	National Curriculum links			
 Aims The national curriculum for geography aims to ensure that all pupils: develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. 				
Early Years Foundation Stage (EYFS)	Key Stage One (KS1)	Key Stage Two (KS2)		
 Understanding the World Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in 	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to: Locational knowledge • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge	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		

other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what	 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>Human and physical geography</u> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of 	 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
has been read in class.	 the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, 	 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
	 office, port, harbour and shop <u>Geographical skills and fieldwork</u> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks 	 Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic

 and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	 activity including trade links, and the distribution of natural resources including energy, food, minerals and water <u>Geographical skills and fieldwork</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Year group: EYFS (Nursery/Reception)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Торіс	All About Me	Being a Hero	Me in my World	Super creatures	Once Upon a time	All at sea
Skills ELG: Understanding the World *Describe their immediate environment using	*To know the name of the town the school is in. *To know about features of the immediate environment.	*To talk about the Christmas Story and how it is celebrated across the world *To know about people who help us within the	Nursery *To know that the Earth is where we live *To know that a map is a picture of the Earth Reception		Nursery *To know there are many countries in the world Reception *To know that a globe is a	Nursery *To know there are many countries in the world *To show care and respect for our environment by recycling

knowledge from	1	*Teluse	na na na na hardtar na h	Deeenken
knowledge from	local community		representation of	Reception
observation,		there are many	the Earth	*To know that
discussion, stories,		countries around	*To recognise	simple symbols
nonfiction, texts		the world.	similarities and	are used to
and maps.		*To recognise	differences in	identify features
*Know some		similarities and	contrasting	on a map
similarities and		differences in	locations all over	*To understand the
differences		contrasting	the world	
between		0		problems of plastic
different religious		locations all over	focusing	pollution in the
and		the world e.g.	particularly on	oceans
cultural		China and	foods	*To understand the
communities in this		England	*To know that	importance of
country, drawing		Ū.	people in other	recycling and why
on their			countries may	we recycle
experiences and			speak different	wereeyele
what has			-	
been read in class.			languages	
*Explain some				
similarities				
and differences				
between life				
in this country and				
life in				
other countries				
drawing on				
knowledge from				
stories,				
non-fiction texts				
and (where				
appropriate) maps.				
*Know some				
similarities and				
differences				
between the				
natural world				
around them				
and contrasting				
environments,				
drawing on				

their experiences and what has been read in class.						
Knowledge	Know the name of their town Name some features of the local area	Know some key people who help them	Know they live on Earth Know a map represents the Earth Know there are different countries in the world Know some similarities and differences between locations		Know a globe represents the Earth Know there are different countries in the world Know some similarities and differences between locations Know that different languages are spoken in different places around the world	Know there are different countries in the world Know some ways that they can look after the environment e.g. recycling
Key vocabulary	Seasons, Harvest, Family	Emergency Services, Diversity, Culture	world, <mark>map,</mark> village, town, city,	Habitat, weather, Minibeasts.	countries, origin, Same, Different	Recycling, pollution, marine
Assessment of progress	Ongoing assessmer	nt on Tapestry. End c	of year EYFS assessme	ent.		

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Торіс	What is it like h	nere?	What is it like to	What is it like to live in Shanghai?		What is the weather like in the UK?	
Skills	locality. Recognising sor locality. Using an atlas to Using direction	Recognising some physical features in their locality. Recognising some human features in their locality. Using an atlas to locate the UK. Using directional language to describe the location of objects in the classroom and		he world's seven vorld map. p which continent they y similarities between th small area of a suropean country.	live in. Locating the for Kingdom (UK) eir Beginning to lo	map which continent they our countries of the United on a map of this area. ocate the capital cities of the of the UK on a map of this	

Using directional language to describe	Naming some key differences between	Showing on a map which country they live
features on a map in relation to other	their local area and a small area of a	in and locating its capital city. Describing
features (real or imaginary).	contrasting non-European country.	how the weather changes with each
Responding to instructions using directional	Recognising some physical features in their	season in the UK. Describing the daily
language to follow routes.	locality.	weather patterns in their locality.
Recognising local landmarks on aerial	Recognising some human features in their	Confidently using the vocabulary 'season'
photographs.	locality.	and 'weather'.
Recognising basic human features on	Using an atlas to locate the UK. Using a	Recognising some physical features in their
aerial photographs.	world map and globe to locate four of the	locality.
Recognising basic physical features on	world's seven continents (Europe and	Using an atlas to locate the UK. Using
aerial photographs .	Asia).	directional language to describe the
Drawing freehand maps (of real or	Using a world map and globe to locate the	location of objects in the classroom and
imaginary places) using simple pictures or	Atlantic Ocean and Pacific Ocean.	playground.
symbols.	Using directional language to describe	Using directional language to describe
Drawing a simple sketch map of the school	features on a map in relation to other	features on a map in relation to other
and local area using simple pictures,	features (real or imaginary).	features (real or imaginary). Responding to
colours or symbols to represent features.	Beginning to use the compass points (N, S,	instructions using directional language to
Using simple picture maps and plans to	E, W) to describe the location of features	follow routes.
move around the school.	on a map.	Beginning to use the compass points (N, S,
Asking questions about the world around	Recognising local landmarks on aerial	E, W) to describe the location of features
them.	photographs .	on a map.
Commenting on the features they see in	Recognising basic human features on	Using simple picture maps and plans to
their school and school grounds on a walk	aerial photographs.	move around the school.
around the respective places.	Recognising basic physical features on	Commenting on the features they see in
Asking and answering simple questions	aerial photographs .	their school and school grounds on a walk
about the features of their school and	Drawing freehand maps (of real or	around the respective places. Asking and
school grounds.	imaginary places) using simple pictures or	answering simple questions about the
Drawing some of the features they notice	symbols.	features of their school and school
in their school and school grounds in	Drawing a simple sketch map of the school	grounds.
correct relation to each other on a sketch	and local area using simple pictures,	Drawing some of the features they notice
map.	colours or symbols to represent features.	in their school and school grounds in
Using a simple recording technique to	Adding labels to sketch maps.	correct relation to each other on a sketch
express their feelings about a specific	Commenting on the features they see in	map.
place and explaining why they like/dislike	their school and school grounds on a walk	
some of its features.	around the respective places.	
	Asking and answering simple questions	
	about the features of their school and	
	school grounds.	
	Drawing some of the features they notice	
	in their school and school grounds in	

Key knowledge	To know that the UK is short for 'United	correct relation to each other on a sketch map.	To know the name of two continents
	Kingdom'. To know that a country is a land or nation with its own government. To know the name of the country they live in. To know that an aerial photograph is a photograph taken from the air above. To know that atlases give information about the world and that a map tells us information about a place. To know that a map is a picture of a place, usually drawn from above. To know that symbols are often used on maps to represent features. To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).	(Europe and Asia). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours. To know that physical features means any feature of an area that is on the Earth naturally. To know that human features means any feature of an area that was made or built by humans.	 (Europe and Asia). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that the UK is short for 'United Kingdom'. To know that a country is a land or nation with its own government. To know that the United Kingdom is made up of four countries and their names. To know the name of the country they live in. To know the four seasons of the UK. To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know that weather conditions can be measured and recorded. To know that a compass is an instrument we can use to find which direction is N, S, E, W on a map.
Key vocabulary	<mark>aerial view</mark> land <mark>location</mark>	<mark>continent</mark> country different	<mark>atlas</mark> capital city <mark>climate</mark>

 	globe place directional language symbol features atlas distance country key locate north survey questionnaire	similar symbol	location map rain gauge season temperature thermometer weather weather weather vane
Assessment of	improve	f topics. Knowledge Organisers for use th	roughout each topic

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Торіс	Why is our world wonderful?		Would you prefer to cold place?) live in a hot or	What is it like to live near the coast?	

Skills	Locating all the world's seven continents	Locating all the world's seven continents	Showing on a map the oceans nearest the
	on a world map.	on a world map.	continent they live in.
	Locating the world's five oceans on a	Describing and beginning to explain some	Locating the surrounding seas of the UK on
	world map.	key similarities between their local area	a map of this area .
	Showing on a map the oceans nearest the	and a small area of a contrasting non-	Confidently locating the capital cities of
	continent they live in.	European country.	the four countries of the UK on a map of
	Confidently locating the capital cities of	Describing and beginning to explain some	this area.
	the four countries of the UK on a map of	key differences between their local area	Describing the key physical features of a
	this area.	and a small area of a contrasting non-	coast and how it changes over time using
	Identifying characteristics (both human	European country.	subject specific vocabulary.
	and physical) of the four capital cities of	Describing what physical features may	Describing and understanding the
	the UK.	occur in a hot place in comparison to a	differences between a city, town and
	Showing on a map the city, town or village	cold place.	village.
	where they live in relation to their capital	Locating some hot and cold areas of the	Describing the key human features of a
	city.	world on a world map.	coast and how it changes over time using
	Describing the key physical features in a	Locating the Equator and North and South	subject specific vocabulary.
	local river area using basic geographical	Poles on a world map.	Recognising why maps need a title. Using
	vocabulary.	Locating hot and cold areas of the world in	an atlas to locate the four capital cities of
	Recognising why maps need a title.	relation to the Equator and the North and	the UK.
	Using an atlas to locate the four capital	South poles.	Using locational language and the
	cities of the UK.	Using a world map, globe and atlas to	compass points (N, S, E, W) to describe the
	Using a world map, globe and atlas to	locate all the world's seven continents on a	location of features on a map.
	locate all the world's seven continents on	world map.	Using locational language and the
	a world map.	Using locational language and the	compass points (N, S, E, W) to describe the
	Using a world map, globe and atlas to	compass points (N, S, E, W) to describe the	route on a map.
	locate the world's five oceans.	location of features on a map.	Using a map to follow a prepared route.
	Using locational language and the	Recognising human features on aerial	Recognising human features on aerial
	compass points (N, S, E, W) to describe the	photographs and plan perspectives.	photographs and plan perspectives.
	location of features on a map.	Recognising physical features on aerial	Recognising physical features on aerial
	Using locational language and the	photographs and plan perspectives.	photographs and plan perspectives.
	compass points (N, S, E, W) to describe the route on a map.	Recognising there are different ways to answer a question.	Asking and answering simple questions about human and physical features of the
	Recognising landmarks of a city studied on	Asking and answering simple questions	area surrounding their school grounds.
	aerial photographs and plan perspectives.	about human and physical features of the	Collecting quantitative data through a
	Recognising human features on aerial	area surrounding their school grounds.	small survey of the local area/school to
	photographs and plan perspectives.		answer an enquiry question
	Recognising physical features on aerial		Presenting data in simple tally charts or
	photographs and plan perspectives.		pictograms and commenting on what the
	Drawing a map and using class agreed		data shows.
	symbols to make a simple key.		

	Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. Finding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).		
	Using an aerial photograph to draw a simple sketch map using basic symbols for a key. Discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds. Classifying the features they notice into human and physical with teacher support. Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.		
Key knowledge	To be able to name the seven continents of the world. To be able to name the five oceans of the world. To name some characteristics of the four capital cities of the UK. To know the four capital cities of the UK. To know that a capital city is the city where a country's government is located. To know some key physical features of the UK. To know some key human features of the UK. To begin to recognise world maps as a flattened globe.	To know that the Equator is an imaginary line around the middle of the Earth. To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. To be able to name the seven continents of the world.	To know that a sea is a body of water that is smaller than an ocean. To know that there are four bodies of water surrounding the UK and to be able to name them. To know that coasts (and other physical features) change over time. To know some key physical features of the UK. To know some key human features of the UK. To know that maps need a title and purpose. To know that maps need a key to explain what the symbols and colours represent.

	To know that maps need a title and purpose. To know that maps need a key to explain what the symbols and colours represent. To know that a tally chart is a way of collecting data quickly.		To know that a tally chart is a way of collecting data quickly. To know that a pictogram is a chart that uses pictures to show data.
Key vocabulary	aerial photograph capital city continent country data collection fieldwork human feature key lake land landmark locate location map north physical feature ocean OS map river sample sea scale symbol tally chart vegetation	continent map land ocean country locate sea globe desert climate pack ice arid compass weather ice sheet savannah grasslands tropical vegetation rainforest weather polar human feature rural physical feature Equator Urban rain gauge	arch aquarium bay capital city city cliff coast coastline country data collection fieldwork island harbour human feature location locate mudflat ocean physical feature pictogram pier sand dunes sea stack tally chart town village
Assessment of progress	Kapow Quizlets for beginning and end of End of Year key skills/knowledge teached	l of topics. Knowledge Organisers for use th er assessment.	I nroughout each topic

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Торіс	Who lives in Antarct	ica?	Are all settlements the same?		Why are rainforests	important to us?
Skills	Locating some count North and South Ame Locating key physical studied including sign regions. Locating some key hu countries studied. Finding the position of describing how this im environmental region Finding lines of latitud globe and explaining important. Identifying the positio Cancer and Capricor significance. Identifying the positio Southern hemispheres they shape our seaso Identifying the positio both the Arctic and A Describing and begin similarities between tw Describing and begin differences between Describing how and w responded in differen environments. Discussing climates ar trade, land use and se	rica using maps. features in countries ificant environmental man features in the Equator and apacts our s. e and longitude on a why these are n of the Tropics of n and their n of the Northern and s and explaining how ns. n and significance of ntarctic Circle. ning to explain two regions studied. ning to explain two regions studied. why humans have t ways to their local	school). Beginning to locate t geographical regions Identifying key physic characteristics of cou geographical regions Describing how a loca over time, giving exar and human features. Describing and begin differences between tw Describing and begin differences between Describing how and v responded in differen environments. Describing and explai	I features in countries ificant environmental uman features in ies in the UK (local to n the UK (local to your he twelve of the UK. al and human inties, cities and/or in the UK. ality has changed mples of both physical ning to explain two regions studied. ning to explain two regions studied. ning to explain two regions studied. ning to their local ining how people ing physical area may people in the UK. ining how physical s, mountains,	Locating some count North and South Ame Locating key physica studied including sign regions. Locating some key hu countries studied. Locating some of the significant rivers and i patterns. Identifying k human characteristic and/or geographical Identifying how topog studied have change examples. Describing how a loc over time, giving exan and human features. Finding the position o describing how this in environmental region	ries in Europe and rica using maps. I features in countries ificant environmental uman features in world's most dentifying any ey physical and s of counties, cities regions in the UK. graphical features ed over time using ality has changed mples of both physical f the Equator and npacts our s. e and longitude on a why these are n of the Tropics of rm and their uning to explain two regions studied. ining to explain two regions studied.

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 where volcanoes, earthquakes and mountains are located globally. Describing how humans use water in a variety of ways. Describing and understanding types of settlement and land use. 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	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	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
	Explaining why different locations have	
		•
scale.	to use digital mapping to recognise and	variety of ways.
Using atlases, maps, globes, satellite	describe physical and human features in	Describing and understanding types of
images and beginning to use digital	countries studied.	settlement and land use.
mapping to locate countries studied. Using	Using the scale bar on a map to estimate	Explaining why a settlement and
atlases, maps, globes and beginning to use	distances.	community has grown in a particular
digital mapping to recognise and describe	Finding countries and features of countries	location.
physical and human features in countries	in an atlas using contents and index.	Describing how humans can impact the
studied.	Zooming in and out of a digital map.	environment both positively and
Using the scale bar on a map to estimate	Beginning to use the key on an OS map to	negatively, using examples.
distances.	name and recognise key physical and	Beginning to use maps at more than one
Finding countries and features of countries	human features in regions studied. Using a	scale. Using atlases, maps, globes, satellite
in an atlas using contents and index.	simple key on their own map to show an	images and beginning to use digital
Zooming in and out of a digital map.	example of both physical and human	mapping to locate countries studied.
Accurately using 4-figure grid references to	features.	Finding countries and features of countries
locate features on a map in regions studied.	Following a route on a map with some	in an atlas using contents and index. Making and using a simple route on a
Beginning to locate features using the 8	accuracy. Saying which directions are N, S, E, W on an	making and using a simple route on a map.
points of a compass.	OS map.	Beginning to choose the best approach to
Making and using a simple route on a	Making and using a simple route on a	answer an enquiry question.
map.	map.	Mapping land use in a small local area
Observing, recording, and naming	Labelling some features on an aerial	using maps and plans.
geographical features in their local	photograph and then locating these on an	
environments.		

		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.	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 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.
Key knowledge	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 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 the world's biomes. To know the main types of land use. To know that countries near the Equator have less seasonal change than those near the poles.	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 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 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 the Equator is a line of	To know an urban place is somewhere	To know that countries near the Equator
latitude indicating the hottest places on	near a town or city.	have less seasonal change than those near
Earth and splitting our globe into the	To know a rural place is somewhere near	the poles.
Northern and Southern Hemispheres.	the countryside.	To know that the Equator is a line of
To know lines of longitude are invisible lines	To know that a natural resource is	latitude indicating the hottest places on
on the globe that determine how far east	something that people can use which	Earth and splitting our globe into the
or west a location is from the Prime	comes from the natural environment.	Northern and Southern Hemispheres.
Meridian.	To know the UK grows food locally and	To know lines of latitude are invisible lines
To know lines of latitude are invisible lines	imports food from other countries.	on the globe that determine how far north
on the globe that determine how far north	To understand that a scale shows how	or south a location is from the Equator.
or south a location is from the Equator.	much smaller a map is compared to real	To know the Tropics of Cancer and
To know the Tropics of Cancer and	life.	Capricorn are lines of latitude and mark
Capricorn are lines of latitude and mark	To know that an OS (Ordnance survey)	the equatorial region; the countries with
the equatorial region; the countries with	map is used for personal use and	the hottest climates.
the hottest climates.	organisations use it for housing projects,	To know that the water cycle is the
To know the Northern and Southern	planning the natural environment and	processes and stores which move water
hemisphere are 'halves' of the Earth,	public transport and for security purposes.	around our Earth and to be able to name
above and below our Equator and have	To know that an OS map shows human	these.
alternate seasons to each other.	and physical features as symbols.	To know that a biome is a region of the
To know the boundaries of the polar	To know the main types of land use	globe sharing a similar climate, landscape,
regions are marked by the invisible lines the	(agricultural, residential, recreational,	vegetation and wildlife.
Arctic and Antarctic circle.	commercial, industrial and transportation).	To know that the hottest biomes are found
To know the patterns of daylight in the	To know an enquiry-based question has an	between the Tropics of Cancer and
Arctic and Antarctic circle and the	open-ended answer found by research.	Capricorn.
Equatorial regions.	To know what a bar chart, pictogram and	To know the world's different climate
To know that the water cycle is the	table are and when to use which one best	zones.
processes and stores which move water	to represent data.	To know that climates can influence the
around our Earth and to be able to name		foods able to grow.
these.		To know the main types of land use.
To know that a biome is a region of the		To know that a natural resource is
globe sharing a similar climate, landscape,		something that people can use which
vegetation and wildlife.		comes from the natural environment.
To know that the hottest biomes are found		To know the threats to the rainforest both
between the Tropics of Cancer and		on a local and global scale.
Capricorn.		To recognise world maps as a flattened
To know the world's different climate		globe.
zones.		To know that an OS (Ordnance survey)
To know water is used by humans in a		map is used for personal use and
variety of ways.		organisations use it for housing projects,
		planning the natural environment and

	To know that a natural resource is something that people can use which comes from the natural environment. 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 the eight points of a compass are north, south, east, west, north-east, south- east, north-west, south-west. 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.		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.
Key vocabulary	lines of latitude lines of longitude hemisphere climate climate zone compass points direction treaty ice shelf ice sheet drifting ice iceberg	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	biome Equator Tropic of Capricorn Tropic of Cancer lines of latitude buttress roots lianas vegetation vegetation belts forest floor understory layer canopy layer emergent layer deforestation community indigenous peoples drought greenhouse gas global warming logging

		settlement	mining
		transportation	method
			risk
			route
			questionnaire
			enquiry
			data
			analyse
Assessment of progress	Kapow Quizlets for beginning and end o End of Year key skills/knowledge teache	of topics. Knowledge Organisers for use th r assessment.	roughout each topic

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Торіс	Why do people	e live near volcanoes?	Where does of	out food come from?	What are rive used?	ers and how are they
Skills	North and South Locating key phy studied including regions. Locating the wo mountain ranges any patterns. Locating where on a map and ic Identifying how t studied have che examples. Describing how o over time, giving and human feat	countries in Europe and America using maps. ysical features in countries g significant environmental rld's most significant s on a map and identifying the world's volcanoes are dentifying the 'Ring of Fire'. 'opographical features anged over time using a locality has changed examples of both physica ures. and why humans have ferent ways to their local	studied. Locating key p studied includi regions. Locating some countries studi Finding the po describing how environmental Identifying the Cancer and C significance. Identifying the Describing and similarities betw Describing and	sition of the Equator and v this impacts our	North and Sou s Locating some al studied. Locating key p studied includi regions. Locating the w mountain rang any patterns. Locating some significant river patterns. f Locating some school). Beginning to lo	e countries in Europe and th America using maps. e major cities of the countries obysical features in countries ing significant environmental world's most significant ges on a map and identifying e of the world's most rs and identifying any e cities in the UK (local to your ocate the twelve regions of the UK.

Understanding some of the causes of	Describing how and why humans have	Identifying key physical and human
climate change.	responded in different ways to their local	characteristics of counties, cities and/or
Describing how physical features, such as	environments.	geographical regions in the UK.
mountains and rivers are formed, and why	Describing and explaining how people	Describing how and why humans have
volcanoes and earthquakes occur.	who live in a contrasting physical area may	responded in different ways to their local
Describing where volcanoes, earthquakes	have different lives to people in the UK.	environments.
and mountains are located globally.	Mapping and labelling the six biomes on a	Describing how physical features, such as
Describing and explaining how physical	world map.	mountains and rivers are formed, and why
features such as rivers, mountains,	Understanding some of the causes of	volcanoes and earthquakes occur.
volcanoes and earthquakes have had an	climate change.	Describing where volcanoes, earthquakes
impact upon the surrounding landscape	Describing and understanding types of	and mountains are located globally.
and communities.	settlement and land use.	Describing and explaining how physical
Beginning to use maps at more than one	Explaining why a settlement and	features such as rivers, mountains,
scale.	community has grown in a particular	volcanoes and earthquakes have had an
Finding countries and features of countries	location.	impact upon the surrounding landscape
in an atlas using contents and index.	Explaining why different locations have	and communities.
Asking and answering one-step and two-	different human features.	Describing how humans use water in a
step geographical questions.	Explaining why people might prefer to live	variety of ways.
Observing, recording, and naming	in an urban or rural place.	Describing and understanding types of
geographical features in their local	Describing how humans can impact the	settlement and land use.
environments.	environment both positively and	Explaining why a settlement and
Using simple sampling techniques	negatively, using examples.	community has grown in a particular
appropriately.	Beginning to use maps at more than one	location.
Taking digital photos and labelling or	scale.	Explaining why different locations have
captioning them.	Using atlases, maps, globes, satellite	different human features.
Presenting data using plans, freehand	images and beginning to use digital	Beginning to use maps at more than one
sketch maps, annotated drawings, graphs,	mapping to locate countries studied.	scale.
presentations, writing and digital	Using atlases, maps, globes and beginning	Using atlases, maps, globes, satellite
technologies (photos with labels/captions)	to use digital mapping to recognise and	images and beginning to use digital
when communicating geographical	describe physical and human features in	mapping to locate countries studied.
information.	countries studied.	Using atlases, maps, globes and beginning
Finding answers to geographical questions	Using the scale bar on a map to estimate	to use digital mapping to recognise and
through data collection.	distances.	describe physical and human features in
	Finding countries and features of countries	countries studied.
	in an atlas using contents and index.	Finding countries and features of countries
	Making a plan for how they wish to collect	in an atlas using contents and index.
	data to answer an enquiry based question,	Zooming in and out of a digital map.
	with the support of a teacher.	Beginning to use the key on an OS map to
	Asking and answering one- step and two-	name and recognise key physical and
	step geographical questions.	human features in regions studied.
		noman loaidios integions studiod.

Making digital audio recordings for a specific purpose. Designing a questionnaire / interviews to collect qualitative fieldwork data. 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 labels/captions) when communicating geographical information. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. Finding answers to geographical questions through data collection.	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
	plans. Asking and answering one-step and two- step geographical questions. Observing, recording, and naming geographical features in their local environments.
	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, writing and digital technologies (photos with labels/captions) when communicating geographical information.

Find three terms of the terms of terms of the terms of ter	ould be changed and improved. nding answers to geographical questions rrough data collection.
Key knowledgeTo 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 that mountains, volcanoes and earthquakes largely occur at plate 	b know where North and South America re on a world map. To know the names of ome of the world's most significant nountain ranges. To know the names of ome of the world's most significant rivers. In the world's most significant rivers. To know the name of some counties in the K (local to your school). To know the ame of some cities in the UK (local to your chool). To know the name of the county that they live in and their closest city. To egin to name the twelve geographical egions of the UK. To know the main types of land use. To know some types of ettlement. To know that the water cycle is ne processes and stores which move rater around our Earth and to be able to ame these. To know the courses and key eatures of a river. To know the different rypes of mountains and volcanoes and ow they are formed. To know water is sed by humans in a variety of ways. To now an urban place is somewhere near a own or city. To know a rural place is onewhere near the countryside. To know that a natural resource is something that eople can use which comes from the atural environment. To know the UK grows bod locally and imports food from other ountries. To understand that a scale nows how much smaller a map is ompared to real life. To recognise world haps as a flattened globe. To know that n OS (Ordnance survey) map is used for ersonal use and organisations use it for ousing projects, planning the natural nvironment and public transport and for

		To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know that climates can influence the foods able to grow. To know that a natural resource is something that people can use which comes from the natural environment. 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 grid references help us locate a particular square on a map. 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 qualitative data involves opinions, thoughts and feelings and is often subjective.	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.
Key vocabulary	inner core	air freight	condensation
	outer core	carbon footprint	delta
	mantle	consume	estuary
	crust	distribution	evaporation
	magma	export	flooding
	tectonic plate	fertiliser	floodplain
	plate boundary	food bank	groundwater
	fold mountain	food miles	irrigation
	fault-block mountain	grant	leisure
	volcanic mountain	import	meander
	atlas	pesticides	oxbow lake
	composite volcano	produce	percolation
	shield volcano	qualitative	precipitation
	magma chamber	guantitative	river mouth

	vent	reliability	source		
	pyroclastic flow	responsible trade	transpiration		
	active volcano	sample size	tributary		
	dormant volcano	scale bar	valley		
	extinct volcano	seasonal food	water cycle		
	negative effects	source	waterfall		
	positive effects	<mark>sustainability</mark>			
	fertile soil	trade			
	climate change	trend			
	volcanic springs				
	geothermal energy				
	index				
	earthquake				
	tsunami				
Assessment of	Kapow Quizlets for beginning and end of topics. Knowledge Organisers for use throughout each topic				
progress	End of Year key skills/knowledge teacher assessment.				
	, , , , , , , , , , , , , , , , , , , ,				

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Skills	What is life like Locating more c North and South Locating major c studied. Locating some k countries studied	n the Alps? puntries in Europe and America using maps. ities of the countries ey physical features in	Why do oceans m Locating major cities studied. Locating some key p countries studied on	atter? s of the countries ohysical features in a map. 1 features in countries	Would you like Locating more of North and South Locating major of studied. Locating some k countries studied	to live in the desert? ountries in Europe and America using maps. cities of the countries ey physical features in
	regions on a may Using maps to sh	cant environmental o. ow the distribution of the ones, biomes and	Identifying key physic characteristics of the in the UK.	cal and human e geographical regions	regions on a ma Using maps to sh	cant environmental o. ow the distribution of the ones, biomes and

vegetation belts and identifying any	Explaining why a locality has changed over	vegetation belts and identifying any
patterns.	time, giving examples of both physical and	patterns.
Explaining why a locality has changed	human features.	Confidently locating the twelve
over time, giving examples of both physical	Explaining how and why humans have	geographical regions of the UK.
and human features.	responded in different ways to their local	Understanding how land use has changed
Using longitude and latitude when	environments in two contrasting regions.	over time using examples.
referencing location in an atlas or on a	Using maps to explore wider global trading	Explaining why a locality has changed over
globe.	routes.	time, giving examples of both physical and
Describing and explaining similarities	Recognising geographical issues affecting	human features.
between two environmental regions	people in different places and	Identifying the location of the
studied.	environments.	Prime/Greenwich Meridian and time zones,
Describing and explaining differences	Describing and explaining how humans	(including day and night) and explaining its
between two environmental regions	can impact the environment both	significance.
studied.	positively and negatively, using examples.	Using longitude and latitude when
Understanding how climates impact on	Confidently using and understanding maps	referencing location in an atlas or on a
trade, land use and settlement.	at more than one scale.	globe.
Describing and understanding the key	Using atlases, maps, globes and digital	Describing and explaining similarities
aspects of the six biomes.	mapping to locate countries studied.	between two environmental regions
Describing and understanding the key	Using atlases, maps, globes and digital	studied.
aspects of the six climate zones.	mapping to describe and explain physical	Describing and explaining differences
Understanding some of the impacts and	and human features in countries studied.	between two environmental regions
causes of climate change.	Using the scale bar on a map to calculate	studied.
Describing and understanding the key	distances.	Explaining how and why humans have
aspects and distribution of the vegetation	Selecting a map for a specific purpose.	responded in different ways to their local
belts in relation to the six biomes, climate	Making sketch maps of areas studied	environments in two contrasting regions.
and weather.	including labels and keys where necessary.	Understanding how climates impact on
Recognising geographical issues affecting	Making an independent or collaborative	trade, land use and settlement.
people in different places and	plan of how they wish to collect data to	Explaining how humans have used desert
environments.	answer an enquiry based question.	environments.
Describing and explaining how humans	Selecting appropriate methods for data	Describing and understanding the key
can impact the environment both	collection.	aspects of the six biomes.
positively and negatively, using examples.	Using standard field sampling techniques	Describing and understanding the key
Confidently using and understanding maps	appropriately. Using GIS (Geographical	aspects of the six climate zones.
at more than one scale.	Information Systems) to plot data sets.	Understanding some of the impacts and
Using atlases, maps, globes and digital	Deciding how to present data using plans,	causes of climate change.
mapping to locate countries studied. Using	freehand sketch maps, annotated	Describing and understanding the key
atlases, maps, globes and digital mapping	drawings, graphs, presentations, writing at	aspects and distribution of the vegetation
to describe and explain physical and	length and digital technologies (photos	belts in relation to the six biomes, climate
human features in countries studied.	with labels/captions) when	and weather.
	communicating geographical information.	

	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.	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.	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.
Key knowledge	To know the name of many countries and major cities in Europe. To know the location of key physical features in the European countries studied. To know that climate zones are areas of the world with similar climates. To name and describe some of the world's vegetation belts.	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 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 world's different climate zones. To know some similarities and differences between the UK and the Alps. To know why tourists visit mountain regions, such as the Alps.	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.	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.
Key vocabulary	atlas mountain range fold mountain longitude latitude hemisphere climate land height sea level human feature physical feature glacier	atmosphere biodegradable buffer coral bleaching coral reef decompose digital map disposable ecology ecosystem erosion geology	agriculture airstrip arid barren biome climate desert desert flash flood mesa mining

	mountain climate	habitat	mushroom rock
	temperate forest	human footprint	national park
	temperate	marine	natural arch
	coniferous trees	microplastics	nature reserve
	deciduous trees	natural disaster	rainfall
	scale	ocean current	ranching
	vegetation	policy	renewable energy
	population	renewable energy	salt flat
	leisure	single use plastic	sand dune
	tourist	species	sparse
	tourism	water cycle	time zone
	recreational land use		tourist attraction
	OS map		vegetation
	method		weather
	risk		
	route		
Assessment of	Kapow Quizlets for beginning and end o	of topics. Knowledge Organisers for use th	roughout each topic
progress	End of Year key skills/knowledge teacher assessment.		

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Торіс	Why does population change?		Where does our energy come from?		Can I carry out an independent fieldwork enquiry?	
Skills	Locating more count North and South Ame Locating key human studied. Locating many count Confidently locating geographical regions Identifying key physic characteristics of the in the UK.	erica using maps. features in countries ties in the UK. the twelve s of the UK.	Locating more count North and South Ame Locating major cities studied. Locating some key pl countries studied on a Locating key human studied. Locating many cities key physical and hum	erica using maps. of the countries hysical features in a map. features in countries	Locating major cities studied. Locating some key pl countries studied on a Locating key human studied. Locating many cities locating the twelve g of the UK.	hysical features in a map. features in countries in the UK. Confidently

Explaining why a locality has change		Identifying key physical and human
over time, giving examples of both		characteristics of the geographical regions
and human features.	over time using examples.	in the UK.
Explaining how and why humans h		Giving examples of alternative viewpoints
responded in different ways to their		and solutions used in regards to an
environments in two contrasting reg		environmental issue and explaining how
Understanding how climates impac		this links to climate change.
trade, land use and settlement.	Prime/Greenwich Meridian and time zones,	Recognising geographical issues affecting
Understanding some of the impact	s and (including day and night) and explaining its	people in different places and
causes of climate change.	significance.	environments.
Giving examples of alternative view	vpoints Using longitude and latitude when	Describing and explaining how humans
and solutions used in regards to an	referencing location in an atlas or on a	can impact the environment both
environmental issue and explaining		positively and negatively, using examples.
this links to climate change.	Describing and explaining similarities	Confidently using and understanding maps
Describing and understanding eco		at more than one scale.
activity, including trade links.	studied.	Using atlases, maps, globes and digital
Suggesting reasons why the global	Describing and explaining differences	mapping to locate countries studied. Using
population has grown significantly i		atlases, maps, globes and digital mapping
last 70 years.	studied.	to describe and explain physical and
Describing the 'push' and 'pull' fac		human features in countries studied.
people may consider when migrati		Identifying, analysing and asking questions
Recognising geographical issues at	0	about distributions and relationships
people in different places and	routes.	between features using maps (e.g
environments.	Understanding some of the impacts and	settlement distribution).
Describing and explaining how hur		Recognising an increasing range of
can impact the environment both	Giving examples of alternative viewpoints	Ordnance Survey symbols on maps and
positively and negatively, using exc		locating features using six-figure grid
Confidently using and understandir		references.
at more than one scale.	this links to climate change.	Recognising the difference between
Using atlases, maps, globes and dig		Ordnance Survey and other maps and
mapping to locate countries studie		when it is most appropriate to use each.
Using atlases, maps, globes and dig		Selecting a map for a specific purpose.
mapping to describe and explain p		Confidently using the key on an OS map to
and human features in countries stu	,	name and recognise key physical and
Recognising an increasing range o		human features in regions studied.
Ordnance Survey symbols on maps		Accurately using four and six-figure grid
locating features using six-figure gri		references to locate features on a map in
references.	Recognising geographical issues affecting	regions studied.
	people in different places and	Confidently locating features using the 8
	environments.	points of a compass.

Beginning to use thematic maps to	Describing and explaining how humans	Following a short pre-prepared route on an
recognise and describe human and	can impact the environment both	OS map. Identifying the eight compass
physical features studied.	positively and negatively, using examples.	points on an OS map.
Confidently using the key on an OS map to	Confidently using and understanding maps	Developing their own enquiry questions.
name and recognise key physical and	at more than one scale.	Choosing the best approach to answering
human features in regions studied.	Using atlases, maps, globes and digital	an enquiry question.
Accurately using four and six-figure grid	mapping to locate countries studied.	Making sketch maps of areas studied
references to locate features on a map in	Using atlases, maps, globes and digital	including labels and keys where necessary.
regions studied.	mapping to describe and explain physical	Making an independent or collaborative
Confidently locating features using the 8	and human features in countries studied.	plan of how they wish to collect data to
points of a compass.	Identifying, analysing and asking questions	answer an enquiry-based question.
Following a short pre-prepared route on an	about distributions and relationships	Selecting appropriate methods for data
OS map.	between features using maps (e.g	collection.
Planning a journey to another part of the	settlement distribution).	Designing interviews/questionnaires to
world using six-figure grid references and	Recognising an increasing range of	collect qualitative data.
the eight points of a compass.	Ordnance Survey symbols on maps and	Beginning to use standard field sampling
Developing their own enquiry questions.	locating features using six-figure grid	techniques appropriately.
Making an independent or collaborative	references.	Using GIS (Geographical Information
plan of how they wish to collect data to	Recognising the difference between	Systems) to plot data sets.
answer an enquiry-based question.	Ordnance Survey and other maps and	Using a simplified Likert Scale to record
Beginning to use standard field sampling	when it is most appropriate to use each.	their judgements of environmental quality.
techniques appropriately. Using GIS	Using models and maps to talk about	Conducting interviews/questionnaires to
(Geographical Information Systems) to plot	contours and slopes.	collect qualitative data.
data sets.	Selecting a map for a specific purpose.	Interpreting and using real-time/live data.
Using a simplified Likert Scale to record	Confidently using the key on an OS map to	Deciding how to present data using plans,
their judgements of environmental quality.	name and recognise key physical and	freehand sketch maps, annotated
Conducting interviews/questionnaires to	human features in regions studied.	drawings, graphs, presentations, writing at
collect qualitative data.	Accurately using four and six-figure grid	length and digital technologies (photos
Deciding how to present data using plans,	references to locate features on a map in	with labels/captions) when
freehand sketch maps, annotated	regions studied.	communicating geographical information.
drawings, graphs, presentations, writing at	Making sketch maps of areas studied	Drawing conclusions about an enquiry
length and digital technologies (photos	including labels and keys where necessary.	using findings from fieldwork to support
with labels/captions) when	Making an independent or collaborative	your reasonings.
communicating geographical information.	plan of how they wish to collect data to	Evaluating evidence collected and
Drawing conclusions about an enquiry	answer an enquiry-based question.	suggesting ways to improve this.
using findings from fieldwork to support	Selecting appropriate methods for data	
your reasonings.	collection.	
Evaluating evidence collected and	Designing interviews/questionnaires to	
suggesting ways to improve this.	collect qualitative data.	

	Analysing quantitative data in pie charts, line graphs and graphs with two variables.	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.	
Key knowledge	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 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 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.	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.

	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.		
Key vocabulary	population densely populated sparsely populated population density population distribution cartogram birth rate death rate natural increase migration migrants refugee push factors pull factors voluntary involuntary region climate climate change fossil fuels greenhouse gases deforestation impact quantitative qualitative air pollution noise pollution Likert scale	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	analyse audience city data data collection methods enquiry evidence impact improvement issue justify plot presenting process recommendation region risk route subjective viewpoint

Assessment of	Kapow Quizlets for beginning and end of topics. Knowledge Organisers for use throughout each topic
progress	End of Year key skills/knowledge teacher assessment.