Geography Skills and Knowledge Curriculum Overview

Geography	Autumn	Spring 2	Summer 2
EYFS	**Autumn 1 - Marvellous me and my community** Describe their immediate environment using knowledge from observation. Know about features of the immediate environment. Talk about local places and environments, e.g. the church, named shops, their street, post office, the park, the library. **Autumn 2 Festivals and celebrations around the world** Know that there are many countries around the world. Know that people in other countries may speak different languages I know that different countries have different Homes.	**Spring 1 – Our Favourite books & (BEEBOTS)** Follow simple directions (Up, down, left/right, forwards/backwards) Follow directions using a small toy. Direct a friend from point A to B using positional language. **Spring 2 – People who help us** Postmen/women- post a letter home- Beginning to recall my address such as the name or number, the road/street and the village/town	**Summer 1-** **Animals – around the world- world map.** To know that simple symbols are used to identify features on a map learn the continent song and match animals to their habitats and places of origin. **Summer 2: Journeys (inc travel and holidays)** **Draw maps of playground- look at maps on large scale** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
Skills	I can talk about how daily life may be different for other children	I can make comparisons between daily life for children in other countries	I can 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.
Knowledge	To know about features of and changes to the environment they are in- for example the seasons and weather. To know that there are many countries around the world.	To know about people who help us within the local community. To use directional language in play and how to follow directional instructions.	To know features of different environments and habitats. To know that simple symbols are used to identify features on a map.

THE DOWNLEY SCHOOL

"Learning, Growing and Succeeding Together"

Year 1	What is it like here?	How does the weather affect us?	What is it like to live in Shanghai?
	• **Locating the four countries of the United Kingdom (UK) on a map of this area.** • **Showing on a map which country they live in and locating its capital city.** • **Recognising some physical features in their locality.** • **Recognising some human features in their locality.** • To know that the UK is short for 'United Kingdom'. • To know that a country is a land or nation with its own government. • To know that the United Kingdom is made up of four countries and their names. To know the name of the country they live in. • To know that physical features means any feature of an area that is on the Earth naturally. • To know that human features means any feature of an area that was made or built by humans.	• Describing how the weather changes with each season in the UK. • Describing the daily weather patterns in their locality. • Confidently using the vocabulary 'season' and 'weather'. • To know the four seasons of the UK. To know that 'weather' refers to the conditions outside at a particular time. • To know that different parts of the UK often experience different weather. • To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. • To know that weather conditions can be measured and recorded.	• **Naming some key similarities between their local area and a small area of a contrasting non-European country.** • **Naming some key differences between their local area and a small area of a contrasting non-European country.** • **Locating two of the world's seven continents on a world map.** • **Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map.** • **Showing on a map which continent they live in.** • To know that life elsewhere in the world is often different to ours. • To know that life elsewhere in the world often has similarities to ours • To know the name of two continents (Europe and Asia).To know that a continent is a group of countries • To know that they live in the continent of Europe. • To know that an ocean is a large body of water. • To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean).

Skills	• Ask questions about the world around them. • Commenting on the features they see in their school and school grounds. • Asking and answering simple questions about the features of their school and school grounds. • Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. • Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features • Using an atlas to locate the UK. Using a map of the UK to locate the four countries. • Beginning to use an atlas to locate the four capital cities of the UK. • Using a world map and globe to locate two of the world's seven continents (Europe and Asia). • Using an atlas to locate the Atlantic Ocean and Pacific Ocean. • Using directional language to describe the location of objects in the classroom and playground. • Using directional language to describe features on a map in relation to other features (real or imaginary). • Responding to instructions using directional language to follow routes. • Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. • Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass. • Using a simple key on their own map to show an example of both physical and human features. • Following a route on a map with some accuracy. Saying which directions are N, S, E, W on an OS map. • Making and using a simple route on a map. • Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.		
Knowledge	• To know that an aerial photograph is a photograph taken from the air above. • To know that atlases give information about the world and that a map tells us information about a place. • To know that a map is a picture of a place, usually drawn from above. • To know that symbols are often used on maps to represent features. • To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards). • To know what a sketch map is.		
Year 2	**Would you prefer to live in hot or cold places?** Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well	**Why is our natural world so wonderful?** Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural	**What is it like to live by the coast?** Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK. They learn about the physical features of the Jurassic Coast and how

	as in the local area. They learn the four compass points and the names and location of the seven continents. This will also involve fieldwork. • **Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country.** • **Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country.** • **Describing what physical features may occur in a hot place in comparison to a cold place.** • **Locating some hot and cold areas of the world on a world map.** • **Locating the Equator and North and South Poles on a world map.** • **Locating hot and cold areas of the world in relation to the Equator and the North and South** poles. • **Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.** • **Using locational language and the compass points (N, S, E, W) to describe the route on a map.** • **Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds.**	habitats in their locality and using fieldwork to investigate and present this. This will also involve fieldwork. • **Locating the surrounding seas and oceans of the UK on a map of this area .** • **Locating the capital cities of the four countries of the UK on a map of this area.** • **Identifying characteristics (both human and physical) of the four capital cities of the UK.** • **Showing on a map the city, town or village where they live in relation to their capital city.** • **Discussing the features they see in the area surrounding their school when on a walk.** • **Asking and answering simple questions about human and physical features of the area surrounding their school grounds.** • **Collecting quantitative data through a small survey of the** local area/school to answer an enquiry question. • Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. • To know that a sea is a body of water that is smaller than an ocean.	humans have interacted with this over time, including land use, settlements and tourism. • **Describing the key physical features of a coast using subject specific vocabulary.** • **Describing and understanding the differences between a city, town and village.** • **Describing the key human features of a coastal town using subject specific vocabulary** • To know that coasts (and other physical features) change over time. • To know some key physical features of the UK.

	• **Using a map to follow a prepared route.** • To know some similarities and differences between their local area and a contrasting non European country. • To know that the Equator is an imaginary line around the middle of the Earth. • To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. • To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. • To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.	• To know that there are four bodies of water surrounding the UK and to be able to name them. • To name some characteristics of the four capital cities of the UK. • To know the four capital cities of the UK. To know that a capital city is the city where a country's government is located.	
Skills	• Locating all the world's seven continents on a world map. • Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in. • Recognising there are different ways to answer a question. • Classifying the features they notice into human and physical with teacher support. • Taking digital photographs of geographical features in the locality. • Making digital audio recordings when interviewing someone. • Presenting data in simple tally charts or pictograms and commenting on what the data shows. • Asking and answering simple questions about data. • Recognising why maps need a title. • Using an atlas to locate the four capital cities of the UK. • Using a world map, globe and atlas to locate all the world's seven continents.		

	• Using a world map, globe and atlas to locate the world's five oceans. • Recognising landmarks of a city studied on aerial photographs and plan perspectives. • Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. • Drawing a map and using class agreed symbols to make a simple key. • Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. • Finding a given OS symbol on a map with support. • Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). • Using an aerial photograph to draw a simple sketch map using basic symbols for a key.		
Knowledge	• To be able to name the seven continents of the world. • To be able to name the five oceans of the world. • To know that a sea is a body of water that is smaller than an ocean. • To know that human features change over time. • To know some key human features of the UK. • To know that a globe is a spherical model of the Earth. • To begin to recognise world maps as a flattened globe. • To know that a compass is an instrument we can use to find which direction is north. • To know which direction is N, S, E, W on a map. • To know that maps need a title and purpose. • To know that maps need a key to explain what the symbols and colours represent. • To know that an interview can be a way to find out people's views about their area. • To know that a tally chart is a way of collecting data quickly. • To know that a pictogram is a chart that uses pictures to show data.		
Year 3	**Why do people live near volcanoes?** Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a	**Are all settlements the same?** Exploring different types of settlements and land use, pupils consider the difference between urban and rural. They describe the different human and physical features in their local area and how these have changed over time. Children make land use comparisons between their local area and New Delhi to find key similarities and differences between	**Who lives in the Antarctic?** Learning about latitude and longitude, pupils consider how this links to climate. Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent

	volcanic environment and the ways in which humans have responded to earthquakes. This will also involve fieldwork. • Locating the world's most significant mountain ranges on a world map and identifying any patterns. • Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. • Identifying how topographical features studied have changed over time using examples. • Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. • Describing where volcanoes, earthquakes and mountains are located globally. • Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. • To know the negative effects of living near a volcano. • To know the positive effects of living near a volcano. • To know the negative effects an earthquake can have on a community.	these two locations. This will also involve fieldwork. • Locating some counties in the UK (local to your school). • Locating some cities in the UK (local to your school). • Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. • Describing how a locality has changed over time, giving examples of both physical and human features. • Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. • Describing how humans use water in a variety of ways. • Describing and understanding types of settlement and land use. • Explaining why a settlement and community has grown in a particular location. • Explaining why different locations have different human features. • Explaining why people might prefer to live in an urban or rural place. • Describing how humans can impact the environment both positively and negatively, using examples.	population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far This will also involve fieldwork. • Locating some key physical features in countries studied on a map including significant environmental regions. • Locating some key human features in countries studied. • Identifying how topographical features studied have changed over time using examples. • Describing how a locality has changed over time, giving examples of both physical and human features. • Finding the position of the Equator and describing how this impacts our environmental regions. • Finding lines of latitude and longitude on a globe and explaining why these are important. • Identifying the position of the Tropics of Cancer and Capricorn and their significance. • Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. • Identifying the position and significance of both the Arctic and Antarctic Circle.

	• To know ways in which communities respond to earthquakes. • To know the different types of mountains and volcanoes and how they are formed. • To know that an earthquake is the intense shaking of the ground. • To know the names of some of the worlds most significant mountain ranges.	• To know the name of some counties in the UK (local to your school). • To know the name of some cities in the UK (local to your school). • To know the name of the county that they live in and their closest city. • To know the main types of land use. • To know some types of settlement. • To know the main types of land use. • To know the different types of settlement. • To know water is used by humans in a variety of ways. • To know an urban place is somewhere near a town or city. • To know a rural place is somewhere near the countryside. • To know that a natural resource is something that people can use which comes from the natural environment.	• Discussing how climates have an impact on trade, land use and settlement. • Explaining what measures humans have taken in order to adapt to survive in cold places. • To know that climate zones are areas of the world with similar climates. • To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).* • To know the main types of land use. • To know some types of settlement. • To know that countries near the Equator have less seasonal change than those near the poles. • To 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. • To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. • To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. • To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.

			• To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. • To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. • To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.
Skills across Y3/Y4	• Locating some key physical features in countries studied on a map including significant environmental regions. • Beginning to choose the best approach to answer an enquiry question. • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied. • Mapping land use in a small local area using maps and plans. • Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. • Asking and answering one- step and two-step geographical questions. • Observing, recording, and naming geographical features in their local environments. • Using simple sampling techniques appropriately. • Making digital audio recordings for a specific purpose. • Designing a questionnaire / interviews to collect quantitative fieldwork data. • Taking digital photos and labelling or captioning them. • Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. • Beginning to use a simplified Likert Scale to record their judgements of environmental quality. • Using a questionnaire/interviews to collect qualitative fieldwork data. • Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. • Suggesting different ways that a locality could be changed and improved.		

	• Finding answers to geographical questions through data collection. • Analysing and presenting quantitative data in charts and graphs. • Beginning to use maps at more than one scale. • Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied . • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied . • Using the scale bar on a map to estimate distances. Finding countries and features of countries in an atlas using contents and index. • Zooming in and out of a digital map. • Describing and beginning to explain similarities between two regions studied. • Describing and beginning to explain differences between two regions studied. • Describing how and why humans have responded in different ways to their local environments. • Explaining why a settlement and community has grown in a particular location. • Explaining why different locations have different human features. • Explaining why people might prefer to live in an urban or rural place. • Describing how humans can impact the environment both positively and negatively, using examples. • Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using 4-figure grid references to locate features on a map in regions studied. • Beginning to locate features using the 8 points of a compass. Using a simple key on their own map to show an example of both physical and human features. • Following a route on a map with some accuracy. Saying which directions are N, S, E, W on an OS map. • Making and using a simple route on a map. • Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. • Locating some countries in Europe and North and South America using maps. • Locating some major cities of the countries studied
Knowledge across Y3/Y4	• **To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.** • **To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation)** • **To know an enquiry-based question has an open-ended answer found by research.** • **To know how to use various simple sampling techniques. To know what a questionnaire and an interview are. To know that quantitative data involves numerical facts and figures and is often objective.** • **To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.** • **To know a Likert scale is used to record people's feelings and attitudes.**

	• **To know that qualitative data involves opinions, thoughts and feelings and is often subjective.** • **To know what a bar chart, pictogram and table are and when to use which one best to represent data.** • **To know where North and South America are on a world map.** • **To know the names of some countries and major cities in Europe and North and South America.**		
Year 4	**Why are the rainforests important to us?** Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally. This will also involve fieldwork. • Locating some key physical features in countries studied on a map including significant environmental regions. • Locating some key human features in countries studied. • Finding the position of the Equator and describing how this impacts our environmental regions. • Finding lines of latitude and longitude on a globe and explaining why these are important. • Identifying the position of the Tropics of Cancer and Capricorn and their significance. • Identifying the position of the Northern and Southern hemispheres	**Where does our food come from?** Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global. This will also involve fieldwork. • To know that biomes are areas of world with similar climates, vegetation and animals. • To know the world's biomes. • To know vegetation belts are areas of the world which are home to similar plant species. • Discussing how climates have an impact on trade, land use and settlement. • Mapping and labelling the seven biomes on a world map. • To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.* • To know the world's biomes.	**What are rivers and how are they formed?** Exploring the different ways water is stored and moves, pupils develop an understanding of the water cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features. This will also involve fieldwork. • Locating some of the world's most significant rivers and identifying any patterns. • Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. • Describing how humans use water in a variety of ways. • To know the names of some of the world's most significant rivers. • To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. • To know the courses and key features of a river.

	and explaining how they shape our seasons. • Understanding some of the causes of climate change. • To know that climate zones are areas of the world with similar climates. • To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). • To know that biomes are areas of world with similar climates, vegetation and animals. • To know the world's biomes. • To know vegetation belts are areas of the world which are home to similar plant species. • To know that countries near the Equator have less seasonal change than those near the poles. • To 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. • To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. • To know lines of latitude are invisible lines on the globe that determine how	• To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. • To know that climates can influence the foods able to grow. • To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. • To know the UK grows food locally and imports food from other countries	

	far north or south a location is from the Equator. • To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. • To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. • To know that a natural resource is something that people can use which comes from the natural environment. • To know the threats to the rainforest both on a local and global scale.		
Skills	• Locating some key physical features in countries studied on a map including significant environmental regions. • Beginning to choose the best approach to answer an enquiry question. • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied. • Mapping land use in a small local area using maps and plans. • Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. • Asking and answering one- step and two-step geographical questions. • Observing, recording, and naming geographical features in their local environments. • Using simple sampling techniques appropriately. • Making digital audio recordings for a specific purpose. • Designing a questionnaire / interviews to collect quantitative fieldwork data. • Taking digital photos and labelling or captioning them.		

	• Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. • Beginning to use a simplified Likert Scale to record their judgements of environmental quality. • Using a questionnaire/interviews to collect qualitative fieldwork data. • Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. • Suggesting different ways that a locality could be changed and improved. • Finding answers to geographical questions through data collection. • Analysing and presenting quantitative data in charts and graphs. • Beginning to use maps at more than one scale. • Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied . • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied . • Using the scale bar on a map to estimate distances. Finding countries and features of countries in an atlas using contents and index. • Zooming in and out of a digital map. • Describing and beginning to explain similarities between two regions studied. • Describing and beginning to explain differences between two regions studied. • Describing how and why humans have responded in different ways to their local environments. • Explaining why a settlement and community has grown in a particular location. • Explaining why different locations have different human features. • Explaining why people might prefer to live in an urban or rural place. • Describing how humans can impact the environment both positively and negatively, using examples. • Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using 4-figure grid references to locate features on a map in regions studied. • Beginning to locate features using the 8 points of a compass. • Using a simple key on their own map to show an example of both physical and human features. • Following a route on a map with some accuracy. • Saying which directions are N, S, E, W on an OS map. • Making and using a simple route on a map. • Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. • Locating some countries in Europe and North and South America using maps. • Locating some major cities of the countries studied

<table>
<tr><td>Knowledge</td><td colspan="3">

To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.
To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation)
To know an enquiry-based question has an open-ended answer found by research.
To know how to use various simple sampling techniques. To know what a questionnaire and an interview are. To know that quantitative data involves numerical facts and figures and is often objective.
To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.
To know a Likert scale is used to record people's feelings and attitudes.
To know that qualitative data involves opinions, thoughts and feelings and is often subjective.
To know what a bar chart, pictogram and table are and when to use which one best to represent data.
To know where North and South America are on a world map.
To know the names of some countries and major cities in Europe and North and South America.

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<tr><td>Year 5</td>
<td>What is life like in the Alps?
Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings. This will also involve fieldwork.

Understanding how climates impact on trade, land use and settlement.
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.

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<td>Why do oceans matter?
Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment. This will also involve fieldwork.

To know why the ocean is important
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.

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<td>Would you like to live in the desert?
Recapping biomes with focus on hot desert biomes and their various characteristics, children map the largest global deserts. The Mojave Desert is used as a case study to support the children in learning about the physical features of a desert. Children also consider how humans use deserts and the environmental threats that can occur in this landscape.

Understanding how climates impact on trade, land use and settlement.
Explaining how humans have used desert environment.
Identify the lines of latitude where hot desert biomes are located.
Describe the characteristics of a hot desert biome.
Locate the largest deserts in each continent.

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	• Identify human features on a digital map. • Discuss how transport links have changed over time. • Locate UK cities on a map. • Use six-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. • **To know some similarities and differences between the UK and a European mountain region.** • **To know why tourists visit mountain regions.** • **To know the location of key physical features in countries studied.** • **To know why the ocean is important.** • **To know some positive impacts of humans on the environment.** • **To know some negative impacts of humans on the environment.**	• Identify the Great Barrier Reef as part of Australia. • Describe the benefits of the Great Barrier reef. • Describe how humans impact the oceans and the consequences of this. • Explain some actions that can be taken to help support healthy oceans. • Explain which data collection method would be best for marine fieldwork and why. • Collect data using a tally chart, photographs and a sketch map. • Safely navigate the fieldwork environment. • Make suggestions for how to improve a marine environment. • Present data using a tally chart and pie chart. • **To know the location of key physical features in countries studied.** • **To know why the ocean is important.** • **To know some positive impacts of humans on the environment.** • **To know some negative impacts of humans on the environment.** • **To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.** • **To know that a pie chart can represent a fraction or percentage of a whole set of data.**	• Describe ways the Mojave Desert is used. • Name and describe the physical features found in a desert. • Identify how humans use the desert. • Explain how human activity may contribute to the changing climate and landscape of a desert. • Recognise that the Mojave Desert has a different time zone to the UK. • Describe some of the threats to deserts. • Give the benefits and drawbacks of living in a desert environment. • Identify characteristics of two contrasting biomes and compare land use. • Discussing if a desert environment is hospitable and why. • **To know the name of many countries and major cities in Europe and North and South America.** • **To know the location of key physical features in countries studied.** • **To name and describe some of the world's vegetation belts.** • **To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones.** • **To know vegetation belts are areas of the world that are home to similar plant species.**

	• **To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.** • **To know that a pie chart can represent a fraction or percentage of a whole set of data.** • **To be aware of some issues in the local area.** • **To know what a range of data collection methods look like.** • **To know how to use a range of data collection methods**.	• **To be aware of some issues in the local area.** • **To know what a range of data collection methods look like.** • **To know how to use a range of data collection methods.**	• **To name and describe some of the world's vegetation belts.** • **To know which factors are considered before people build settlements.** • **To know a line graph can represent variables over time.** • **To know that natural resources can be used to make energy.** • **To know some negative impacts of humans on the environment.** • **To know that contours on a map show height and slope.** • **To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.** • **To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.** • **To know that a pie chart can represent a fraction or percentage of a whole set of data.**
Skills across Year 5 and Year 6	• Locating more countries in Europe and North and South America using maps. • Locating major cities of the countries studied. • Locating key physical features in countries studied on a map . • Locating key human features in countries studied. • Identifying significant environmental regions on a map. Using maps to show the distribution of the world's climate zones, biomes and vegetation belts. • Locating many counties in the UK. • Locating many cities in the UK. Confidently locating the twelve geographical regions of the UK. • Identifying key physical and human characteristics of the geographical regions in the UK. • Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. • Using longitude and latitude when referencing location in an atlas or on a globe.		

	• Describing and explaining similarities between two environmental regions studied. • Describing and explaining differences between two environmental regions studied. • Explaining how and why humans have responded in different ways to their local environments in two contrasting regions • Describing and understanding the key aspects of the six biomes. • Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. • Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. • Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change. • To know vegetation belts are areas of the world that are home to similar plant species. • To name and describe some of the world's vegetation belts. • Describing and understanding economic activity including trade links. • Understanding the distribution of natural resources both globally and within a specific region or country studied. • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples. • Developing their own enquiry questions. Choosing the best approach to answering an enquiry question • Making sketch maps of areas studied including labels and keys where necessary. • Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question. • Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. • Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). • Using the scale bar on a map to calculate distances. • Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. • Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. • Beginning to use thematic maps to recognise and describe human and physical features studied. • Using models and maps to talk about contours and slopes. • Selecting a map for a specific purpose. • Evaluating evidence collected and suggesting ways to improve this. • Analysing quantitative data in pie charts, line graphs and graphs with two variables. • Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.

	• Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied. • Confidently locating features using the 8 points of a compass.
Knowledge across Year 5 and Year 6	• To know the name of many countries and major cities in Europe and North and South America. • To know the location of key physical features in countries studied. • To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland) • To know the name of many counties in the UK. • To know the name of many cities in the UK. To confidently name the twelve geographical regions of the UK. • To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones. • To know that natural resources can be used to make energy. • To know some positive impacts of humans on the environment. • To know some negative impacts of humans on the environment. • To know that contours on a map show height and slope. • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To know that a pie chart can represent a fraction or percentage of a whole set of data. • To know a line graph can represent variables over time. • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods.

Year 6	**Why does the population change?** Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is	**Where does our energy come from?** Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation considering the best location for	**Can I carry out an independent fieldwork enquiry?** Planning and carrying out their own independent enquiry, children explore an issue in their local area. They develop an enquiry question, design their own data collection methods, and then record, analyse and present their findings. Lesson 4 involves fieldwork and may take longer than one hour.

	carried out to explore the impact of population on the local environment. Lesson 5 involves fieldwork and may take longer than one hour. • Understanding how land-use has changed over time using examples. • Explaining why a locality has changed over time, giving examples of both physical and human features. • Suggesting reasons why the global population has grown significantly in the last 70 years. • Describing and understanding economic activity including trade links. • **To know that London and the South East regions have the largest population in the UK.** • **To know the global population has grown significantly since the 1950s.** • **To know which factors are considered before people build settlements.** • **To know migration is the movement of people from one country to another.** • **To know which factors are considered before people build settlements.** • **To know migration is the movement of people from one country to another.**	a solar panel on the school grounds. Lesson 6 involves fieldwork and may take longer than one hour. • 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. • Use six-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. • **To know the name of many countries and major cities in Europe and North and South America.** • **To know the name of many cities in the UK.** • **To know the Prime/Greenwich Meridian is a line of longitude which**	• Selecting appropriate methods for data collection. • Designing interviews/questionnaires to collect qualitative data. • Beginning to use standard field sampling techniques appropriately. • Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. • Using a simplified Likert Scale to record their judgements of environmental quality. • Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. • To identify and mitigate potential risks during fieldwork. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. • Following a short pre-prepared route on an OS map. • Identifying the 8 compass points on an OS map. • Planning a journey to another part of the world using six figure grid references and the eight points of a compass.

	• To know the name of many countries and major cities in Europe and North and South America. • To know the name of many counties in the UK. • To know the name of many cities in the UK. T • To confidently name the twelve geographical regions of the UK. • To know the global population has grown significantly since the 1950s. • To know which factors are considered before people build settlements. • To know migration is the movement of people from one country to another. • To know some negative impacts of humans on the environment. • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To know that a pie chart can represent a fraction or percentage of a whole set of data. • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods.	goes through 0°and determines the start of the world's time zones. • To know that natural resources can be used to make energy. • To know some positive impacts of humans on the environment. • To know some negative impacts of humans on the environment. • To know that contours on a map show height and slope. • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods.	• To know the name of many countries and major cities in Europe and North and South America. • To know the name of many cities in the UK. To confidently name the twelve geographical regions of the UK. • To know some positive impacts of humans on the environment. • To know some negative impacts of humans on the environment. • To know that contours on a map show height and slope. • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods.

Skills across Year 5 and Year 6	• **Locating more countries in Europe and North and South America using maps.** • **Locating major cities of the countries studied.** • **Locating key physical features in countries studied on a map .** • **Locating key human features in countries studied.** • **Identifying significant environmental regions on a map. Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.** • **Locating many counties in the UK.** • **Locating many cities in the UK. Confidently locating the twelve geographical regions of the UK.** • **Identifying key physical and human characteristics of the geographical regions in the UK.** • **Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance.** • **Using longitude and latitude when referencing location in an atlas or on a globe.** • **Describing and explaining similarities between two environmental regions studied.** • **Describing and explaining differences between two environmental regions studied.** • **Explaining how and why humans have responded in different ways to their local environments in two contrasting regions** • **Describing and understanding the key aspects of the six biomes.** • **Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change.** • **Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.** • **Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.** • **To know vegetation belts are areas of the world that are home to similar plant species.** • **To name and describe some of the world's vegetation belts.** • **Describing and understanding economic activity including trade links.** • **Understanding the distribution of natural resources both globally and within a specific region or country studied.** • **Recognising geographical issues affecting people in different places and environments.** • **Describing and explaining how humans can impact the environment both positively and negatively, using examples.** • **Developing their own enquiry questions. Choosing the best approach to answering an enquiry question** • **Making sketch maps of areas studied including labels and keys where necessary.** • **Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.** • **Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at**		

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