Geography

EYFS		
ELG- Understanding the World	People and Communities	Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps
	The Natural World	Children at the expected level of development will: • Explore the natural world around them, making observations and drawing pictures of animals and plants • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

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	Place					
	World					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Pupils should develop knowledge about the world, the United Kingdom and their locality. <u>Locational knowledge</u>: • Name and locate the world's seven continents and five oceans		Place knowledge: • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 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			
Skills	Name and locate the world's seven continents and five oceans on a world map.	Name and locate seas surrounding the UK, as well as some seas and oceans around the world on a world map or globe.	Locate countries and major cities in Europe (including Russia) on a world map.	Locate the countries and major cities of North, Central and South America on a world map, atlas or globe	Name, locate and describe major world cities.	Explain interconnections between two areas of the world.
Knowledge	A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean.	An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea.	Countries in Europe include the United Kingdom, France, Spain, Germany, Italy and Belgium. Russia is part of both Europe and Asia.	The North American continent includes the countries of the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay.	Major cities around the world include London in the UK, New York in the USA, Shanghai in China, Istanbul in Turkey, Moscow in Russia, Manilla in the Philippines, Lagos in Nigeria, Nairobi in Kenya, Baghdad In Iraq, Damascus in Syria and Mecca in Saudi Arabia.	Geographical interconnections are the ways in which people and things are connected.
	Place					
	UK					

Geography

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Pupils should develop knowledge about the world, the United Kingdom and their locality. <u>Locational knowledge</u>: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom & its surrounding areas <u>Place knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country		<u>Locational knowledge:</u> • 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			
Skills	Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.	Identify characteristics of the four countries and major cities of the UK.	Name, locate and describe some major cities in the UK. (optional)	Create a detailed study of geographical features, such as a significant river or mountainous region of the UK. Identify the topography of an area of the UK using contour lines on a map.	Describe the relative location of a place or geographical feature in the UK in relation to another place or geographical feature. .	Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world
Knowledge	The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The	The characteristics of countries include their size, landscape, capital city, language, currency and key landmarks. England is the biggest country in the United Kingdom.	Major cities of the United Kingdom include London, Birmingham, Edinburgh, Cardiff, Manchester and Newcastle.	Significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines. Topography is the arrangement of the natural and artificial physical features of an area.	Relative location is where something is found in comparison with other features.	A geographical pattern is the arrangement of objects on the Earth's surface in relation to one another

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	countries of the United Kingdom are made up of cities, towns and villages.					
	Location					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculu	Human and physical geography: • Identify .....the location of hot and cold areas of the world in relation to the Equator and the North and South Poles		Locational knowledge: • 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)			
Skills	Locate the equator and the North and South Poles on a world map or globe.	Locate hot and cold areas of the world in relation to the equator and the North Pole and South Pole.	Identify the location of the Tropics of Cancer and Capricorn on a world map.	Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night).	Locate significant places using latitude and longitude	Identify the position and explain the significance of latitude, longtitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, The Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).
Knowledge	The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.	Hot areas are located near the Equator and colder areas are located further away. The coldest areas are located at the North and South Poles.	The Tropic of Cancer is north of the Equator and the Tropic of Capricorn is south of the Equator.	The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone 15	Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian.	The Northern Hemisphere is the part of the Earth that is to the north of the Equator. The Southern Hemisphere is the part of Earth that is to the south of the Equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0 degrees longtitude,

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				degrees to the east is another hour later.		from which all other longtitudes are measured.
	Position					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Geographical skills and fieldwork: • Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map		Geographical skills and fieldwork: • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world			
Skills	Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.	Use simple compass directions to describe the location of features or a route on a map.	Use the eight points of a compass to locate a geographical feature or place on a map.	Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.	Use compass points and grid references to interpret maps, including Ordnance Survey maps, with accuracy.	Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.
Knowledge	Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn.	The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.	The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west.	The four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose. The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east (NE), south-east (SE), south-west (SW) and north-west (NW).	Compass points can be used to describe the relationship of features to each other or describe the direction of travel. Accurate grid references identify the position of key physical and human features.	Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area.
	Maps					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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National Curriculum	Geographical skills and fieldwork: • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage		Geographical skills and fieldwork: • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use…..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			
Skills	Draw or read a simple picture map.	Draw or read a range of simple maps that use symbols and a key.	Use four-figure grid references to describe the location of objects and places on a simple map.	Use four or six-figure grid references and keys to describe the location of objects and places on a map.	Identify elevated areas, depressions and river basins on a relief map.	Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.
Knowledge	A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located.	A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.	A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give specific information about locations on a map.	A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map. Six-figure grid references give detailed information about locations on a map.	The geographical term 'relief' describes the difference between the highest and lowest elevations of an area. Relief maps show the contours of land based on shape and height. Contour lines show the elevation of the land, joining places of the same height above sea level. They are usually an orange or brown colour. Contour lines that are close together represent ground that is steep. Contour lines that are far apart show ground that is gently sloping or flat.	A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features.
	Processes					
	Climate and Weather					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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National Curriculum	• Identify seasonal and daily weather patterns in the United Kingdom Use basic geographical vocabulary to refer to seasons and weather		Physical geography: including, climate zones.....and the water cycle. However, looking at extreme weather events as they are reported or as subject matter in reading/report writing in English based on previous events would make exciting cross-curricular links.			
Skills	Identify patterns in daily and seasonal weather.	Describe simple weather patterns of hot and cold places.	Explain how the weather affects the use of urban and rural environments.	Explain climatic variations of a country or continent	Explain how the climate affects land use.	Describe the climatic similarities & differences between two regions
Knowledge	There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used to show different types of weather.	A weather pattern is a type of weather that is repeated.	Excessive precipitation includes thunderstorms, downbursts, tornadoes, waterspouts, tropical cyclones, extratropical cyclones, blizzards and ice storms.	Climatic variation describes the changes in weather patterns or the average weather conditions of a country or continent.	Changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use. Farmers living in different countries adapt their farming practices to suit their local climate and landscape.	Climate is the long-term pattern of weather conditions found in a particular place. Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly termperatures.
	Physical Processes					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Human and physical geography: • Identify seasonal and daily weather patterns…		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			

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Skills	Describe in simple terms how a physical process has affected an area, place or human activity.	Describe, in simple terms, the effects of erosion.	Explain the physical processes that cause earthquakes and volcanic eruptions.	Use specific geographical vocabulary and diagrams to explain the water cycle.	Describe how soil fertility, drainage and climate affect agricultural land use.	Describe the physical processes, including weather, that affect two different locations.
Knowledge	Weather is a physical process.	Erosion is a physical process that involves the weathering and movement of natural materials, such as rock, sand and soil. Erosion is caused by wind and water, including waves, floods, rivers and rainfall.	Volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. The centre of an earthquake is called the epicentre.	Water cannot be made. It is constantly recycled through a process called the water cycle. The four stages of the water cycle are evaporation, condensation, precipitation and collection. During the water cycle, water changes state due to heating and cooling.	Soil fertility, drainage and climate influence the placement and success of agricultural land.	Physical processes that can affect a landscape include erosion by wind, water or ice; the deposition of stone and silt by water and ice; land movement, such as landslides and tectonic activity, such as earthquakes or volcanic eruptions.
	Nature					
	Physical Features					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Human and physical geography: Use basic geographical vocabulary to refer to: • Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley vegetation, season and weather		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			
Skills	Use basic geographical vocabulary to identify and describe physical features.	Describe the size, location and position of a physical feature.	Describe the parts of a volcano or earthquake. Name and describe properties of the Earth's four layers.	Identify, describe and explain the formation of different mountain types.	Identify and describe some key physical features & environmental regions of N and S America and explain how these, along with the climate zones and soil types, can affect land use.	Compare and describe physical features of polar landscapes.

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Knowledge	Physical features are naturally-created features of the Earth.	A physical feature is one that forms naturally, and can change over time due to weather and other forces.	A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. When a volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth's surface. Lava, hot ash and mudslides from volcanic eruptions can cause severe damage. The Earth is made of four different layers. The inner core is made mostly of hot, solid iron and nickel, and the outer core is made of liquid iron and nickel. The mantle is made of solid rock and molten rock called magma. The crust is a thin layer of solid rock that is broken into large pieces called tectonic plates. These pieces move very slowly across the mantle.	Mountains form over millions of years. They are made when the Earth's tectonic plates push together or move apart. Mountains are also formed when magma underneath the Earth's crust pushes large areas of land upwards. There are five types of mountain: fold, fault-block, volcanic, dome and plateau.	North America is broadly categorised into six major biomes: tundra, coniferous forest, grasslands (prairie), deciduous forest, desert and tropical rainforest. South America has a vast variety of biomes, including desert, alpine, rainforest and grasslands.	The Arctic is a sea of ice surrounded by land and located at the highest latitudes of the Northern Hemisphere. It extends over the countries that border the Arctic Ocean including, Canada, the USA, Denmark, Russia, Norway and Iceland. Antarctica is a continent located in the Southern Hemisphere. Antarctica does not belong to any country. Physical features of the Arctic and Antarctic regions include glaciers, icebergs, ice caps, ice sheets, ice shelves and sea ice.
	Environment					

Geography

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Human and Physical geography: Use basic geographical vocabulary to refer to: • Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Geographical skills and fieldwork: • Use simple fieldwork and observational skills to study the geography of their school and its grounds and key human and physical features of the surrounding environment		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			
Skills	Describe how pollution and litter affect the local environment and school grounds.	Describe ways to improve the local environment	Identify the five major climate zones on Earth.	Describe altitudinal zonation on mountains.	Name and locate the world's biomes and climate zones and explain their common characteristics.	Explain how climate change affects climate zones and biomes across the world.
Knowledge	Litter and pollution have a harmful effect on the areas where we live, work and play.	The local environment can be improved by picking up litter, planting flowers and improving amenities.	The Earth has five climate zones: desert, equatorial, polar, temperate and tropical.	Altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains. Examples include forests that grow at low altitudes and support a wide variety of plants and animals, tundra that is found at higher altitudes and supports plants and animals that are adapted to harsher environments and the summits of mountains, which are usually covered in ice and snow and don't support any life.	The Earth has five climate zones: desert, equatorial, polar, temperate and tropical. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.	Climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming.

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	Humankind					
	Human Features and Landmarks					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculu	Human and physical geography Use basic geographical vocabulary to refer to: • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		Human and physical geography 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			
Skills	Name and describe the purpose of human features and landmarks.	Use geographical vocabulary to describe how and why people use a range of human features.	Describe the type and purpose of different buildings, monuments, services and land, and identify reasons for their location.	Describe a range of human features and their location and explain how they are interconnected.	Describe and explain the location and purpose of transport networks across the UK and other parts of the world.	Explain how humans function in the place they live.
Knowledge	Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features of a landscape, city or town that are easily seen and 11ecognized from a distance. They also help someone to establish and describe a location.	Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel.	Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture.	Human features can be interconnected by function, type and transport links.	Transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. They run between places where journeys start or finish.	The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement.
	Settlement and Land Use					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Human and physical geography: Use basic vocabulary to refer to: • Key human features including, city, town, village, factory, farm, house, office, port, harbour and shop		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			

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		• 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

	Investigation					
	Geographical Resources					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Geographical skills and fieldwork: • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map: and use and construct basic symbols in a key		Geography skills and fieldwork: • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			
Skills	Identify features and landmarks on an aerial photograph or plan perspective.	Study aerial photographs to describe the features and characteristics of an area of land.	Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.	Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.	Analyse and compare a place or places using aerial photographs. Atlases and maps.	Use satellite imaging and maps of different scales to find out geographical information about a place.

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Knowledge	An aerial photograph or plan perspective shows an area of land from above.	An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side).	Maps, globes and digital mapping tools can help to locate and describe significant geographical features.	An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area.	Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place or places.	Satellite images are photographs of Earth taken by imaging satellites.
	Data Analysis					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Geographical skills and fieldwork: • 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		Geographical skills and fieldwork: • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies			
Skills	Collect simple data during fieldwork activities.	Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).	Analyse primary data, identifying any patterns observed.	Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them.	Summarise geographical data to draw conclusions.	Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.
Knowledge	Data is information that can be collected and used to answer a geographical question.	Data can be recorded in different ways, including tables, charts and pictograms.	Primary data includes information gathered by observation and investigation.	Secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet.	Geographical data, such as demographics or economic statistics, can be used as evidence to support conclusions.	Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies).
	Fieldwork					

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Geographical skills and fieldwork: • 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		Geographical skills and fieldwork: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies			
Skills	Carry out fieldwork tasks to identify characteristics of the school grounds or locality.	Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.	Gather evidence to answer a geographical question or enquiry.	Investigate a geographical hypothesis using a range of fieldwork techniques.	Construct or carry out a geographical enquiry by gathering and analysing a range of sources.	Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.
Knowledge	Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples.	Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording.	The term geographical evidence relates to facts, information and numerical data.	Fieldwork techniques, such as sketch maps, data collection and digital technologies, can provide evidence to support and answer a geographical hypothesis.	A geographical enquiry can help us to understand the physical geography (rivers, coasts, weather and rocks) or human geography (population changes, migration, land use, changes to inner city, urbanisation, developments and tourism) of an area and the impacts on the surrounding environment.	Representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions.
Topic / Coverage	Bright Light, Big City (discrete lessons on school environment and locality)	Secret Garden Wiggle and Crawl (discrete lessons on school environment and locality)	Predators! Tremors Tribal Tales	Traders and Raiders (investigate where traders came from and understand the significance of York) Blue Abyss	Peasants, Princes and Pestilence	Frozen Kingdom - Climate Change Data

	Materials					
	Natural and man-made materials					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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National Curriculu	Human and physical geography: Use basic geographical vocabulary to refer to Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather		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			
Skills	Identify natural and man-made materials in the environment.	Describe the properties of natural & man-made materials & where they are found in the environment.	Name and describe the types, appearance and properties of rocks.	Describe & explain the transportation of materials by rivers. Describe the properties of different types of soil.	Explain how the topography and soil type affect the location of different agricultural regions.	Explain how the presence of ice makes the polar oceans different to other oceans on Earth.
Knowledge	A material is something used to build or make something else. Natural materials are dug out of the ground, grown or taken from a living thing. Man-made materials are often made from natural materials but have been changed to have different properties.	Materials found in the environment can be natural (rock, stone, water, sand, soil, water and clay) and man-made (brick, glass, plastic and concrete). Natural and man-made materials are used to make human features.	There are three main types of rock found in the Earth's crust. - sedimentary, igneous and metamorphic. Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils. Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually hard and often shiny.	Rivers transport material in four ways. Solution is when minerals are dissolved and carried in the water. Suspension is when fine, light material is carried. Saltation is when small pebbles and stones are carried along the riverbed. Traction is when large boulders and rocks are rolled along the riverbed. Different types of soil include clay, sandy, silty and loamy.	The topography of an area intended for agricultural purposes is an important consideration. In particular, the topographical slope or gradient plays a large part in controlling hydrology (water) and potential soil erosion.	The polar oceans are significantly colder than other world oceans. This influences the presence of sea ice, glaciers and icebergs.
	SIGNIFICANCE					

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	Significant Places					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Place knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country – not covered Human and Physical geography: Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, port, harbour or shop		Place knowledge: • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and Physical geography Describe and understand key aspects of: • Physical geography, including, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle			
Skills	Name important buildings and places and explain their importance.	Name, locate and explain the significance of a place.	Name and locate significant volcanoes and plate boundaries and explain why they are important.	Name, locate and explain the importance of significant mountains or rivers.	Identify some of the problems of farming in a developing country and report on ways in which these can be supported.	Name, locate and explain the distribution of significant industrial regions around the world.
Knowledge	A place can be important because of its location, buildings, landscape, community, culture and history. Important buildings can include schools, places of worship and buildings that provide a service to the community, such as shops and libraries. Some buildings are important because they tell us something about the past.	A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef.	Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Significant earthquake-prone areas include the San Andreas Fault in North America. The Ring of Fire runs around the edge of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge. Over three-quarters of the world's earthquakes and volcanic eruptions happen along the Ring of Fire.	Significant mountain ranges include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada. Significant rivers include the Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges, Danube and Yangtze.	Farming challenges for developing countries include poor soil, disease, drought and lack of markets. Education, fair trade and technology are ways in which these challenges can be reduced.	North America, Europe and East Asia are the main industrial regions of the world due to a range of factors (access to raw materials, transportation, fresh water, power and labour supply).

Geography

	CHANGE					
	Geographical Change					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<u>Geographical skills and fieldwork</u>: • 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		<u>Human and physical geography:</u> • Physical geography, including:….vegetation belts, rivers, mountains, volcanoes and earthquakes… • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water			
Skills	Describe how a place or geographical feature has changed over time.	Describe how an environment has or might change over time.	Describe how a significant geographical activity has changed a landscape in the short or long term.	Explain how the physical processes of a river, sea or ocean have changed a landscape over time.	Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy).	Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.
Knowledge	Geographical features can change over time.	An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as housebuilding.	Significant geographical activity includes earthquakes and volcanic eruptions. These are known as natural disasters because they are created by nature, affect many people and cause widespread damage.	Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation.	Settlements come in many different sizes and these can be ranked according to their population and the level of services available. A settlement hierarchy includes hamlet, village, town, city and large city.	Tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental, social and economic impact on many regions and countries.