

Geography Curriculum

Nursery			
Educational programmes: EYFS framework			
Understanding the world: The World			
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.			
	Autumn	Spring	Summer
Learning priorities	Local environment <ul style="list-style-type: none"> • Become familiar with some key setting / school spaces. • Name and know the purposes of some different spaces. Comparing the UK with other countries <ul style="list-style-type: none"> • Begin to develop an awareness some different countries in the world and talk about the differences they have experienced or seen in photos. • Begin to share own experiences of visiting different places, including other countries. • Begin to show an awareness, that: <ul style="list-style-type: none"> ○ some people within their community / family have links with other countries some foods they experience are from different countries. ○ some stories are set in other countries. • Listen to others as they share their experiences of visiting different places, including countries. • Begin to develop an understanding of different countries through stories and non-fiction texts. Occupations <ul style="list-style-type: none"> • Begin to show an interest in different occupations: teacher, doctor, nurse, site manager. 	Local environment <ul style="list-style-type: none"> • Begin to talk about where they live. • Begin to talk about the journey to school with visual props talk about familiar places passed each day park: shop, church, mosque, post office, road, traffic lights, zebra crossing. • Develop an awareness of and name some different types of transport. Comparing the UK with other countries <ul style="list-style-type: none"> • Continue to develop an understanding of different countries through stories and non-fiction texts. Occupations <ul style="list-style-type: none"> • Continue to develop an interest in different occupations: bus driver, taxi driver, farmer, vet. 	Local environment <ul style="list-style-type: none"> • Participate in walks around the local environment / community. • Begin to understand that different places and buildings in the local community have different purposes: <ul style="list-style-type: none"> ○ name some different buildings within the local community. ○ explore key events that happen in some familiar buildings: pray, shop, learn, read. Comparing the UK with other countries <ul style="list-style-type: none"> • Continue to develop an understanding of different countries through stories and non-fiction texts. Occupations <ul style="list-style-type: none"> • Identify and talk about some different occupations: gardener, nursery, florist, garden centre, fire fighters.
Retrieval Vocabulary		House, classroom, playground, field	House, classroom, playground, field, Park, shop, church, mosque, post office, road, traffic lights, zebra crossing
New Vocabulary	House, classroom, playground, field, toilet, leaves, pine cones, conkers, twigs, ice, water, freeze, rain, sun, wind, autumn, winter	Park, shop, church, mosque, post office, road, traffic lights, zebra crossing, spring	Pray, shop, melt, summer.

Reception			
Educational programmes: EYFS framework			
Understanding the world: The World			
<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>			
	Autumn	Spring	Summer
Learning priorities	<p>Local environment</p> <ul style="list-style-type: none"> • Become familiar with key school spaces: name and know the purposes of each space • Talk about similarities and differences: Reception learning space and Nursery • Talk about where they live: <ul style="list-style-type: none"> ○ describe key features using correct vocabulary house, flat ○ understand that friends / people live in different types of homes • Navigate and confidently use different indoor and outdoor learning spaces: follow and use simple instructions around school eg down, up, around <p>Comparing the UK with other countries</p> <ul style="list-style-type: none"> • Begin to talk about: <ul style="list-style-type: none"> ○ people within their community / family who have links with other countries. ○ food they experience which has been grown in different countries. ○ stories which are set in other countries. • Begin to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <p>Occupations</p> <ul style="list-style-type: none"> • Begin to talk about / take on the role of a range of occupations e.g. police, paramedic, pharmacist, vicar, Iman. 	<p>Local environment</p> <ul style="list-style-type: none"> • Understand that some places are special to members of their community. • Different places and buildings in the local community have different purposes. • Begin to describe their immediate environment • Describe journey to school: <ul style="list-style-type: none"> ○ name different types of transport ○ name familiar places passed each day • Engage in walks around the local environment / community: <ul style="list-style-type: none"> ○ Name and talk about key features of the local area buildings e.g. chimney, path, gate, pavement, dome, spire. • Begin to draw information from a simple map. • Begin to understand a simple map of something familiar e.g. garden, small world, role play area. • Draw and create their own simple maps. <p>Comparing the UK with other countries</p> <ul style="list-style-type: none"> • Begin to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non-fiction texts. • Begin to develop an awareness of the purpose of maps and globes (begin with UK); locate the UK & other countries of personal / class relevance; use maps to; understand how relatively far / close other countries are from the UK; talk about how you could travel from one country to another. <p>Occupations</p> <ul style="list-style-type: none"> • Talk about / take on the role of a range of occupations e.g. train driver, ticket officer, station master, vet, zoo keeper. 	<p>Local environment</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Talk about similarities and differences between Reception learning space and Year 1. • Draw information from a simple map. <p>Comparing the UK with other countries</p> <ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate, maps. <p>Occupations</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society e.g. bee keeper, sailor, coastguard.

	Autumn	Spring	Summer
Retrieval Vocabulary	Live, house, classroom, playground, field, toilet, leaves, pine cones, conkers, twigs, ice, water, freeze, rain, sun, wind, autumn, winter	Park, shop, church, mosque, post office, road, traffic lights, zebra crossing, spring.	Pray, shop, melt, summer
New Vocabulary	Flat, down, up, around	Early, later, map, globe, land, sea, rock, water, wind, rain, blow	Coastguard

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KS1 National Curriculum

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Year 1	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Knowledge	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries of the United Kingdom.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: cliff, coast, season and weather.</p> <p>key human features, including: city, town, village.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
	Autumn	Spring	Summer	
Key concepts	Navigation, directions, routes	Urban, rural, human features, physical features, symbols	Habitats, temperature, adaptation, environment	
Learning outcomes	<p>Geographical skills and fieldwork</p> <p>Create, use and understand simple maps and routes of the classroom and the wider school area (school building and the playground/field).</p> <p>Use simple compass directions.</p>	<p>Locational Knowledge</p> <p>Locate Manchester and Southport on a map and identify some characteristics</p> <p>Human and Physical Geography</p> <p>Understand the differences in human and physical features found in a small area of Manchester and Southport.</p>	<p>Human and Physical Geography</p> <p>Understand the similarities and differences of the human and physical features of the Antarctica and a small area of Manchester.</p>	

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Year 1	Autumn	Spring	Summer
Sequence of learning	<ul style="list-style-type: none"> Identify seasonal weather patterns in the United Kingdom (Autumn) View a plan of the classroom to recognise the features. Draw the route of the 'Nobot' on a plan perspective which identifies several features. Devise a map for a small world town. Draw and label the town using symbols and a key. Use directional language. Use simple compass directions. Label N, S, E, W on an aerial photograph of the school playground. Use simple field work and observational skills to study the geography of the school grounds and follow a route on a prepared map Use directional language to describe a route around the school and the school grounds Name and locate the four countries of the United Kingdom Find Manchester and the using a globe/map/ google maps. 	<ul style="list-style-type: none"> Identify seasonal weather patterns in the United Kingdom (Winter and Spring) Understand the terms human and physical features and sort human and physical features of the UK. Define a village, town and city. Investigate some human and physical features of villages, towns and cities using maps and basic geographical vocabulary Identify human and physical features in Rusholme and Southport. Make comparisons between Rusholme and Southport focusing on their human and physical features. Use digi maps and google maps to look for and label humans and physical features. 	<ul style="list-style-type: none"> Identify, discuss and explain the seasonal patterns in the United Kingdom. (Summer) Express why people would wear different clothes at different times of the year. Create a chart to record daily weather patterns over a 2 week period. Make predictions about what the weather may be like later in the day or tomorrow Identify and locate the Equator, and the North and South Poles using world maps and globes. Locate hot and cold areas of the world in relation to the Equator Identify the main features of a hot and cold area of the world. Describe what people might wear if they lived in a very cold place. Identify different jobs that people might do in hot and cold areas of the world, including the local area.
Retrieval Vocabulary	Now, next, live, house, classroom, playground, field, toilet, leaves, pine cones, conkers, twigs, ice, water, freeze, rain, sun, wind, autumn, winter. Before, after, first, last, day, night, past, present, house, flat, down, up, around.	Park, shop, church, mosque, post office, road, traffic lights, zebra crossing, spring, early, later, map, globe, land, sea, rock, water, wind, rain, blow	Pray, shop, yesterday, tomorrow, morning, afternoon, later, after, a long time ago, melt, summer coastguard
New Vocabulary	Up, down, left, right, classroom, playground, field, toilet, North, South, East, West, Compass, England, Ireland, Scotland, Wales, London, Dublin, Belfast, Cardiff, capital city, country, globe, atlas, direction	Physical features, human features, village, town, city, Rusholme, Southport, urban, rural, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season, weather	Hot, cold, equator, country

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KS1 National Curriculum

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Year 2	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Knowledge	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
	Autumn	Spring	Summer	
Key concepts	United Kingdom, landmarks	Continent, ocean, globe, equator, human features, physical features	Weather patterns	
Learning outcomes	<p>Locational Knowledge</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas.</p> <p>Geographical skills and fieldwork</p> <p>Use simple fieldwork and observational skills to study human and physical features</p>	<p>Locational knowledge</p> <p>Name and locate seven continents and five oceans.</p> <p>Human and Physical Geography</p> <p>Locate the Equator, North and South Poles.</p>	<p>Human and Physical Geography</p> <p>Compare human and physical geography of a small area of Jamaica to a small area of the UK.</p> <p>Identify seasonal and daily weather patterns and make comparisons between the two areas, Manchester and Rio de Janeiro.</p>	

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Year 2	Autumn	Spring	Summer
Sequence of learning	<ul style="list-style-type: none"> Identify the position of the UK on a world map. Locate and name the four countries of the United Kingdom. Name, locate and identify the four capital cities and surrounding seas of the United Kingdom. Identify and discuss human and physical features of the UK using key geographical vocabulary. Identify characteristics of the four countries and capital cities. Use basic symbols in a key to identify features on a map. Identify human and physical features and use simple compass directions to describe the location of features and routes. Use basic geographical vocabulary to identify landmarks and human and physical features in the local area using maps, plan perspectives and aerial photographs. Use simple compass directions to describe the location of features and routes on a map (routes from home to school) (refer to the Gore Brook) Use simple fieldwork and observational skills to study human and physical features of the school grounds and local area. (Platt fields park trip linked to science and habitats) Devise a simple map of the school grounds and the local area. Use and construct basic symbols in a key. 	<ul style="list-style-type: none"> Locate and name the world's seven continents using maps, globes and atlases. Identify the location of the Equator and North and South Poles. Locate and name the world's five oceans using – maps, globe and atlases. Use compass directions describe where different continents are located in relation to each other and in relation to the oceans. Locate where we are in the world in relation to the country, continent and ocean. Research a country of interest in relation continent, ocean and physical/human features. Use secondary resources for research, identify and describe the physical and human features of a continent. 	<ul style="list-style-type: none"> Locate Rio de Janerio and Manchester on a world map. Describe the location of Brazil and Rio de Janerio in relation to the Equator, Oceans, continents and Manchester. Find out about a locality by asking relevant questions Identify human and physical features of Manchester Use aerial photos, plan perspectives and maps to recognise landmarks. Identify human and physical features of Rio de Janerio Use aerial photos, plan perspectives and maps to recognise landmarks. Identify geographical similarities and differences of the human and physical Geography of Rio de Janerio and Manchester. Identify daily weather patterns in Manchester in the summer. Identify daily weather patterns in Rio de Janerio in the summer.
Retrieval Vocabulary	Up, down, left, right, classroom, playground, field, toilet, North, South, East, West, Compass, England, Ireland, Scotland, Wales, London, Dublin, Belfast, Cardiff, capital city, country, globe, atlas, direction	Physical features, human features, village, town, city, Rusholme, Southport, urban, rural, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season, weather	Hot, Cold, Equator, country, Physical features, human features, village, town, city, Rusholme, Southport, urban, rural, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season, weather
New Vocabulary	North/ Irish/ Celtic Seas, English Channel, Fieldwork Plan, North East, North West, South East, South West, Cheddar Gorge, Forth Bridge, Giants Causeway, Rochdale Canal, Midland Hotel, Caernarfon Castle, Angel of the North.	Coordinates, North Pole, South Pole, Asia, Africa, North America, South America, Antarctica, Europe, Australia, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, Edinburgh, Cardiff, Belfast, London, North Sea, English Channel, Bristol Channel	Weather patterns

KS2 National Curriculum

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Year 3	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Knowledge	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia).</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, including mountains and rivers, and land-use patterns.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Human geography, including: types of settlement, economic activity including trade links, and the distribution of natural resources including water.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p> <p>Use fieldwork to observe the human and physical features in the local area sketch maps.</p>
	Autumn	Spring	Summer	
Key concepts	Region, boundary	Natural disasters	Settlement, trade, land use, civilization	

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Year 3	Autumn	Spring	Summer
Learning outcomes	Locational Knowledge Understand that the UK is split into regions. Human and Physical Geography Understand the human and physical features across the UK. Fieldwork Geographical skills and fieldwork Observe and record human and physical features in the local area.	Physical Geography Understand what causes earthquakes and how volcanoes are formed. Understand the effects of natural disasters on the environment and people.	Human and Physical Understand how rivers influence the location of settlements.
Sequence of learning	<ul style="list-style-type: none"> Identify and use 8 point of a compass and uses atlases to locate some cities in the UK Identify the main rivers and seas in the UK using an atlas. Understand that the UK is split into regions. Name and locate areas of high ground in the UK including mountains. Read OS map symbols and identify human and physical characteristics in our local community. Use grid references to identify human and physical characteristics on an OS map. Use fieldwork to observe and record human and physical features in the local area including sketch maps. Understand geographical similarities and differences of human and physical geography of two contrasting regions of the North West UK using OS symbols on an OS map. (Rusholme and Ashley). 	<ul style="list-style-type: none"> Identify and describe different types of natural disasters. Understand and explain why earthquakes occur. Understand and explain how volcanoes are formed and erupt. Use an atlas and a globe to identify some countries of Europe, including Russia and their volcanoes. Use the atlas index and contents page to locate some countries and volcanoes. Devise symbols and a key on map. Understand human and physical geographical similarities and differences of Manchester and Naples. 	<ul style="list-style-type: none"> Describe and understand the water cycle and how rivers are formed. Identify the key features of a river and reasons why civilisations settle near rivers. Use an atlas to investigate the course of a river (pg 30) Describe how rivers are used around the world. Identify the stages and features of a river, including the way that land use changes from the source to the mouth. Name and locate key topographical features of the UK (including rivers) and land-use patterns Investigate how humans distribute water in the local area. Recognise and explain how human activity affects rivers.
Retrieval Vocabulary	North/Irish/Celtic Seas, English Channel, fieldwork, plan, North East, North West, South East, South West	Map, sketch map, plan, birds eye view, position, location, direction, route, path, direction, navigate, symbol, key, coordinates, climate, erosion, deposition, earthquake, volcano	Erosion
New Vocabulary	Landscape, hills, mountains, Pennines, Grampians, Cambrians, Southern Uplands, Cotswolds, North and South Downs, coast, rural, climate, erosion, deposition, earthquake, volcano, Ordnance Survey map, scale, 4 figure grid reference, contours, symbols	Tectonic plates, volcanic eruptions, tsunami	Trade, distribution, geology, minerals and rock types, chalk, slate, granite, sandstone, source, distribution streams, creeks and brooks, upper course, middle course, lower course, tributary, waterfall, meanders, oxbow lakes, tributaries, mouth, estuary, delta

KS2 National Curriculum

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Locational and place knowledge				
Year 4	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Knowledge	Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical feature, and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.	Describe and understand key aspects of: Physical geography, including: climate zones and biomes. Human geography, including: types of settlement and land use, economic activity.	Use maps, atlases and globes to locate countries and describe features studied. Use the symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
	Year 4	Autumn	Spring	Summer
	Key concepts	Europe, Population, economic activity	Population, climate	Migration
	Learning outcomes	Locational knowledge Identify environmental regions, climate and key human and physical features found in Europe. Human and Physical Geography Understand climate zone and biomes.	Locational Knowledge Locate Europe and identify the countries along with their capital cities, including Russia. Human and Physical Geography Compare the human and physical features of the North West of England to Campania in Italy.	Human and Physical Geography Understand and identify how the local area has changed over time with a focus on migration. Geographical skills and fieldwork Observe, measure, record and present the human and physical features in the local area.
Sequence of learning	<ul style="list-style-type: none">•Identify the different lines of latitude and explain how latitude is linked to climate.•identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle.•Locate different climate zones and explore the differences between the Northern and Southern Hemispheres.•Compare temperate and tropical climates. (2 lessons)•Explore weather patterns within a climate zone.•Describe and understand the key aspects of biomes•Explain a climate zone.	<ul style="list-style-type: none">•Use maps, atlases and globes to locate some of the major countries of Europe, including Russia.•Name and locate climate zones within Europe.•Understand and identify the similarities and differences of Campania and North West England’s climate.•Understand and identify Geographical similarities and differences of the physical Geography of Campania and North West England.•Understand and identify Geographical similarities and differences of the human Geography of Campania and North West England.	<ul style="list-style-type: none">•Describe and understand some human and physical geography in Manchester.•Use OS maps and satellite images to make comparisons between urban and rural (village and city) areas by focusing on human and physical features.•Focus on settlements and occupations.•Using maps from 1890s and present (Digimap) of Rusholme, compare and annotate the similarities and differences of the human geography.•Use fieldwork to observe, measure, record and present the human and physical features in the local area.•Use fieldwork to observe, measure, record and present the human and physical features in the local area through sketch maps.•Use fieldwork to observe, measure, record and present the human and physical features in the local area through graphs.	

Year 4	Autumn	Spring	Summer
Retrieval Vocabulary	Thermometers, temperature, degrees, landscape, hills, mountains, Pennines, Grampians, Cambrians, Southern Uplands, Cotswolds, North and South Downs, coast, rural, climate, erosion, deposition, earthquake, volcano, Ordnance Survey map, scale, 4 figure grid reference, contours, climate	Ocean, coast, river, mountain, hill, climate, erosion, deposition, earthquake, volcano, tectonic plates, volcanic eruptions, tsunamis	Trade, distribution, geology, minerals and rock types, chalk, slate, granite, sandstone
New Vocabulary	Latitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer, Capricorn, Arctic, Antarctic Circle, Tropical climates, Dry climates, Temperate climates, continental climates, polar climates, biomes, tundra, thermometers, temperature, degrees, rain gauge, rain fall, centimetres (cm), millimetres (mm) lowest, highest, average	Island, cape, delta, peninsula, gulf, valley, plateau, plain, desert, northern hemisphere, southern hemisphere, latitude, longitude, tributary, confluence, meander, Ox bow estuary, mouth, source	Region, settlement, community, population, government, land use, resources, trade, urban, rural, farming, agriculture, facilities, architecture, recreation, transport, culture, language, religion, migration

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KS2 National Curriculum

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Year 5	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Knowledge	<p>Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics and major countries.</p> <p>Name and locate counties and cities of the United Kingdom, key topographical features, including hills, mountains, coasts and rivers, and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North America.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography, including vegetation belts and mountains.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food and water.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
Year 5	Autumn		Spring	Summer
Key concepts	Topographical physical features, economy, land use		Biome, climate zone, population, distribution	Costal erosion, changes over time
Learning outcomes	Locational and Place Knowledge Identify key physical topographical features like mountain ranges, rivers and coastlines across the UK. Human and Physical Geography Identify some human and physical features of these areas.		Locational Knowledge Locate North America, including Central America. Identify lines of latitude and longitude. Place Knowledge Identify key human and physical features across North America.	Human and Physical Geography Understand the key aspects costal erosion in the UK.
Sequence of learning	<ul style="list-style-type: none"> Identify, name and locate a range of major cities in each country of the UK and some of their characteristics (2 lessons) Use atlases to identify the location of key topographical physical features in the UK including coasts and rivers. Name and locate some counties of the UK Identify patterns of land use and economic activity within an area of the UK (Blackpool) using four and six figure grid reference Identify patterns of land use and economic activity within an area of the UK and how some of these aspects have changed over time 		<ul style="list-style-type: none"> Locate North America, identify the position and significance of lines of latitude, including the Equator and the Tropics of Cancer and Capricorn. identify the position and significance of latitude, longitude, the Prime/Greenwich meridian and time zones (including day and night) identify countries within North America and states within the USA. Explore the physical geography of the Rockies Describe the physical geography of Mount St Helens and the impact it has had on the surrounding area. Compare the landscapes of different US states. Understand geographical similarities and differences through the study of human and physical geography of New York and Manchester. 	<ul style="list-style-type: none"> Explain how water and weather can change the landscape. Understand how coastal features are formed. Identify coastal features of the UK. Explain how the make-up of the United Kingdom has changed over time. Explain how and why landscapes change over time Identify coastal features of the UK and predict how physical factors might change the landscape in the future

Year 5	Autumn	Spring	Summer
Retrieval Vocabulary	Latitude, climate, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer, Capricorn, Arctic, Antarctic circle, tropical climates, dry climates, temperate climates, continental climates, polar climates, biomes, tundra, thermometers, temperature, degrees, rain gauge, rain fall, centimetres (cm), millimetres (mm) lowest, highest, average	Ocean, coast, river, island, cape, delta, peninsula, gulf, valley, plateau, plain, desert, northern hemisphere, southern hemisphere, Tropics of Cancer, Capricorn, latitude, temperate, ocean	Trade, farmer, environment, distribution, source
New Vocabulary	Political map, topographic map, physical map, economic/resource map	Arctic circle, humid, Prime/Greenwich Meridian, time zone, tropics, global warming, longitude	Cultural, economic, packaging, production, agriculture, production chain, Fairtrade, environmentally friendly, ethical, reservoir, canal, derelict

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KS2 National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.				
Year 6	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Knowledge	Locate the world's countries, using maps to focus South America, concentrating on their environmental regions, key physical and human characteristics, countries and major countries. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features including mountains; and understand how some of these aspects have changed over time.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within South America.	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and mountains, Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food and minerals.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Year 6	Spring A		Spring B	Summer B
Key concepts	Landscape, economics, population density		Natural resources and environmental issues, trade, farming, food production, distribution	Coastal erosion, pollution, energy, transport
Learning outcomes	Place Knowledge Identify key human and physical features across South America.		Human Geography Understand the distribution of natural resources.	Physical Geography Understand the key aspects of mountains.
Sequence of learning	<ul style="list-style-type: none"> • Locate South America on a world map and identify a range of its physical and human features. • Locate the countries and capital cities of South America. • Make links to climate zones and biomes. • Compare key facts about Brazil with England (2 lessons) • Study the population, occupation and trade. • Investigate trade links with south east Brazil. 		<ul style="list-style-type: none"> • Identify where some common food products come from, the processes involved and its distribution. • Understand fair trade and environmentally friendly food production. • Investigate global trade processes, tradeable goods and trade routes. • Identify some key global tradable goods eg raw material-oil, agricultural-bananas, wheat, manufactured-computers/cobalt, aluminium etc. • Identify how the Amazon Rainforest has changed over time and the effects this will have on the world. • Discuss the positive and negative impact of trade on the Amazon rainforest. • plan a simple supply chain for a product. 	<ul style="list-style-type: none"> • Identify what a mountain is and locate the world's 'Seven Summits' on a map. • Describe the key features of mountains and how they are formed. • Describe the climate of the mountains and explore mountain life. • Explore and locate the UK's highest mountains. • name and locate key topographical features of the UK (including mountains). • Recognise the importance of the Himalayas for people living in the region. • Compare and contrast key aspects of physical geography of two mountainous regions, Aconcagua (South America), The Grampians/Alps (Europe).

Year 6	Spring A	Spring B	Summer B
Retrieval Vocabulary	Biome, equator, pollution, climate, tropics, tropical climate	Trade, farmer, environment, distribution economic, source, packaging, production, agriculture, production chain, canal	Mountain, tectonic plates, erosion
New Vocabulary	De-forestation, vegetation, global, natural resources, climate change.	Cultural, Fairtrade, environmentally friendly, ethical, reservoir	Mountain range, tectonic plates, force, contour, altitude, elevation, , summit, peak, ascent, descent, vegetation

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