water cycle                             | human and physical         |                   |   | mapping to locate          |  |
|        | *describe and                           | features in the local area |                   |   | countries and describe     |  |
|        | understand key aspects                  | using a range of           |                   |   | features studied           |  |
|        | of: human geography,                    | methods, including         |                   |   | reatures studied           |  |
|        | including: types of                     | sketch maps, plans and     |                   |   | *use fieldwork to          |  |
|        | settlement and land use,                | graphs, and digital        |                   |   | observe, measure,          |  |
|        | economic activity                       | technologies.              |                   |   | record and present the     |  |
|        | including trade links, and              | Key skill - Locational     |                   |   | human and physical         |  |
|        | the distribution of                     | knowledge, Place           |                   |   | features in the local area |  |
|        | natural resources                       | knowledge, Human and       |                   |   | using a range of           |  |
|        | including energy, food,                 | Physical, Geographical     |                   |   | methods, including         |  |
|        | minerals and water                      | skills and fieldwork       |                   |   | _                          |  |
|        | *use maps, atlases,                     |                            |                   |   | sketch maps, plans and     |  |
|        | globes and                              |                            |                   |   | graphs, and digital        |  |
|        | digital/computer                        |                            |                   |   | technologies.              |  |
|        | mapping to locate                       |                            |                   |   | Key skill - Locational     |  |
|        | countries and describe                  |                            |                   |   | knowledge, Place           |  |
|        | features studied                        |                            |                   |   | knowledge, Human and       |  |
|        | *use the eight points of                |                            |                   |   | Physical, Geographical     |  |
|        | a compass, four and six-                |                            |                   |   | skills and fieldwork       |  |
|        | figure grid references,                 |                            |                   |   |                            |  |
|        | symbols and key                         |                            |                   |   |                            |  |
|        | (including the use of                   |                            |                   |   |                            |  |
|        | Ordnance Survey maps)                   |                            |                   |   |                            |  |
|        | to build their knowledge                |                            |                   |   |                            |  |
|        | of the United Kingdom                   |                            |                   |   |                            |  |
|        | and the wider world                     |                            |                   |   |                            |  |
|        | *use fieldwork to                       |                            |                   |   |                            |  |
|        | observe, measure,                       |                            |                   |   |                            |  |
|        | record and present the                  |                            |                   |   |                            |  |
|        | human and physical                      |                            |                   |   |                            |  |
|        | features in the local area              |                            |                   |   |                            |  |
|        | using a range of                        |                            |                   |   |                            |  |
|        | methods, including                      |                            |                   |   |                            |  |
|        | sketch maps, plans and                  |                            |                   |   |                            |  |
|        | graphs, and digital                     |                            |                   |   |                            |  |
|        | technologies.                           |                            |                   |   |                            |  |
|        | Key skill - Locational                  |                            |                   |   |                            |  |
|        | knowledge, Place                        |                            |                   |   |                            |  |
|        | knowledge, Human and                    |                            |                   |   |                            |  |
|        | Physical, Geographical                  |                            |                   |   |                            |  |
|        | skills and fieldwork                    |                            |                   |   |                            |  |
| Year 6 | BQ - Would you like                     |                            | BQ Where does     |   | BQ - Can I carry out       |  |
|        | to live in the desert?                  |                            | energy come from? |   | an independent             |  |
|        | NC:                                     |                            | NC:               |   | fieldwork enquiry?         |  |
|        |   |                            |                   | l | 1. Stawork Stiguti y s     |  |

\*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, 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) \*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 \*describe and understand key aspects of: physical geography, including: climate zones, biomes and 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

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## NC:

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

| , , , , , , , , , , , , , , , , , , ,    |                             |                            |
|--|-----------------------------|----------------------------|
| including trade links, and               | *describe and understand    | *use the eight points of   |
| the distribution of                      | key aspects of: human       | a compass, four and six-   |
| natural resources                        | geography, including:       | figure grid references,    |
| including energy, food,                  | types of settlement and     | symbols and key            |
| minerals and water                       | land use, economic activity | (including the use of      |
| *use maps, atlases,                      | including trade links, and  | Ordnance Survey maps)      |
| globes and                               | the distribution of natural | to build their knowledge   |
| digital/computer                         | resources including         | of the United Kingdom      |
| mapping to locate countries and describe | energy, food, minerals and  | and the wider world        |
| features studied                         | water                       | *use fieldwork to          |
| *use the eight points of                 | *use maps, atlases, globes  | observe, measure,          |
| a compass, four and six-                 | and digital/computer        | record and present the     |
| figure grid references,                  | mapping to locate           | human and physical         |
| symbols and key                          | countries and describe      | features in the local area |
| (including the use of                    | features studied            | using a range of           |
| Ordnance Survey maps)                    | *use the eight points of a  | methods, including         |
| to build their knowledge                 | compass, four and six-      | sketch maps, plans and     |
| of the United Kingdom                    | figure grid references,     | graphs, and digital        |
| and the wider world                      | symbols and key (including  | technologies.              |
| Key skill - Locational                   | the use of Ordnance         | Key skill - Locational     |
| knowledge, Place                         | Survey maps) to build their | knowledge, Human and       |
| knowledge, Human and                     | knowledge of the United     | Physical, Geographical     |
| Physical, Geographical                   | Kingdom and the wider       | skills and fieldwork       |
| skills and fieldwork                     | world                       |                            |
|  | *use fieldwork to observe.  |                            |
|  | ,                           |                            |
|  | measure, record and         |                            |
|  | present the human and       |                            |
|  | physical features in the    |                            |
|  | local area using a range of |                            |
|  | methods, including sketch   |                            |
|  | maps, plans and graphs,     |                            |
|  | and digital technologies.   |                            |
|  | Key skill - Locational      |                            |
|  | knowledge, Human and        |                            |
|  | Physical, Geographical      |                            |
|  | skills and fieldwork        |                            |