



Year 1 Geography Overview			
Term	Autumn	Spring	Summer
Enquiry Question	What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
Significant people or places	Local area	Weather presenters	Shanghai
Unit Scope	The children will locate where they live on an aerial photograph, recognising local features. They will create maps using classroom objects before drawing simple maps of the school grounds. The children will use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.	The children will study the countries and cities that make up the UK and discuss the 4 seasons and their associated weather. They will consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, the children will investigate the UK's hot and cold places using weather maps with a simple key.	The children will use a world map and start recognising continents, oceans and countries outside the UK with a focus on China. They will identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They will then compare these features to those in the local area and make a simple map using data they have collected through fieldwork.
Concepts	<ul style="list-style-type: none"> Place Space Similarities and differences 	<ul style="list-style-type: none"> Place Connections Similarities and differences 	<ul style="list-style-type: none"> Scale Connections Similarities and differences
Unit outcomes	<ul style="list-style-type: none"> Locate 3 features on an aerial photograph of the school and know the name of the country and village, town or city in which they live Make a map of the classroom with 4 key features, using objects to represent the distance and direction of features in the classroom Recognise 4 features in the school grounds using a map Explain how they feel about 3 areas of the playground and find out how others feel by looking at the results of a survey Draw a design to improve 3 areas of the playground using the results from the survey 	<ul style="list-style-type: none"> Name and locate the 4 countries on a map of the UK Identify the country they live in Identify the 4 seasons Describe some seasonal changes Identify the 4 compass directions Use the compass directions to describe the location of features Observe and describe daily weather patterns Begin to locate the 4 capital cities of the UK Explain what the weather is like during each season in the UK Suggest appropriate clothing and activities for each season 	<ul style="list-style-type: none"> Give examples of human and physical features Identify features they see on a walk Explain the location of features using some directional language Use an aerial photograph to locate physical and human features Draw simple pictures or symbols on a sketch map Draw compass points Name the continent they live in Use an atlas to locate the UK and China on a world map Use an atlas to locate Europe and Asia on a world map Identify China's physical and human geography Sort physical and human features using photographs Identify physical and human features in images of Shanghai Compare Shanghai to their locality Identify similarities and differences between human and physical features

Key Knowledge	<ul style="list-style-type: none"> • know that the UK is short for United Kingdom • know that a country is a land or nations with its own government • know the name of the country they live in • know that an aerial photograph is a photograph taken from the air above • know that atlases give information about the world and that a map tells us information about a place • know that a map is a picture of a place, using drawn from above • know that symbols are often used on maps to represent features • know simple directional language (e.g. near, far, up, down, left, right, forwards, backwards) 	<ul style="list-style-type: none"> • Know the name of two continents (Europe and Asia) • Know that a continent is a group of countries • Know that they live in the continent of Europe • Know that the UK is short for United Kingdom • Know that a country is a land or nation with its own government • Know that the UK is made up of 4 countries and their names • Know the name of the country they live in • Know the four seasons of the UK • Know that 'weather' refers to the conditions outside at a particular time • Know that different parts of the UK often experience different weather • Know that a weather forecast is when someone tries to predict what the weather will be like in the near future • Know that weather conditions can be measured and recorded 	<ul style="list-style-type: none"> • Know the name of two continents (Europe and Asia) • Know that a continent is a group of countries • Know that they live in the continent of Europe • Know that life elsewhere in the world is often different to ours • Know that life elsewhere in the world often has similarities to ours • Know that physical features mean any feature of an area that is on the Earth naturally • Know that human features mean any feature of an area that was made or built by humans
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> • Recognise some physical features in their locality • Recognise some human features in their locality • Use an atlas to locate the UK • Use directional language to describe the location of objects in the classroom and playground • Use directional language to describe features on a map in relation to other features (real or imaginary) • Draw a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features • Use simple picture maps and plans to move around the school • Ask questions about the world around them • Comment on the features they see in their school and school grounds on a walk around the respective places 	<ul style="list-style-type: none"> • Use an atlas to locate the UK • Use an atlas to locate the four countries of the UK • Use directional language to describe the location of objects in the classroom and playground • Use directional language to describe features on a map in relation to other features (real or imaginary) • Respond to instructions using directional language to follow routes • Begin to use the compass points (N, S, E, W) to describe the location of features on a map • Recognise local landmarks on aerial photographs • Use simple picture maps and plans to move around the school • Ask questions about the world around them • Comment on the features they see in their school grounds on a walk around the respective places • Ask and answer simple questions about the features of the school and school grounds • Use simple directional language (e.g. near, far, down, left, right, forwards, backwards) • Use a compass and know it is an instrument we can use to find which direction is north 	<ul style="list-style-type: none"> • Locate 2 of the world's seven continents on a world map • Show on a map which continent they live in • Name some key similarities between their local area and a small area of a contrasting non-European country • Name some key differences between their local area and a small area of a contrasting non-European country • Begin to use the compass points (N, S, E, W) to describe the location of features on a map • Recognise local landmarks on aerial photographs • Recognise basic human features on aerial photographs • Recognise basic physical features on aerial photographs • Draw freehand maps (of real or imaginary places) using simple pictures or symbols
Vocabulary	Aerial photograph, aerial view, atlas, city, country, directional language, distance, features, globe, improve, key, land, locate, location, map, north, place, questionnaire, sea, survey, symbol, town, village	Atlas, capital city, climate, compass, continent, country, direction, land, locate, location, map, rain gauge, season, temperature, thermometer, weather, weather vane	Continent, country, different, directional language, key, human feature, map, physical feature, similar, symbol



Year 2 Geography Overview			
Term	Spring	Summer	Summer
Enquiry Question	Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
Significant people or places	Joy Adamson Kenya	Jacques Cousteau (1910-1997)	Mary Anning (1799-1847) Jurassic Coast
Unit Scope	The children will be introduced to the basic concept of climate zones and mapping out hot and cold places globally. They will compare features in the North and South Poles and Kenya as well as in London. The children will learn the four compass points and the names and location of the seven continents.	The children will identify features and major characteristics of the UK before learning about some of the amazing places in the world. They will name the oceans and locate these on a world map. They will consider what is unique about the natural habitats in their locality and use fieldwork to investigate and present this.	Using atlases, the children will name and locate continents and oceans of the world, while revisiting the countries, cities and surrounding seas of the UK. They will learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.
Concepts	<ul style="list-style-type: none"> • Place • Space • Similarities and differences 	<ul style="list-style-type: none"> • Place • Scale • Connections 	<ul style="list-style-type: none"> • Space • Scale • Connections
Unit Outcomes	<ul style="list-style-type: none"> • Name and locate the 7 continents on a world map • Locate the North and South Poles on a world map • Locate the Equator on a world map • Describe some similarities and differences between the UK and Kenya (London and Lodwar) • Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place • Recognise the features of hot and cold places • Locate some countries with hot and cold climates on a world map 	<ul style="list-style-type: none"> • Identify and locate characteristics of the UK on a map • Identify human and physical features • Locate human and physical features on a world map • Explain the difference between oceans and seas • Name and locate the 5 oceans on a world map • Use an aerial photograph to draw a simple sketch map • Collect data by sketching findings on a map and completing a tally chart • Present their findings in a bar chart 	<ul style="list-style-type: none"> • Name and locate the seas and oceans surrounding the UK in an atlas • Label these on a map of the UK • Describe the location of the seas and oceans surrounding the UK using compass points • Define what a coast is • Locate coasts in the UK • Name some of the physical features of coasts • Explain the location of UK coasts and label these on a photograph • Identify human features in a coastal town • Describe how people use the coast • Follow a prepared route on a map • Identify human features on the local coast • Record data using a tally chart • Represent data in a pictogram • Describe how the local coast has been used
Key Knowledge	<ul style="list-style-type: none"> • Know some similarities and differences between their local area and a contrasting non-European country • Know that the Equator is an imaginary line around the middle of the Earth • Know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South Pole 	<ul style="list-style-type: none"> • Name the 5 oceans of the world • Name some characteristics of the 4 capital cities of the UK • Know the 4 capital cities of the UK • Know that a capital city is the city where a country's government is located • Know some physical features of the UK • Begin to recognise world maps as a flattened globe 	<ul style="list-style-type: none"> • Know that a sea is a body of water that is smaller than an ocean • Know that there are 4 bodies of water surrounding the UK and to be able to name them • Know that coasts (and other physical features) change over time • Know some key physical features of the UK • Know some key human features of the UK

	<ul style="list-style-type: none"> • Know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth • Know that different parts of the world experience different weather conditions and that these are often caused by the location of the place • Be able to name the 7 continents of the world • Know that a globe is a spherical model of the Earth • Begin to recognise world maps as a flattened globe 	<ul style="list-style-type: none"> • Know that maps need a title and purpose • Know that maps need a key to explain what the symbols and colours represent • Know that a tally chart is a way of collecting data quickly 	<ul style="list-style-type: none"> • Know that maps need a title and purpose • Know that maps need a key to explain what the symbols and colours represent • Know that a tally chart is a way of collecting data
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> • Locate all the world's 7 continents on a world map • Describe and begin to explain some key similarities between their local area and a small area of a contrasting non-European country • Describe and begin to explain some key differences between their local area and a small area of a contrasting non-European country • Describe what physical features may occur in a hot place in comparison to a cold place • Locate some hot and cold areas of the world on a world map • Locate the Equator and North and South Poles on a world map • Locate hot and cold areas of the world in relation to the Equator and the North and South Poles • Use a world map, globe and atlas to locate all the world's 7 continents on a world map • Use locational language and the compass points (N, S, E, W) to describe the location of features on a map • Recognise human features on aerial photographs and plan perspectives • Recognise there are different ways to answer a question • Ask and answer simple questions about human and physical features of the area surrounding their school grounds 	<ul style="list-style-type: none"> • Locate all the world's 7 continents on a world map • Locate the world's 5 oceans on a world map • Show on a map the oceans nearest the continent they live in • Confidently locate the capital cities of the 4 countries of the UK on a map of this area • Identify characteristics (both human and physical) of the 4 capital cities of the UK • Show on a map the city, town or village where they live in relation to their capital city • Describe the key physical features in a local river area using basic geographical vocabulary • Recognise why maps need a title • Use an atlas to locate the 4 capital cities of the UK • Use a world map, globe and atlas to locate the world's 7 continents on a world map • Use a world map, globe and atlas to locate the world's 5 oceans • Use locational language and the compass points (N, S, E, W) to describe the location of features on a map and to describe the route on a map • Recognise landmarks of a city studied on aerial photographs and plan perspectives • Recognise human and physical features on aerial photographs and plan perspectives • Draw a map and use class agreed symbols to make a simple key • Draw a simple sketch map of the playground or school grounds using symbols to represent human and physical features • Find a given OS symbol on a map with support • Begin to draw objects to scale (e.g. show the school playground is smaller than the school field) • Use an aerial photograph to draw a simple sketch map using basic symbols on a key 	<ul style="list-style-type: none"> • Show on a map the oceans nearest the continent they live in • Locate the surrounding seas of the UK on a map of this area • Confidently locate the capital cities of the 4 countries of the UK on a map of this area • Describe the key physical features of a coast and how it changes over time using subject-specific vocabulary • Describe and understand the differences between a city, town and village • Describe the key human features of a coast and how it changes over time using subject-specific vocabulary • Recognise why maps need a title • Use an atlas to locate the 4 capital cities of the UK • Use locational language and the compass points (N, S, E, W) to describe the location of features and a route on a map • Use a map to follow a prepared route • Recognise human and physical features on aerial photographs and plan perspectives • Ask and answer simple questions about human and physical features of the area surrounding their school grounds • Collect quantitative data through a small survey of the local area / school to answer an enquiry question • Present data in simple tally charts or pictograms and comment on what the data shows • Ask and answer simple questions about data

		<ul style="list-style-type: none"> • Discuss the features they see in the area • Ask and answer simple questions about human and physical features of the area • Classify the features they notice into human and physical with teacher support • Present data in simple tally charts or pictograms and comment on what the data shows • Ask and answer simple questions about data 	
Vocabulary	Arid, climate, compass, continent, country, desert, Equator, globe, grasslands, human feature, ice sheet, land, locate, map, mild, ocean, pack ice, physical feature, polar, rain gauge, rainforest, rural, savannah, sea, temperate, temperature, thermometer, weather	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	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, tourist, town, village



Year 3 Geography Overview			
Term	Autumn	Spring	Summer
Enquiry Question	Are all settlements the same?	Where does our food come from?	Who lives in Antarctic?
Significant People or Places	New Delhi	John Cadbury (1801-1889) Cote d'Ivoire	Sir Ernest Henry Shackleton (1874-1922)
Unit Scope	The children will explore different types of settlements and land use, considering the difference between urban and rural. They will describe the different human and physical features in their local area and how these have changed over time. The children will make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations.	The children will look at the distribution of the world's biomes and mapping imports from around the world. They will learn about trading fairly with a specific focus on Cote d'Ivoire and cocoa beans. They will explore where the food for their school lunches comes from and the pros and cons of local versus global.	The children will learn about latitude and longitude and consider how this links to climate. They will contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They will explore the physical features of a polar region and how humans have adapted to working there, considering that there is no permanent population. The children will study Shackleton's expedition before planning their own, using mapping skills learnt so far.
Concepts	<ul style="list-style-type: none"> Place Space Similarities and differences 	<ul style="list-style-type: none"> Space Scale Connections 	<ul style="list-style-type: none"> Place Scale Connections
Key Outcomes	<ul style="list-style-type: none"> Locate some cities in the UK Describe the difference between villages, towns and cities Identify features on an OS map using the legend Describe the different types of land use Follow a route on an OS map Discuss reasons for the location of human and physical features Locate some geographical regions in the UK Identify and begin to offer explanations about changes to features in the local area Describe the location of New Delhi Identify some human and physical features in New Delhi State some similarities and differences between land use and features in New Delhi and the local area 	<ul style="list-style-type: none"> Identify that different foods grow in different biomes and say why Explain which food has the most significant negative impact of food production Describe the intentions around trading responsibly Explain that food imports can be both helpful and harmful Describe the journey of a cocoa bean Locate countries on a blank world map using an atlas Use a scale bar correctly to measure approximate distances Collect data through an interview process Analyse interview responses to answer an enquiry question Discuss any trends in data collected 	<ul style="list-style-type: none"> Describe what lines of latitude and longitude are, giving an example Understand that the Northern and Southern Hemispheres experience seasons at different times Define what climate zones are Understand Antarctica has a polar climate made up of ice sheets, snow and mountains Describe Antarctica's location in the far south of the globe State that tourism and research are the 2 main reasons people visit Antarctica Describe equipment researchers might use and clothes they wear List some of the research carried out in Antarctica State the outcome of Shackleton's expedition Successfully plot 4-figure grid references at the point where the vertical and horizontal line meet Describe the similarity and difference between life in the UK and life in Antarctica Confidently use the zoom function on a digital map Begin to recall the 8 points of a compass, following at least 4 of them

			<ul style="list-style-type: none"> • Recognise and describe features on their school grounds from an aerial map • Draw a map of the route they take on an expedition • State one thing that went well on the expedition and one aspect that did not go as hoped
Key Knowledge	<ul style="list-style-type: none"> • Know the names of some of the world's most significant rivers • Know the name of some counties in the UK (local to our school) • Know the name of some cities in the UK (local to our school) • Know the name of the county they live in and their closest city • Begin to name the 12 geographical regions in the UK • Know the main types of land use • Know some types of settlement • Know that water is used by humans in a variety of ways • Know that an urban place is somewhere near a town or city • Know a rural place is somewhere near the countryside • Know that a natural resource is something that people can use which comes from the natural environment • Know the UK grows food locally and imports food from other countries • Understand that a scale shows how much smaller a map is compared to real life • Know that an OS map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes • Know that an OS map shows human and physical features as symbols • Know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation) • Know an enquiry-based question has an open-ended answer found by research 	<ul style="list-style-type: none"> • Know where North and South Americas are on a world map • Know that climate zones are areas of the world with similar climates • Know the world's different climate zones • Know that biomes are areas of the world with similar climates, vegetation and animals • Know the world's biomes • Know vegetations belts are areas of the world which are home to similar plant species • Know the main types of land use • Know that countries near the Equator have less seasonal change than those near the poles • Know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres • Know the lines of longitude are invisible lines on the globe that determine how far east and west a location is from the Prime Meridian • Know the lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator • Know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates • Know the Northern and Southern hemispheres are 'halves' of the Earth, above and below our Equator and have alternative seasons to each other • Know that the hottest biomes are found between the Tropics of Cancer and Capricorn • Know that climates can influence the foods able to grow • Know that a natural resource is something that people can use which comes from the natural environment • 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 • Know the UK grows food locally and imports food from other countries • Know the grid references help us to locate a particular square on a map • Know that quantitative data involves numerical facts and figures and is often objective • Know that qualitative data involves opinions, thoughts and feelings and is often subjective 	<ul style="list-style-type: none"> • Know where North and South America are on a world map • Know the names of some countries and major cities in Europe and North and South America • Know that climate zones are areas of the world with similar climates • Know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar) • Know the world's biomes • Know the main types of land use • Know the countries near the Equator have less seasonal change than those near the poles • Know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres • Know the lines of longitude are invisible lines on the globe that determine how far east and west a location is from the Prime Meridian • Know the lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator • Know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates • Know the Northern and Southern hemispheres are 'halves' of the Earth, above and below our Equator and have alternative seasons to each other • Know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic Circle • Know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions • Know that the water cycle is the processes and stores which move water around our Earth and to be able to name these • Know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife • Know that the hottest biomes are found between the Tropics of Cancer and Capricorn • Know the world's different climate zones • Know water is used by humans in a variety of ways • Know that a natural resource is something that people can use which comes from the natural environment • Understand that a scale shows how much smaller a map is compared to real life

			<ul style="list-style-type: none"> • Recognise world maps as a flattened globe • Know the 8 points of a compass
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> • Locate some major cities of the countries studied • Locate key physical and human features in countries studied including significant environmental regions • Locate some counties in the UK (local to the school) • Identify key physical and human characteristics of counties, cities and/or geographical regions in the UK • Describe how a locality has changed over time, giving examples of both physical and human features • Describe and begin to explain similarities and differences between two regions studied • Describe how and why humans have responded in different ways to their local environments • Describe and explain how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities • Begin to use maps at more than one scale • Use atlases, maps, globes, satellite images and begin to use digital mapping to locate countries studied and describe physical and human features in countries studied • Use the scale bar on a map to estimate distances • Find countries and features of countries in an atlas using contents and index • Zoom in and out of a digital map • Begin to use the key on an OS map to name and recognise key physical and human features in regions studied • Use a simple key on their own map to show an example of both physical and human features • Follow a route on a map with some accuracy • Say which directions are N, S, E, W on an OS map • Make and use a simple route on a map • Label some features on an aerial photograph and then locate these on an OS map of the same locality and scale in the regions studied 	<ul style="list-style-type: none"> • Locate key physical and human features in countries studied including significant environmental regions • Find the position of the Equator and describe how this impacts our environmental regions • Identify the position of the Tropics of Cancer and Capricorn and their significance • Identify the position of the Northern and Southern hemispheres and explain how they shape our seasons • Identify the position and significance of both the Arctic and Antarctic Circle • Describe how and why humans have responded in different ways to their local environments • Discuss climates and their impact on trade, land use and settlement • Map and label the 6 biomes on a world map • Understand some of the causes of climate change • Describe and understand types of settlement and land use • Explain why a settlement and community as grown in a particular location • Begin to use maps at more than one scale • Use atlases, maps, globes, satellite images and begin to use digital mapping to locate countries studied and to recognise and describe humans and physical features • Use the scale bar on a map to estimate distances • Find countries and features of countries in an atlas using contents and index • Begin to choose the best approach to answer the enquiry question • Make a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher • Ask and answer one-step and two-step geographical questions • Make digital audio recordings for a specific purpose • Design a questionnaire/interview to collect qualitative fieldwork data • Use a questionnaire/interview to collect quantitative fieldwork data • Present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information • Find answers to geographical questions through data collection 	<ul style="list-style-type: none"> • Locate some countries in Europe and North and South America using maps • Locate key physical features in countries studied including significant environmental regions • Locate some key human features in countries studied • Find the position of the Equator and describe how this impacts our environmental regions • Find lines of latitude and longitude on a globe and explain why these are important • Identify the position of the Tropics of Cancer and Capricorn and their significance • Identify the position of the Northern and Southern hemispheres and explain how they shape our seasons • Identify the position and significance of both the Arctic and Antarctic Circle • Describe how and why humans have responded in different ways to their local environments • Discuss climates and their impact on trade, land use and settlement • Explain what measures humans have taken in order to adapt to survive in cold places • Describe and explain how people who live in a contrasting physical area may have different lives to people in the UK • Explain why different locations have different human features • Explain why people might prefer to live in an urban or rural place • Begin to use maps at more than one scale • Use atlases, maps, globes, satellite images and begin to use digital mapping to locate countries studied and to recognise and describe humans and physical features • Use the scale bar on a map to estimate distances • Find countries and features of countries in an atlas using contents and index • Zoom in and out of a digital map • Accurately use 4-figure grid references to locate features on a map in regions studied • Begin to locate features using the 8 points of a compass • Make and use a simple route on a map • Observe, record, and name geographical features in their local environments

	<ul style="list-style-type: none"> • Begin to choose the best approach to answer an enquiry question • Map land use in a small local area using maps and plans • Ask and answer one-step and two-step geographical questions • Observe, record, and name geographical features in their local environments • Take digital photos and label or caption them • Find answers to geographical questions through data collection 		
Vocabulary	Agricultural land, capital city, commercial land, compare, country border, county, dispersed, facilities, land use, legend, linear, local, memorial, metro, monument, nucleated, place of worship, recreational land, region, residential land, settlement, transportation	Air freight, carbon footprint, consume, distribution, export, fertiliser, food bank, food miles, grant, import, pesticides, produce, qualitative, quantitative, reliability, responsible trade, sample size, scale bar, seasonal food, source, sustainability, trade, trend	Climate, climate zones, compass points, direction, drifting ice, hemisphere, ice sheet, ice shelf, iceberg, lines of latitude, lines of longitude, treaty



Year 4 Geography Overview			
Term	Autumn	Spring	Summer
Enquiry Question	Why do people live near volcanoes?	Why are rainforests important to us?	What are rivers and how are they used?
Significant People or Places	Pompeii	Amazon rainforest	River Thames
Unit Scope	The children will learn how the Earth is constructed and about tectonic plates and their boundaries. They will learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They will map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.	The children will focus on the link between biomes and climate. They will also locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They will investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. The children will also learn about the people who live in the rainforest, and discuss the impact of human activity locally and globally.	The children will explore the different ways water is stored and moves. They will develop an understanding of the water cycle. They will name and map major rivers both in the UK and globally. The children will also learn
Concepts	<ul style="list-style-type: none"> • Space • Connections • Similarities and differences 	<ul style="list-style-type: none"> • Place • Space • Connections 	<ul style="list-style-type: none"> • Place • Space • Connections
Unit Outcomes	<ul style="list-style-type: none"> • Name all four layers of the Earth in the correct order, stating one fact about each layer • Explain one or more ways a mountain can be formed • Give a correct example of a mountain range and its continent • Describe a tectonic plate and know that mountains occur along plate boundaries • Correctly label the features of shield and composite volcanoes and explain how they form • Name three ways in which volcanoes can be classified • Describe how volcanoes form at tectonic plate boundaries • Explain a mix of negative and positive consequences of living near a volcano • State whether they would or would not want to live near a volcano • State that an earthquake is caused when two plate boundaries move and shake the ground • Explain that earthquakes happen along plate boundaries 	<ul style="list-style-type: none"> • Describe a biome and give an example • State the location and some of the key features of the Amazon rainforest • Name and describe the four layers of tropical rainforests • Understand that trees and plants adapt to living in the rainforest and give an example • Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources • Name one way in which the Amazon is changing • Articulate why the Amazon rainforest is important • Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help • Use a variety of data collection methods with support • Summarise how the local woodland is used and suggest changes to improve the area 	<ul style="list-style-type: none"> • Identify water stores and processes in the water cycle • Describe the three courses of a river • Name the physical features of a river • Name some major rivers and their location • Describe different ways a river is used • List some of the problems around rivers • Describe human and physical features around a river • Identify the location of a river on an OS map • Make a judgement on the environmental quality in a river environment • Make suggestions on how a river environment could be improved

	<ul style="list-style-type: none"> List some negative effects that an earthquake can have on a community Observe, digitally record and map different rocks using a symbol on a map Identify rock types and their 		
Key Knowledge	<ul style="list-style-type: none"> Know the names of some countries and major cities in Europe and North and South America Know the names of some of the world's most significant mountain ranges Know that mountains, volcanoes and earthquakes largely occur at plate boundaries Know the main types of land use Know some types of settlement Know the negative and positive effects of living near a volcano Know the negative effects of an earthquake can have on a community Know ways in which communities respond to earthquakes Know the different types of mountains and volcanoes and how they are formed Know that an earthquake is the intense shaking of the ground Know the different types of settlement Know that a natural resource is something that people can use which comes from the natural environment Recognise world maps as a flattened globe 	<ul style="list-style-type: none"> Know where North and South America are on a world map Know the names of some countries and major cities in Europe and North and South America Know the names of some of the world's most significant rivers Know that climate zones are areas of the world with similar climates Know the world's biomes Know vegetation belts are areas of the world which are home to similar plant species Know the name of some countries in the UK Know that countries near the Equator have less seasonal change than those near the poles Know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres Know that lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator Know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates Know that the water cycle is the processes and stores which move water around our Earth and be able to name these Know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife Know the hottest biomes are found between the Tropics of Cancer and Capricorn Know the world's different climate zones Know that climate can influence the foods able to grow Know the main types of land use Know that a natural resource is something that people can use which comes from the natural environment Know the threats to the rainforest both on a local and global scale Recognise world maps as a flattened globe 	<ul style="list-style-type: none"> Know the names of some of the world's most significant mountain ranges and rivers Know the name of some counties in the UK (local to school) Know the name of the county that they live in and their closest city Begin to name the 12 geographical regions of the UK Know the main types of land use Know some types of settlement Know that the water cycle is the processes and stores which move water around our Earth and be able to name these Know the courses and key features of a river Know water is used by humans in a variety of ways Know an urban place is somewhere near a town or city Know a rural place is somewhere near the countryside Know that a natural resource is something that people can use which comes from the natural environment Know the UK grows food locally and imports food from other countries Know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation)
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> Locate some countries in Europe and North and South America using maps 	<ul style="list-style-type: none"> Locate key human and physical features in countries studied Locate some of the world's most significant rivers and identify any patterns 	<ul style="list-style-type: none"> Locate some of the world's most significant rivers and identify any patterns Begin to locate the 12 geographical regions of the UK

	<ul style="list-style-type: none"> • Locate key physical features in countries studied including significant environmental regions • Locate the world's most significant mountain ranges on a map and identify any patterns • Locate where the world's volcanoes are on a map and identify the 'Ring of Fire' • Identify how topographical features studied have changed over time using examples • Describe how and why humans have responded in different ways to their local environment • Understand some of the causes of climate change • Describe how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur • Describe where volcanoes, earthquakes and mountains are located globally • Describe and explain how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities • Begin to use maps at more than one scale • Find countries and features of countries in an atlas using contents and index • Ask and answer one-step and two-step geographical questions • Observe, record, and name geographical features in their local environment • Use simple sampling techniques appropriately • Take digital photos and label and caption them • Present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information • Find answers to geographical questions through data collection 	<ul style="list-style-type: none"> • Identify how topographical features studied have changed over time using examples • Describe how a locality has changed over time, giving examples of both human and physical features • Find the position of the Equator and describe how this impacts our environmental regions • Find lines of latitude and longitude on a globe and explain why these are important • Identify the position of the Tropics of Cancer and Capricorn and their significance • Describe and begin to explain similarities and differences between two regions studied • Describe how and why humans have responded in different ways to their local environments • Discuss climates and their impact on trade, land use and settlement • Map and label the 6 biomes on a world map • Understand some of the causes of climate change • Describe and explain how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities • Explain why a settlement and community has grown in a particular location • Begin to use maps at more than one scale • Begin to choose the best approach to answer an enquiry question • Map land use in a small local area using maps and plans • Make a plan for how they wish to collect data • Ask and answer one-step and two-step geographical questions • Observe, record, and name geographical features in their local environments • Make annotated sketches, field drawings and freehand maps to record observations during fieldwork • Collect quantitative data in charts and graphs • Use a questionnaire/interview to collect quantitative fieldwork data • Present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information • Find answers to geographical questions through data collection • Suggest different ways that a locality could be changed and improved 	<ul style="list-style-type: none"> • Describe how physical features, such as rivers are formed • Describe and explain how physical features such as rivers and mountains have had an impact upon the surrounding landscape and communities • Describe how humans use water in a variety of ways • Explain why a settlement and community has grown in a particular location • Explain why different locations have different human features • Begin to use maps at more than one scale • Use atlases, maps, globes, satellite images and begin to use digital mapping to locate countries studied • Use atlases, maps, globes, satellite images and begin to use digital mapping to recognise and describe physical and human features in countries studied • Find countries and features of countries in an atlas using the contents and index • Zoom in and out of a digital map • Begin to use the key on an OS map to name and recognise key physical and human features in regions studied • Accurately use 4-figure grid references to locate features on a map • Begin to locate features using the 8 points of a compass • Use a simple key on their own map to show an example of both physical and human features • Follow a route on a map with some accuracy • Say which directions are N, S, E, W on an OS map • Label some features on an aerial photograph and then locate these on an OS map of the same locality and scale in regions studied • Begin to choose the best approach to answer an enquiry question • Map land use in a small local area using maps and plans • Ask and answer one-step and two-step geographical questions • Observe, record, and name geographical features in their local environments • Take digital photos and label and caption them • Present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information
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			<ul style="list-style-type: none"> Find answers to geographical questions through data collection Suggest different ways that a locality could be changed and improved Begin to use a simplified Likert Scale to record their judgements of environmental quality Make annotated sketches, field drawings and freehand maps to record observations during fieldwork
Vocabulary	Active volcano, climate change, composite volcano, crust, dormant volcano, earthquake, epicentre, extinct volcano, fault line, fault-block mountain, fertile soil, fold mountain, geothermal energy, igneous rock, index, inner core, outer core, magma, magma chamber, man-made rock, mantle, metamorphic rock, natural rock, negative effects, plate boundary, positive effects, pyroclastic flow, sedimentary rock, seismic waves, shield volcano, tectonic plate, tsunami, vent, volcanic mountain, volcanic springs	Analyse, biome, buttress roots, canopy layer, community, data, deforestation, drought, emergent layer, enquiry, Equator, forest floor, global warming, greenhouse gas, indigenous peoples, interpret, lianas, lines of latitude, logging, method, mining, present, questionnaire, quote, risk, route, summarise, Tropics of Capricorn and Cancer, understorey layer, vegetation, vegetation belts	Condensation, delta, estuary, evaporation, flooding, floodplain, groundwater, irrigation, leisure, meander, oxbow lake, percolation, precipitation, river mouth, source, transpiration, tributary, valley, water cycle, waterfall



Year 5 Geography Overview			
Term	Autumn	Autumn	Summer
Enquiry Question	Would you like to live in the desert?	What is life like in the Alps?	Where does our energy come from?
Significant People or Places	Mojava Desert	The Alps	William Armstrong – hydroelectric power Edmond Becquerel – solar power
Unit Scope	The children will recap biomes with a focus on hot desert biomes and their various characteristics. They will map the largest global deserts. The Mojave Desert will be used as a case study to support the children in learning about the physical features of a desert. The children will also consider how humans use deserts and the environmental threats that can occur in this landscape.	The children will discover the climate of mountain ranges and consider why people choose to visit the Alps. They will focus on Innsbruck and identify the human and physical features that attract tourists. They will then apply their learning to investigate tourism in the local area, mapping recreational land use and present their findings.	The children will learn about time zones around the world while exploring natural resources and energy found in the United States and the UK. They will learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They will carry out a fieldwork investigation considering the best location for a solar panel on the school grounds.
Concepts	<ul style="list-style-type: none"> Place Scale Connections 	<ul style="list-style-type: none"> Place Space Similarities and differences 	<ul style="list-style-type: none"> Place Scale Similarities and differences
Unit Outcome	<ul style="list-style-type: none"> Identify the lines of latitude where hot desert biomes are located Describe the characteristics of a hot desert biome Locate the largest deserts in each continent Describe ways the Mojave Desert is used Name and describe the physical features found in a desert Identify how humans use the desert Explain how human activity may contribute to the changing climate and landscape of a desert Recognise that the Mojave Desert has a different time zone to the UK Describe some of the threats to deserts Give the benefits and drawbacks of living in a desert environment Identify characteristics of two contrasting biomes and compare land use Discuss if a desert environment is hospitable and why 	<ul style="list-style-type: none"> Locate the Alps on a world map and identify and label the 8 countries they spread through Locate 3 physical and 3 human characteristics in the Alps Research and describe the physical and human features of Innsbruck Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs Compare the human and physical geography of their local area and Innsbruck Describe at least 4 of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?' 	<ul style="list-style-type: none"> Describe the significance of energy Give examples of sources of energy and their trading routes Define renewable and non-renewable energy Discuss the benefits and drawbacks of different energy sources Describe the significance of the Prime Meridian Identify human features on a digital map Discuss how transport links have changed over time Locate UK cities on a map Discuss how transport links have changed over time Locate UK cities on a map Use 6-figure grid references to identify features on an OS map Consider and justify the location of energy sources Design and use interview questions Plot points on a sketch map
Key Knowledge	<ul style="list-style-type: none"> Know the name of many countries and major cities in Europe and North and South America 	<ul style="list-style-type: none"> Know the name of many countries and major cities in Europe and North and South America 	<ul style="list-style-type: none"> Know the name of many countries and major cities in Europe and North and South America

	<ul style="list-style-type: none"> Know the location of key physical features in countries studied Name and describe some of the world's vegetation belts Know the Prime /Greenwich Meridian is a line of longitude which goes through 0 degrees and determines the start of the world's time zones Know the vegetation belts are areas of the world that are home to similar plant species Name and describe some of the world's vegetation belts Know which factors are considered before people build settlements Know that natural resources can be used to make energy Know some negative impacts of humans on the environment 	<ul style="list-style-type: none"> Know some similarities and differences between the UK and a European mountain region Know the location of key physical features in countries studied Know why tourists visit mountain regions Know vegetation belts are areas of the world that are home to similar plant species Name and describe some of the world's vegetation belts Be aware of some issues in the local area 	<ul style="list-style-type: none"> Know the name of many cities in the UK Know the Prime /Greenwich Meridian is a line of longitude which goes through 0 degrees and determines the start of the world's time zones Know that natural resources can be used to make energy Know some positive and negative impacts of humans on the environment Know that contours on a map show height and slope Know that qualitative data involves qualities, characteristics and is subjective
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> Locate some key physical and human features in countries studied Identify significant environmental regions on a map Use maps to show the distribution of the world's climate zones, biomes and vegetation belts and identify any patterns Confidently locate the 12 geographical regions of the UK Understand how land use has changed over time using examples Explain why a locality has changed over time, giving examples of both physical and human features Identify the location of the Prime/Greenwich Meridian and time zones (including day and night) and explain its significance Use longitude and latitude when referencing location in an atlas or on a globe Describe and explain similarities between two environmental regions studied Explain how and why humans have responded in different ways to their local environments in 2 contrasting regions Understand how climates impact on trade, land use and settlement Explain how humans have used desert environments Describe and understand the key aspects of the 6 biomes 	<ul style="list-style-type: none"> Locate some key physical and human features in countries studied Identify significant environmental regions on a map Use maps to show the distribution of the world's climate zones, biomes and vegetation belts and identify any patterns Explain why a locality has changed over time, giving examples of both physical and human features Use longitude and latitude when referencing location in an atlas or on a globe Describe and explain differences between two environmental regions studied Understand how climates impact on trade, land use and settlement Describe and understand the key aspects of the 6 biomes Describe and understand the key aspects of the 6 climate zones Understand some of the impacts and causes of climate change Describe and understand the key aspects and distribution of the vegetation belts in relation to the 6 biomes, climate and weather Recognise geographical issues affecting people in different places and environments Describe and explain how humans can impact the environment both positively and negatively, using examples Confidently use and understand maps at more than one scale 	<ul style="list-style-type: none"> Locate some key physical and human features in countries studied Understand how land use has changed over time using examples Explain why a locality has changed over time, giving examples of both physical and human features Identify the location of the Prime/Greenwich Meridian and time zones (including day and night) and explain its significance Use longitude and latitude when referencing location in an atlas or on a globe Describe and explain similarities between two environmental regions studied Understand how climates impact on trade, land use and settlement Use maps to explore wider global trading routes Understand some of the impacts and causes of climate change Give examples of alternative viewpoints and solutions used in regards to an environmental issue and explain how this links to climate change Describe and understand economic activity, including trade links Suggest reasons why the global population has grown significantly in the last 70 years Recognise geographical issues affecting people in different places and environments Describe and explain how humans can impact the environment both positively and negatively, using examples

	<ul style="list-style-type: none"> Describe and understand the key aspects of the 6 climate zones Understand some of the impacts and causes of climate change Describe and understand the key aspects and distribution of the vegetation belts in relation to the 6 biomes, climate and weather Describe and understand economic activity, including trade links Describe the push and pull factors that people may consider when migrating Understand the distribution of natural resources both globally and within a specific region or country studied Recognise geographical issues affecting people in different places and environments Describe and explain how humans can impact the environment both positively and negatively, using examples Confidently use and understand maps at more than one scale Use atlases, maps, globes and digital mapping to locate countries and to describe and explain human and physical features in countries studied Identify, analyse and ask questions about distributions and relationships between features using maps (e.g. settlement distribution) Use models and maps to talk about contours and slopes Interpret and use real-time/live data Draw conclusions about an enquiry using findings from fieldwork to support their reasonings Analyse quantitative data in pie charts, line graphs and graphs with 2 variables 	<ul style="list-style-type: none"> Use atlases, maps, globes and digital mapping to locate countries and to describe and explain human and physical features in countries studied Use the scale bar on a map to calculate distances Confidently use the key on an OS map to name and recognise key physical and human features in regions studied Follow a short pre-prepared route on an OS map Choose the best approach to answer an enquiry question Make sketch maps of areas studied including labels and keys where necessary Select appropriate methods for data collection Design interviews/questionnaires to collect qualitative data Conduct interviews/questionnaires Decide how to present data when communicating geographical information Draw conclusions about an enquiry using findings from fieldwork to support their reasonings 	<ul style="list-style-type: none"> Confidently use and understand maps at more than one scale Use atlases, maps, globes and digital mapping to locate countries and to describe and explain human and physical features in countries studied Identify, analyse and ask questions about distributions and relationships between features using maps (e.g. settlement distribution) Recognise an increasing range of OS symbols on maps and locate features using 6-figure grid references Recognise the difference between OS and other maps and when it is most appropriate to use each Use models and maps to talk about contours and slopes Select a map for a specific purpose Confidently use the key on an OS map to name and recognise key physical and human features in regions studied Accurately use 4 and 6-figure grid references to locate features on a map in regions studied Make sketch maps of areas studied including labels and key where necessary Make an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question Select appropriate methods for data collection Design interview/questionnaires to collect qualitative data Decide how to present data when communicating geographical information Draw conclusions about an enquiry using findings from fieldwork to support their reasonings
Vocabulary	Agriculture, airstrip, arid, barren, biome, climate, desert, desertification, drought, flash flood, mesa, mining, mushroom rock, national park, natural arch, nature reserve, rainfall, ranching, renewable energy, salt flat, sand dune, sparse, time zone, tourist attraction, vegetation, weather	Atlas, climate, climate change, coniferous trees, data, deciduous trees, enquiry, fold mountain, glacier, hemisphere, human feature, land height, latitude, leisure, longitude, method, mountain climate, mountain range, OS map, physical feature, population, questionnaire, sea level, recreational use, risk, route, 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, wind power, six-figure grid reference



Year 6 Geography Overview			
Term	Spring	Spring	Summer
Enquiry Question	Why does population change?	Why do oceans matter?	Can I carry out an independent fieldwork enquiry?
Significant People or Places	John Rickman - census	Great Barrier Ref	William Roy
Unit Scope	The children will look at global population distribution and think about why certain areas are more populated than others. They will explore the factors that influence birth and death rates and use case studies to illustrate these. The children will consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork will be carried out to explore the impact of population on the local environment.	The children will explore the significance of our oceans, and how humans use and impact them. They will learn how this has changed over time. They will study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. The children will use fieldwork skills to investigate the amount and type of litter in their nearest marine environment.	The children will plan and carry out their own independent enquiry to explore an issue in their local area. They will develop an enquiry question, design their own data collection methods and then record, analyse and present their findings.
Concepts	<ul style="list-style-type: none"> • Space • Scale • Connections 	<ul style="list-style-type: none"> • Space • Connections • Similarities and differences 	<ul style="list-style-type: none"> • Place • Space • connections
Unit Outcomes	<ul style="list-style-type: none"> • Identify the most densely and sparsely populated areas • Describe the increase in global population over time • Begin to describe what might influence the environments people live in • Define birth and death rates, suggesting what may influence them • Define migration, discussing push and pull factors • Explain why some people have no choice but to leave their homes • Describe the causes of climate change, explaining its impact on the global population • Suggest an action they can take to fight climate change • Calculate the length of a route to scale • Follow a selected route on an OS map • Use a variety of data collection methods, including a Likert Scale • Collect information from a member of the public 	<ul style="list-style-type: none"> • Describe the water cycle • Describe how the ocean is used for human activity • Explain how the ocean helps to regulate the Earth's climate and temperature • Identify the Great Barrier Reef as part of Australia • Describe the benefits of the Great Barrier Reef • Describe how humans impact the oceans and the consequences of this • Explain some actions that can be taken to help support healthy oceans • Explain which data collection method would be best for marine fieldwork and why • Collect data using a tally chart, photographs and a sketch map • Safely navigate the fieldwork environment • Make suggestions for how to improve a marine environment • Present data using a tally chart and pie chart 	<ul style="list-style-type: none"> • Give examples of issues in the local area • Identify questions to be asked to find the relevant data • Justify which data collection method is most suitable • Design an accurate data collection template • Identify areas along a route that are best for data collection • Discuss how to mediate potential risks • Collect data at points located on an OS map • Manage risks during a fieldwork trip • Identify any outcomes from data collected • Map data digitally • Describe the enquiry process

	<ul style="list-style-type: none"> • Create a digital map to plot and compare data collected from two locations • Suggest an idea to improve the environment 		
Key Knowledge	<ul style="list-style-type: none"> • Know that the global population has grown significantly since the 1950s • Know which factors are considered before people build settlements • Know migration is the movement of people from one country to another • Know the name of many countries and major cities in Europe and North and South America • Know the name of many counties in the UK • Know the name of many cities in the UK • Know that London and the South East regions have the largest population in the UK • Know the global population has grown significantly since the 1950s • Know which factors are considered before people build settlements • Know migration is the movement of people from one country to another • Know some negative impacts of humans on the environment • Be aware of some issues in the local area 	<ul style="list-style-type: none"> • Know the location of key physical features in the countries studied • Know why the ocean is important • Know some positive impacts of humans on the environment • Know some negative impacts of humans on the environment • Know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries • Be aware of some issues in the local area • Know what a range of data collection methods look like • Know how to use a range of data collection methods 	<ul style="list-style-type: none"> • Know the name of many countries and major cities in Europe and North and South America • Know the name of many cities in the UK • Confidently name the 12 geographical regions of the UK • Know some positive and negative impacts of humans on the environment • Know the contours on a map show height and slope • Know that qualitative data involves qualities, characteristics and is largely opinion based and subjective • Know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries • Be aware of some issues in the local area • Know what a range of data collection methods look like
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> • Explain how and why humans have responded in different ways to their local environments in two contrasting regions • Understand how climates impact on trade, land use and settlement • Understand some of the impacts and causes of climate change • Give examples of alternative viewpoints and solutions used in regards to an environmental issue and explain how this links to climate change • Describe and understand economic activity, including trade links • Suggest reasons why the global population has grown significantly in the last 70 years • Describe the push and pull factors that people may consider when migrating • Recognise geographical issues affecting people in different places and environments • Confidently use and understand maps at more than one scale • Use atlases, maps, globes and digital mapping to locate countries studied and to 	<ul style="list-style-type: none"> • Locate some key physical and human features in countries studied on a map • Identify significant environmental regions on a map • Explain how and why humans have responded in different ways to their local environments in 2 contrasting regions • Understand how climates impact on trade, land use and settlement • Describe and understand the key aspects of the 6 climate zones • Understand some of the impacts and causes of climate changes • Give examples of alternative viewpoints and solutions used in regard to an environmental issue and explain how this links to climate change • Recognise geographical issues affecting people in different places and environments • Confidently use and understand maps at more than one scale • Use atlases, maps, globes and digital mapping to locate countries studied and to describe and explain human and physical features • Use the scale bar on a map to calculate distances 	<ul style="list-style-type: none"> • Give examples of alternative viewpoints and solutions used in regard to an environmental issue and explain how this links to climate change • Recognise geographical issues affecting people in different places and environments • Confidently use and understand maps at more than one scale • Use atlases, maps, globes and digital mapping to locate countries studied and to describe and explain human and physical features • Recognise an increasing range of OS symbols on maps and locate features using 6-figure grid references • Select a map for a specific purpose • Confidently use the key of an OS map to name and recognise key physical human features in regions studied • Accurately use 4 and 6-figure grid references to locate features on a map • Confidently locate features using the 8 points of a compass • Identify the 8 compass points on an OS map

	<p>describe and explain human and physical features</p> <ul style="list-style-type: none"> • Recognise an increasing range of OS symbols on maps and locate features using 6-figure grid references • Begin to use thematic maps to recognise and describe human and physical features studied • Confidently use the key on an OS map to name and recognise key physical and human features in regions studied • Accurately using 4 and 6-figure grid references to locate features on a map in regions studied • Confidently locate features using the 8 points of a compass • Follow a short pre-prepared route on an OS map • Plan a journey to another part of the world using 6-figure references and the 8 points of a compass • Develop their own enquiry questions • Make an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question • Begin to use standard field sampling techniques appropriately • Use GIS to plot data sets • Use a simplified Likert Scale to record their judgements of environmental quality • Conduct interview / questionnaires to collect qualitative data • Decide how to present data • Draw conclusions about an enquiry using findings from fieldwork to support reasonings • Evaluate evidence collected and suggest ways to improve this • Analyse quantitative data in pie charts, line graphs and graphs with 2 variables 	<ul style="list-style-type: none"> • Begin to use thematic maps to recognise and describe human and physical features studied • Select a map for a specific purpose • Choose the best approach to answer an enquiry question • Make sketch maps of areas studied including labels and keys where necessary • Make an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question • Begin to use standard field sampling techniques appropriately • Use GIS to plot data sets • Decide how to present data • Draw conclusions about an enquiry using findings from fieldwork to support reasonings • Evaluate evidence collected and suggest ways to improve this • Analyse quantitative data in pie charts, line graphs and graphs with 2 variables 	<ul style="list-style-type: none"> • Chose the best approach to answering an enquiry question • Make sketch maps of areas studied including labels and keys where necessary • Make a plan of how they wish to collect data to answer an enquiry-based question • Design interviews / questionnaires to collect qualitative data • Begin to use standard field sampling techniques appropriately • Use GIS to plot data sets • Use a simplified Likert Scale to record their judgements of environmental study • Conduct interviews / questionnaires to collect qualitative data • Interpret and use real-time/live data • Decide how to present data when communicating geographical information • Draw conclusions about an enquiry using findings from fieldwork to support their reasonings • Evaluate evidence collected and suggest ways to improve this
Vocabulary	<p>Air pollution, birth rate, cartogram, climate, conclusions, death rate, deforestation, densely populated, digital technologies, fossil fuels, greenhouse gases, impact, improvements, involuntary, Likert Scale, migrants, migration, natural increase, noise pollution, population, population density and distribution, pull and push factors, qualitative, quantitative, refugee, region, sparsely populated, voluntary</p>	<p>Atmosphere, biodegradable, buffer, coral bleaching, coral reef, decompose, digital map, disposable, ecology, ecosystem, erosion, geology, habitat, human footprint, marine, microplastics, natural disaster, ocean current, policy, renewable energy, single use plastic, species, water cycle</p>	<p>Analyse, audience, city, data, data collection methods, enquiry, evidence, impact, improvement, issue, justify, plot, presenting, process, recommendation, region, risk, route, subjective, viewpoints</p>