



Year 1 Geography Overview			
Term	Autumn Where I Live	Spring Weather	Summer Comparing the UK to China
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	Sir Francis Beaufort	Shanghai
Unit Scope	Locating where they live on an aerial photograph and recognising features within a local context, the children will create maps using classroom objects before drawing simple maps of the school grounds. They will follow simple routes around the school grounds and carry out an enquiry as to how their playground can be improved.	Looking at the countries and cities that make up the UK, the children will keep a daily weather record and find out more about hot and cold places in the UK.	Using a world map to start recognising continents, oceans and countries outside of the UK, the children will 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 compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork.
Concepts	- Place - Space - Scale - Interdependence - Physical and human processes - Environmental impact and sustainable development	- Place - Interdependence	- Place - Space - Scale - Independence - Physical and human processes - Cultural awareness and diversity
Unit outcomes	- 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	- Name and locate the four countries on a map of the UK - Identify the country they live in - Identify the four seasons and the current season and describe some seasonal changes - Identify the four compass directions - Identify that the arrow on a compass always shows north - Use the compass directions to describe the location of features - Observe and describe daily weather patterns - Suggest appropriate clothing and activities for each season	- 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	• know that the UK is short for United Kingdom • know that a country is a land or nation 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, 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)	• Know the name of 2 continents (Europe and Asia) • Know that a continent is a group of countries • Know that they live on 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 4 seasons of the UK • Know that 'weather' refers to the conditions outside at a particular time • Know that the 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 • Know simple directional language (e.g. near, far, up, down, left, right, forwards, backwards) • Know that a compass is an instrument we can use to find which direction is north • Know which direction is N, S, E, W on a map	• Know the name of two continents (Europe and Asia) • Know that a continent is a group of countries • Know that they live on the continent of Europe • Know that an ocean is a large body of water • Know the names of 2 of the world's oceans (Atlantic Ocean and Pacific Ocean) • 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 naturally on the Earth • Know that human features mean any feature of an area that was made or built by humans • Know that atlases give information about the world and that a map tells us information about a place • Know that symbols are often used on maps to represent features • Know what a sketch map is • Know that a compass is an instrument we can use to find which direction is north
Geographical Skills and Fieldwork	• 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	• Show on a map which continent they live in • Locate the 4 countries of the UK on a map of this area • Show on a map which country they live in and locate its capital city • Describe how the weather changes with each season in the UK • Describe the daily weather patterns in their locality • Confidently use the vocabulary 'season' and 'weather' • Recognise some physical features in their locality • Use an atlas to locate the UK • Use an atlas to locate the 4 countries in 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	• Locate 2 of the world's seven continents on a world map • Locate 2 of the world's oceans (Atlantic Ocean and Pacific Ocean) 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 some physical features in their locality • Recognise some human features in their locality • Use an atlas to locate the UK • Use a world map and globe to locate 4 of the world's 7 continents • Use a world map and globe to locate the Atlantic and Pacific Ocean • Use directional language to describe features on a map in relation to other features (real or imaginary)

		• Use simple picture maps and plans to move around the school • Comment on the features they see in their school and school grounds on a walk around their respective places • Ask and answer simple questions about the features of their school • Draw some of the features they notice in their school in correct relation to each other on a sketch map	• Begin to use the compass points 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 • Draw a simple sketch of the school and local area using simple pictures, colours or symbols to represent features • Add labels to sketch maps • 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 • Ask and answer simple questions about the features of their school and school grounds • Draw some of the features they notice in their school and school grounds in correct relation to each other on a sketch map
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, autumn, direction, east, England, Europe, map, north, Northern Ireland, place, Scotland, season, south, spring, summer, United Kingdom	Continent, country, different, directional language, key, human feature, map, physical feature, similar, symbol



Year 2 Geography Overview			
Term	Spring Hot and Cold Places	Summer Our World	Summer The Coast
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	David Attenborough	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, in Kenya as well as in London. The children will learn the four compass points and the names and locations of the seven continents.	The children will learn about the world's wonders and the names and locations of the world's oceans. They will consider what is unique about their local area.	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	- Place - Space - Scale - Interdependence - Cultural awareness and diversity	- Place - Scale - Interdependence - Environmental impact and sustainable development	- Place - Space - Scale - Interdependence - Physical and human processes
Unit Outcomes	- 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 - 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	- 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	- 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 using the 4 compass points - Name features of 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	Able to name the 7 continents of the world	- Be able to name the 7 continents of the world - Be able to name the 5 oceans of the world	Know that a sea is a body of water that is smaller than an ocean

	• Know some similarities and differences between their local area and a contrasting non-European country • Know that a globe is a spherical model of the Earth • Begin to recognise world maps as a flattened globe	• 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 where a country's government is located • Begin to recognise world maps as a flattened globe • 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	• Know that there are 4 bodies of water surrounding the UK and be able to name them • Begin to recognise world maps as a flattened globe • Know that maps need a title and purpose • Know that a tally chart is a way of collecting data quickly • Know that a pictogram is a chart that uses pictures to show data
Geographical Skills and Fieldwork	• 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	• 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 • 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 • Discuss the features they see in the area surrounding their school grounds	• Locate the world's 5 oceans on a world map • Show on a map the oceans nearest the continent they live in • Locate the surrounding seas and oceans of the UK on a map of this area • Describe the key physical features of a coast using subject-specific vocabulary • Describe and understand the differences between a city, town and village • Describe the key human features of a coastal town using subject-specific vocabulary • Use an atlas to locate the 4 capital cities of the UK • Use a world map, globe and atlas to locate all 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 to describe the location of features on a map and to describe the route on a map • Use a map to follow a prepared route • Recognise human features on aerial photographs and plan perspectives • Recognise 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 • Discuss the features they see in the area surrounding their school grounds

		• 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	• 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, dunes, sea, stack, tally chart, tourist, town, village



Year 3 Geography Overview			
Term	Autumn Settlements	Spring Importing Food	Summer Antarctica
Enquiry Question	Are all settlements the same?	Where does our food come from?	Who lives in Antarctica?
Significant People or Places	New Delhi	John Cadbury (1801-1889) Cote d'Ivoire	Sir Ernest Henry Shackleton (1874-1922)
Unit Scope	Exploring different types of settlements, land use and the difference between urban and rural, the children will describe the different human and physical features in their local area and make land use comparisons with New Delhi.	The children will look at the distribution of the world's biomes and map food imports from around the world. They will learn about trading fairly with a specific focus on Côte 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 how latitude and longitude link to climate and the physical and human features of polar regions, with links to the explorer Shackleton.
Concepts	- Place - Space - Scale - Interdependence - Physical and human processes - Cultural awareness and diversity	- Place - Space - Scale - Interdependence - Physical and human processes - Environmental impact and sustainable development - Cultural awareness and diversity	- Place - Space - Scale - Physical and human processes - Cultural awareness and diversity
Key Outcomes	- 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	- Identify that different foods grow in different biomes and say why - Explain which food has the most significant negative impact on food production - Consider a change people can make to reduce the 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	- Describe lines of latitude and longitude, giving an example - Understand that the Northern and Southern Hemispheres have seasons at different times - Define climate zones, giving an example - Describe Antarctica's position in the far south and its polar climate of ice sheets, snow and mountains - Describe tourism and research as the main reasons people visit Antarctica and list examples of research done there - Describe the equipment and clothing researchers use in Antarctica - State the outcome of Shackleton's expedition - Plot 4-figure grid references where the vertical and horizontal lines meet and begin to recall the 8 points of a compass, following at least 4 of them - Use the zoom function of a digital map and recognise and describe features of the school grounds from an aerial map - Describe a similarity and a difference between life in the UK and life in Antarctica - Draw a map of the route taken on an expedition

			State one thing that went well on the expedition and one aspect that did not go as hoped/
Key Knowledge	- 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 that 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 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 that an enquiry-based question has an open-ended answer found by research	- Know where the 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 that vegetation 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 that 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 that the UK grows food locally and imports food from other countries - Know that 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	- 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 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 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 boundaries of the polar regions are marked by the invisible lines of the Arctic and Antarctic Circles - Know the patterns of daylight in the Arctic and Antarctic circles and the Equatorial regions - 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 that the hottest biomes are found between the Tropics of Cancer and Capricorn - Know the world's different climate zones - Know that 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

			• Recognise world maps as a flattened globe • Know the 8 points of a compass
Geographical Skills and Fieldwork	• Locate some major cities of the countries studied • Locate key physical and human features in countries studied, including significant environmental regions • Locate some counties and some cities in the UK (local to the school) • Begin to locate the 12 geographical regions of the UK • 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 between 2 regions studied • Describe how and why humans have responded in different ways to their local environments • Describe and explain how people who live in a contrasting physical area may have different lives to people in the UK • 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 have grown in a particular location • 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 and begin to use digital mapping to recognise and describe physical and human features • Use the scale bar to estimate distances • 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 of an OS map to name and recognise key physical and human features in regions studied • Use a simple key on their own 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	• Locate some major cities of the countries studied • Locate key physical features in countries studied, including significant environmental regions • Locate some key human features in the countries studied • 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 and significance of both the Arctic and Antarctic Circles • Describe and begin to explain similarities and differences between 2 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 understand types of settlement and land use • Explain why a settlement and community have grown in a particular location • Explain why different locations have different human features • Describe how humans can impact the environment both positively and negatively, using examples • Begin to use maps at more than one scale • Begin to use maps at more than one scale • Use atlases, maps, globes and begin to use digital mapping to recognise and describe physical and human features • Use the scale bar to estimate distances • Begin to choose the best approach to answer an 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 • Design a questionnaire to collect qualitative data • Present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information	• 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 Circles • 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 to adapt to survive in cold places • Describe and explain how people who live in a contrasting physical area may have different lives from 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 human 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

	• 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	• 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 The Earth	Spring Rainforests	Summer Water
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 that the Earth is constructed in layers, and the crust is divided into tectonic plates. They will study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.	Developing an understanding of biomes, ecosystems and the tropics, the children will map features of the Amazon rainforest and learn about its layers. They will investigate how communities in Manaus use the Amazon's resources, discuss the global human impact on the Amazon and carry out fieldwork to compare and contrast 2 types of forest.	The children will learn about rivers and their place in the water cycle. They will look at the name and location of major rivers and how they are used.
Concepts	- Place - Space - Scale - Interdependence - Physical and human processes - Environmental impact and sustainable development - Cultural awareness and diversity	- Place - Space - Scale - Interdependence - Physical and human processes - Environmental impact and sustainable development - Cultural awareness and diversity	- Place - Space - Scale - Interdependence - Physical and human processes - Environmental impact and sustainable development - Cultural awareness and diversity
Unit Outcomes	- 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	- 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 harming 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	- 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 judgment on the environmental quality in a river environment - Make suggestions on how a river environment could be improved

	• Explain that earthquakes happen along plate boundaries • 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 origins based on collected data		
Key Knowledge	• 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 that 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	• 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 that 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 that 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 • Know how to use various simple sampling techniques	• 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 that 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	• Locate some countries in Europe and North and South America using maps • 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 the 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	• Locate some countries in Europe and North and South America using maps • 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 the topographical features studied have changed over time using examples • Describe how a locality has changed over time, giving examples of both physical and human features • Describe how and why humans have responded in different ways to their local environment • 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	• Locate some countries in Europe and North and South America using maps • Locate some major cities of the countries studied • Locate key physical features of the countries studied, including significant environmental regions • Locate the world's most significant mountain ranges on a map and identify any patterns • Locate some of the world's most significant rivers and identify any patterns • Begin to locate the 12 geographical regions of the UK • Describe how and why humans have responded in different ways to their local environments • Describe how physical features, such as mountains and rivers, are formed, and why volcanoes and earthquakes occur • Explain why a settlement and community have grown in a particular location • Describe how humans use water in a variety of ways • 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 the 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
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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 The Alps	Autumn Deserts	Summer Natural Resources
Enquiry Question	What is life like in the Alps?	Would you like to live in the desert?	Where does our energy come from?
Significant People or Places	The Alps	Mojave Desert	William Armstrong – hydroelectric power Edmond Becquerel – solar power
Unit Scope	The children will explore the climate and physical features of mountain environments, focusing on the Alps and the city of Innsbruck. They will consider why these attract tourists before applying their understanding to investigate tourism in their local area. They will map land use and present their findings.	The children will explore desert biomes and learn about the physical features of a desert and how humans interact with this environment.	The children will learn about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.
Concepts	- Place - Space - Interdependence - Physical and human processes - Cultural awareness and diversity	- Place - Space - Scale - Physical and human processes - Environmental impact and sustainable development - Cultural awareness and diversity	- Place - Space - Scale - Interdependence - Physical and human processes - Environmental impact and sustainable development - Cultural awareness and diversity
Unit Outcome	- 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?'	- Identify the lines of latitude where hot desert biomes are located - Describe the characteristics of a hot desert biome - Locate the largest deserts on 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 from 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	- 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	Know the names of many countries and major cities in Europe and North and South America	Know the names of many countries and major cities in Europe and North and South America	Know the names of many countries and major cities in Europe and North and South America

	- 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 that 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 - Know what a range of data collection methods looks like - Know how to use a range of collection methods	- Know the location of key physical features in countries studied - Name and describe some of the world's vegetation belts - Know that 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 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 - Know that 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 - Know that a line graph can represent variables over time	- Know the name of many cities in the UK - Know that 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 - Know what a range of data collection methods looks like
Geographical Skills and Fieldwork	- 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 the two environmental regions studied - Understand how climates impact 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	- 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 the 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	- 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 the two environmental regions studied - Understand how climates impact 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

	- 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 - 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 - Conclude an enquiry using findings from fieldwork to support their reasoning	- Explain how humans have used desert environments - 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 - 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 - Conclude an enquiry using findings from fieldwork to support their reasoning - Analyse quantitative data in pie charts, line graphs and graphs with 2 variables	- 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 - 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 - Conclude an enquiry using findings from fieldwork to support their reasoning
Vocabulary	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	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	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 Population	Spring Oceans	Summer Independent Enquiry
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 Reef	William Roy
Unit Scope	Looking at global population distributions, the children will explore why some areas are more populated than others, including factors affecting birth and death rates and migration. They will use case studies to examine push and pull factors and carry out fieldwork to investigate the impact of population on their local environment.	Exploring the significance of the world's oceans, the children will examine how humans use and impact them over time. They will study the Great Barrier Reef as a case study, investigate the effects of pollution and carry out fieldwork to analyse litter in their nearest water environment while considering actions to support positive environmental change.	The children will observe, measure, record and present their own fieldwork study of the local area.
Concepts	- Place - Scale - Interdependence - Physical and human processes	- Place - Space - Scale - Interdependence - Physical and human processes - Environmental impact and sustainable development - Cultural awareness and diversity	- Place - Space - Scale - Physical and human processes - Cultural awareness and diversity
Unit Outcomes	- 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	- 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 the marine environment - Present data using a tally chart and a pie chart	- 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 mitigate 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

	• Use a variety of data collection methods, including a Likert Scale • Collect information from a member of the public • Create a digital map to plot and compare data collected from two locations • Suggest an idea to improve the environment		
Key Knowledge	• Know the names 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 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 names of many countries and major cities in Europe and North and South America • 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	• 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 looks like • Know how to use a range of data collection methods	• Know the names 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 that 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 looks like
Geographical Skills and Fieldwork	• Explain how and why humans have responded in different ways to their local environments in two contrasting regions • Understand how climates impact trade, land use and settlement • Understand some of the impacts and causes of climate change • Give examples of alternative viewpoints and solutions used regarding 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	• 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 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 regarding an environmental issue and explain how this links to climate change • Recognise geographical issues affecting people in different places and environments	• 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 and human features in regions studied

	• 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 • 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 use 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	• 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 • 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 • Conclude an enquiry using findings from fieldwork to support reasoning • Evaluate the evidence collected and suggest ways to improve this • Analyse quantitative data in pie charts, line graphs and graphs with 2 variables	• 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 • Choose 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 interview /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 the 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 • Conclude an enquiry using findings from fieldwork to support their reasoning • Evaluate the evidence collected and suggest ways to improve this
Vocabulary	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	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	Analyse, audience, city, data, data collection methods, enquiry, evidence, impact, improvement, issue, justify, plot, presenting, process, recommendation, region, risk, route, subjective, viewpoints