



Grange Primary Academy
The best in everyone™
Part of United Learning

Geography

Curriculum Expectations
2023-2024



The Grange Curriculum Drivers

Building on the Framework for Excellence, The Grange Curriculum ensures that pupils are:

Resilient

Pupils are resilient learners who overcome barriers to learning and understand their own strengths and areas for further development.

Independent

Pupils are safe and happy in geography lessons which give them opportunities to explore their own investigative skills and knowledge development.

Articulate Collaborators:

Pupils are able to critique their own work as geographers because they know how to be successful. They are able to talk about a variety of key geographical concepts, skills and disciplines.

Ambitious Individuals:

Pupils are encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on geographical skills, knowledge and enquiry.

Considerate Participants:

Pupils are engaged because they are challenged by the Grange Curriculum which they are provided with. They develop geographical enquiry skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills.



The Grange Curriculum Principles: Geography

The Grange Curriculum for geography provides all children, regardless of their background, with:

- **Relevant** and **coherent substantive knowledge** of the world that is built gradually using **subject-specific pedagogy** from EYFS to Year 6 and beyond.
- Substantive knowledge – both conceptual and procedural – is selected to build pupils' understanding of three geographical **vertical concepts**:
 - **Space and Place**

Developing an understanding of space through ideas related to location, distribution, pattern and distance.

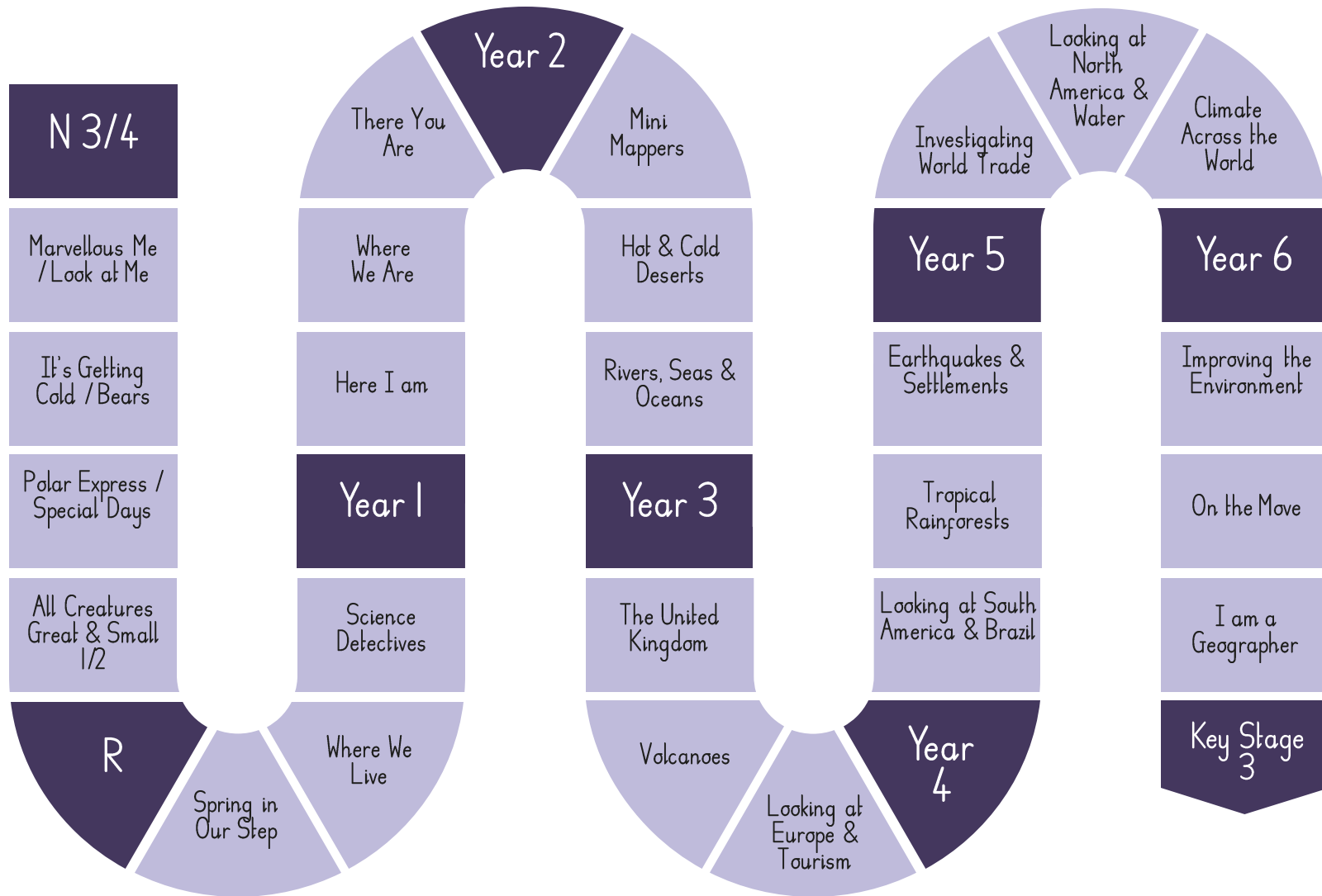
Developing a sense of place and character through ideas related to identity, home, community, landscapes and diversity, and examining a range of case studies from across the globe.
 - **Physical Processes**

How the Earth's natural processes shape and change the surface of the Earth. This includes both **Geology & Earth Science** aspects, such as the structure of the Earth and physical features we see on the land, as well as **Environmental Science** aspects, such as the weather and our changing climate. Both of these are threaded through the **science** curriculum too.
 - **Human Processes**

The processes and phenomena that are caused by or relate to people, including our Use of Resources; the distribution and changes to **Population & Communities**; and the features of **Economy & Development**.
- A balanced view of the countries of the world, to address or even preempt misconceptions and negative stereotypes.
- Explicit teaching of core **disciplinary knowledge**, and the ability to approach challenging, geographically-valid questions. Geographical enquiry skills have been sequenced across the year groups and, where appropriate, review and build on relevant knowledge that is **first taught in mathematics or science**, such as interpreting line graphs or setting hypotheses.
- Opportunities to undertake **fieldwork**, outside the classroom and virtually. Fieldwork is **purposeful**, and either gives pupils the opportunity to explicitly practise relevant disciplinary knowledge or to reinforce substantive knowledge.



The Grange Curriculum: Geography



The Grange Curriculum: Geography

	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Marvellous Me / Look at Me The house and street I live on</p> <p>It's getting cold / Bears Weather and habitats around the world</p> <p>Polar express / Special days Polar habitats</p>		<p>Here I am Locating our school in our local area, and identifying local physical and human features on a map and during fieldwork</p>	<p>Mini Mappers Studying the human and physical geography of the local area with an introduction to scale and fieldwork</p>	<p>United Kingdom Locating the UK, Great Britain and the British Isles, and regions and counties; identifying physical features and regeneration of the North West.</p>	<p>Looking at South America and Brazil Locating lines of longitude and latitude and South America; understanding Brazil's physical features and climate, and its human settlements in Rio De Janeiro.</p>	<p>Investigating world trade Understanding the distribution of the world's natural resources and these are traded between places across the world.</p>	<p>Improving the environment Recognising the importance of renewable energy through investigating wind power. Reducing waste, and the actions that humans can take to improve the environment.</p>
Spring		<p>Spring in our step Weather and wildlife in winter and spring</p>	<p>Where we are Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features</p>	<p>Hot and cold deserts Locating hot and cold deserts, and identifying common physical and human features</p>	<p>Volcanoes Understanding the structure of the Earth; how volcanoes are formed; and the impacts they can have on human settlement using case studies of Etna and La Soufriere.</p>	<p>Tropical rainforests Understanding the key features of a rainforest ecosystem, the contributions they make to the world and threats they face (using Amazon Rainforest).</p>	<p>Looking at North America and Water Understanding the water cycle and the distribution of the world's water; examining the physical and human geography around rivers in North America.</p>	<p>On the move Understanding push and pull factors in migration from the Northern Triangle to the USA, and Syria to countries in Europe; understanding the benefits of migration to the UK.</p>
Summer	<p>All creatures great and small 1/2 Animals that live in grassland and tropical rainforest habitats, and locating these on a globe</p>	<p>Where we live Picture maps and plan views, simple human and physical features</p> <p>Science detectives Comparing our community with settlements in Kenya</p>	<p>There you are Understanding where we live on the global scale; locating continents and comparing the human and physical features of an area in the UK with an area in Kenya.</p>	<p>Rivers, seas and oceans Locating the seas around the UK and oceans of the world. Identifying physical and human features around rivers and coastal areas</p>	<p>Looking at Europe and Tourism Comparing the human and physical features of the Alps, the Amalfi Coast, and a local area, and exploring the impact of tourism in these areas.</p>	<p>Earthquakes and human settlements Understanding why earthquakes take place and what effects they had in Haiti and Japan.</p>	<p>Climate across the world Understanding climate zones, biomes, and vegetation belts, and the effects of global warming on vulnerable biomes.</p>	<p>I am a geographer Posing questions, completing fieldwork and presenting a geographical investigation</p>



The Grange Curriculum: Geography

While in the majority of cases it does not matter whether geography is taught in term one or term two, there are a small number of units that are specifically taught in either the first or the second term. This allows knowledge to be developed across science, history and geography.

	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Marvellous Me / Look at Me The house and street I live on It's getting cold / Bears Weather and habitats around the world Polar express / Special days Polar habitats		Herpsam [Aut1] Locating our school in our local area, and identifying local physical and human features on a map and during fieldwork	Mini Mapper Studying the human and physical geography of the local area with an introduction to scale and fieldwork	United Kingdom [Aut1] Locating the UK, Great Britain and the British Isles, and regions and counties; identifying physical features and regeneration of one region.	Looking at South America and Brazil Locating lines of longitude and latitude and South America; understanding Brazil's physical features and climate, and its human settlements in Rio de Janeiro.	Investigating world trade [Aut1] Understanding the distribution of the world's natural resources and how these are traded between places across the world	Improving the environment [Aut2] Recognising the importance of renewable energy through investigating wind power. Reducing waste, and the actions that humans can take to improve the environment.
Spring		Spring in our step Weather and wildlife in winter and spring	Where we are Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features	Hot and cold deserts [Spr1] Locating hot and cold deserts, and identifying common physical and human features	Volcanoes Understanding the structure of the Earth; how volcanoes are formed; and the impacts they can have on human settlement using case studies of Etna and La Soufriere	Tropical rainforests Understanding the key features of the rainforest ecosystem, the contributions they make to the world, and threats they face (using Amazon Rainforest)	Looking at North America and Water Understanding the water cycle and the distribution of the world's water; considering land use along rivers Danube, Mississippi, and Severn	On the move [Spr1] Understanding push and pull factors in migration from the Northern Triangle to the USA, and Syria to countries in Europe; understanding the benefits of migration to the UK
Summer	All creatures great and small 1/2 Animals that live in grassland and tropical rainforest habitats, and locating these on a globe	Where we live Picture maps and plan views, simple human and physical features Science detectives Comparing our community with settlements in Kenya	There you are Understanding where we live on the global scale; locating continents and comparing the human and physical features of an area in the UK with an area in Kenya	Rivers, seas and oceans Locating the seas around the UK and oceans of the world; identifying physical and human features around rivers and coastal areas	Looking at Europe and Tourism [Sum1] Comparing the human and physical features of the Alps, the Amalfi Coast, and a local area, and exploring the impact of tourism in these areas	Earthquakes and human settlements Understanding why earthquakes take place and what effects they had in Haiti and Japan	Climate across the world [Sum1] Understanding climate zones, biomes, and vegetation belts, and the effects of global warming on vulnerable biomes.	I am a geographer Posing questions, completing fieldwork and presenting a geographical investigation

In **Y1 Autumn**, geography is taught in Aut1, so that pupils can review their knowledge of trees (taught in science in Aut1) and then relate this to family trees in history in Aut2.

In **Y2 Spring**, geography is taught in Spr1, so that pupils can use their knowledge of hot and cold deserts later in science in Spr2, where they will learn about the adaptations of camels, cacti, Arctic foxes and shrubs.

In **Y3 Autumn**, geography is taught in Aut1, so that pupils can review knowledge of rocks and fossils (first taught in science in Aut1) and apply this to prehistoric history in Aut2.

In **Y3 Summer**, geography is taught in Sum1, so that pupils can use this locational knowledge of Europe when learning about the history of Ancient Greece in Sum2.

In **Y4 Spring**, geography is taught in Spr2, so that pupils can build on knowledge of the water cycle and evaporation and condensation (first taught in science in Spr1), and apply this to rainfall in the tropical rainforest.

In **Y5 Autumn**, geography is taught in Autumn 1, so that pupils can use this foundation knowledge of different types of energy resources to build into looking at energy stores in science in Aut2.

In **Y5 Summer**, geography is taught in Sum1, so that history and science can be taught concurrently in Sum2. In these two units, pupils will learn about the heliocentric model in science (week 2) and consider the development of the idea in history (week 4).

In **Y6 Autumn**, geography is taught in Aut2, because it allows them to build on scientific understanding of renewable and non-renewable energy sources, which is first taught in science in Aut1.

In **Y6 Spring**, geography is taught in Spr1, so that pupils can use knowledge of migration when considering Vikings as migrants in history in Spr2 and the core text in the Y6 writing unit.



N3-4: Autumn

		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual		<ul style="list-style-type: none"> • Talk about where I live (e.g. flat/house number, name of street) • Identify appropriate clothes to go outside in different types of weather • Some animals, like bears, hibernate in the winter • Types of weather include sunny, rainy, windy, snowy • We see puddles when it's rainy, shadows during the day and rainbows when there is sunshine and rain • Location of UK on a globe • Habitats are the places that living things live • Different animals live in different habitats • Different countries in the world experience different types of weather 	<ul style="list-style-type: none"> • We live on the Earth (Y1 Aut) • My home, our school and our community is at the local scale (Y1 Aut) • Science: A habitat is a place that living things live. A very small habitat is called a micro-habitat. These can be found within larger habitats (Y2 Spr)
	Procedural		<ul style="list-style-type: none"> • The North Pole and the South Pole are at the top and bottom of the Earth 	
Disciplinary			<ul style="list-style-type: none"> • Show care and concern for living things in the environment. 	
VCS			<ul style="list-style-type: none"> • Space & Place: Where I live • Space & Place: The location of the UK • Space & Place: North Pole and South Pole • Physical processes: Describing the natural things in our local area. • Physical processes: Types of weather include sunny, rainy, windy, and snowy. 	<ul style="list-style-type: none"> • Human processes: Settlements can be villages, towns or cities, depending on their size. (Y1)

Relevant **Development Matters (N3-4)** statements:

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.



N3-4: Summer

		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual		<ul style="list-style-type: none"> • Location of Africa on a globe • The Serengeti is a grassland, with habitats home to animals like zebras, lions, giraffes, hippos, vultures, snakes, toads and scorpions • The Congo Basin is a tropical rainforest, with habitats home to animals like gorillas, chimpanzees, elephants, crocodiles, leopards, peafowl, frogs, lots of fish and spiders 	
	Procedural	<u>Map skills:</u> <ul style="list-style-type: none"> • Globe 		
Disciplinary			<ul style="list-style-type: none"> • Interconnections & change: Identify patterns in the world around us. 	
VCs		<ul style="list-style-type: none"> • Space & Place: Where I live (N3-4) 	<ul style="list-style-type: none"> • Space & Place: Location of the continent of Africa 	<ul style="list-style-type: none"> • Space & place: The UK is made of four countries: England, Scotland, Wales and Northern Ireland. (Y1) • Physical processes: Physical features occur in nature and include river, forest, soil and hill. (Y1) • Human processes: Human features are man-made. They include settlements, shops, houses and offices. (Y1)

Relevant **Development Matters (N3-4)** statements:

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.



Reception: Spring

		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> Talk about where I live (e.g. flat/house number, name of street) (N3-4) 	<ul style="list-style-type: none"> Talk about where I live (e.g. flat/house number, name of street) (N3-4) 	
	Procedural	<p><u>Map skills:</u></p> <ul style="list-style-type: none"> Globe 		<ul style="list-style-type: none"> A&P: Recognise simple hazards and plan steps we can take to reduce them (Y1 Aut)
Disciplinary			<ul style="list-style-type: none"> Enquiry and fieldwork: Show care and concern for living things in the environment Interconnections & change: Identify patterns in the world around us Interconnections & change: Humans can affect and may be influenced by different places and physical processes. 	<ul style="list-style-type: none"> Interconnections & change: Settlements are influenced by both human and physical features.(Y1)
VCS		<ul style="list-style-type: none"> Space & place: Where I live (N3-4) 		

Relevant Development Matters (Reception) statements:

Relevant Early Learning Goals (for end of Reception):

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.



Reception: Summer

		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual		<ul style="list-style-type: none"> • Features include beach, hill, forest, river, sea, village, town and city • Location of Kenya on a globe • Handa's life in Kenya is different to our lives in the UK today. Not everyone in the UK lives the same way we do, and not everyone in Kenya lives like Handa does 	<ul style="list-style-type: none"> • There are poorer and wealthier areas in every county and city (Y1 Sum) • Human and physical features of Nairobi and local city in the UK (Y1 Sum) • Human and physical features of Naro Maru and local rural area in the UK (Y1 Sum)
	Procedural	<p><u>Map skills:</u></p> <ul style="list-style-type: none"> • Globe 	<ul style="list-style-type: none"> • Use prepositions (e.g. bigger/smaller; nearer/further) to describe and interpret locations. • Use directional language (not left and right) to describe and interpret directions. • Recognise that drawings are not the same size of features in real life. • Draw round objects to make a plan view of them, and identify objects from a plan photograph/drawing of them. <p><u>Map skills:</u></p> <ul style="list-style-type: none"> • Use photographs in objects and features in elevation view (from front). • Use photographs of objects and features in oblique view (from diagonally above). • Use photographs of objects in plan view (from directly above). • Use simple picture maps. • Use a basic key to interpret and identify places on a map. 	
Disciplinary		<ul style="list-style-type: none"> • Interconnections & change: Identifying patterns in the world around us (N3-4) 	<ul style="list-style-type: none"> • Interconnections & change: Humans can affect and may be influenced by different places and physical processes. • Interconnections & change: Identifying patterns in the world around us • Comparisons: Identify similarities and differences between my local area and another place at the same scale (southwest Kenya). 	<ul style="list-style-type: none"> • Interconnections & change: Settlements are influenced by both human and physical features.(Y1)
Vcs		<ul style="list-style-type: none"> • Space & place: Where I live (N3-4) • Space & Place: Location of the continent of Africa (N3-4) 	<ul style="list-style-type: none"> • Space & place: Location of Kenya. • Physical processes: Geographical features include beach, hill, forest, sea and river. • Physical processes: We experience different types of weather in different seasons (focus on spring and winter). • Human processes: Human features include villages, towns and cities. 	<ul style="list-style-type: none"> • Human processes: Human features are man-made. They include settlements, shops, houses and offices.(Y1)

Relevant Development Matters (Reception) statements:

- Recognise some environments that are different to the one in which they live.
- Draw information from a simple map.

Relevant Early Learning Goals (for end of Reception):

- 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.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.



Year 1: Autumn

Here I Am

		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> • Talk about where I live (e.g. flat/house number, name of street) (N3-4 Aut1) • Location of UK on a globe (N3-4 Aut1) • Materials can be artificial (man-made) or natural (N3-4 Aut2) 	<ul style="list-style-type: none"> • We live on the Earth. • My home, our school and our community is at the local scale. • Human settlements can be a city, town, or village, depending on their size. • Human features are man-made, physical features are those that would be there without humans • Human features in my local area include: [dependent on school] • Physical features in my local area include: [dependent on school] • Key words: river, forest, soil, hill, shop, house and office 	<ul style="list-style-type: none"> • Mapping our local area (Y2 Aut) • Countries of the UK (Y1 Spr) • Settlements can be hamlets, villages, towns or cities (Y3 Spr)
	Procedural	<ul style="list-style-type: none"> • Use prepositions (e.g. bigger/smaller; nearer/further) to describe and interpret locations. • Use directional language (not left and right) to describe and interpret directions. • Recognise that drawings are not the same size of features in real life. • Draw round objects to make a plan view of them, and identify objects from a plan photograph/drawing of them. <p><u>Map skills:</u></p> <ul style="list-style-type: none"> • Use photographs in objects and features in elevation view (from front). • Use photographs of objects and features in oblique view (from diagonally above). • Use photographs of objects in plan view (from directly above). • Use simple picture maps. • Use a basic key to interpret and identify places on a map. 	<ul style="list-style-type: none"> • Recognise that our home, our school and our community are at the local scale. • Interpret and give locations and directions using language of left, right, near and far. <p><u>Map skills:</u></p> <ul style="list-style-type: none"> • Draw a route on a map and label features in correct order. • Use a simple map (Google maps) in a plan view. 	<ul style="list-style-type: none"> • Draw routes between locations on playground on squared paper using scale 1 square : 1 pace (or 1 metre, if pupils have learned this in maths by this stage in Y2).(Y2) <p><u>Map skills:</u></p> <ul style="list-style-type: none"> • Use satellite images (Google Earth) in a plan view. • Use aerial photographs of places in a plan view. • Use and interpret 4 compass points (north, south, east and west) (Y2)
Disciplinary	<ul style="list-style-type: none"> • Interconnections & change: Humans can affect and may be influenced by different places and physical processes. (EYFS) 	<ul style="list-style-type: none"> • Interconnections & change: Settlements are influenced by both human and physical features. • Enquiry & fieldwork: Recognise simple hazards and steps we can take to avoid them • Enquiry & fieldwork: Draw a basic field sketch of one area • Enquiry & fieldwork: Observe and name features in the environment 	<ul style="list-style-type: none"> • Comparisons: Identify similarities and differences between my local area and other places at the same scale (Nairobi and Naro Moru). (Y1) 	
VCS	<ul style="list-style-type: none"> • Space & place: Where I live (N3-4) 	<ul style="list-style-type: none"> • Space & place: Case study: Local area. • Physical processes: We live on the Earth. • Physical processes: Physical features occur in nature and include river, forest, soil and hill. • Human processes: Human features are man-made. They include settlements, shops, houses and offices. • Human processes: Settlements can be villages, towns or cities, depending on their size. 	<ul style="list-style-type: none"> • Human processes: Settlements can be hamlets, villages, towns and cities, depending on their size. (Y3) 	



Year 1: Spring

Where We Are

		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> • Features include beach, hill, forest, river, sea, village, town and city (N3-4 Sum1) • My home, our school and our community is at the local scale (Y1 Aut) • Human settlements can be a city, town or village, depending on their size (Y1 Aut) • Human features are man-made, physical features are those that would be there without humans (Y1 Aut) • Key words: river, forest, soil, hill, shop, house and office (Y1 Aut) 	<ul style="list-style-type: none"> • My home, our school and our community is at the local scale, UK and countries are at the national scale. • The UK is made of four countries: England, Scotland, Wales and Northern Ireland. • The capital cities of the four countries in the UK are London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland). • Rural means countryside, urban means towns and cities. • Rural areas include farmland. This can be for either pastoral or arable farming. • The amount and types of wildlife varies between rural and urban areas. In urban areas, we have urban foxes, pigeons and squirrels. In rural areas, we see deer, badgers, wetland birds and birds of prey. • Coastal areas are areas of land that are near the sea. They can be rural or urban. • Features in coastal areas include beach, cliff, sea and ocean. 	<ul style="list-style-type: none"> • The seas that surround the UK are the North Sea, the Irish Sea and the English Channel (Y2 Sum) • UK, Great Britain, British Isles (Y3 Aut) • The UK is split into regions and counties (Y3 Aut) • Features around rivers include valleys, mountains, hills and vegetation (Y2 Sum) • There are several mountain ranges in the UK, including Grampian Mountains (Scotland), Pennines (England) and Cambrian Mountains (Wales) (Y3 Aut) • The three longest rivers in the UK are the Severn, Thames and Trent (Y3 Aut)
	Procedural	<p>Map skills:</p> <ul style="list-style-type: none"> • Draw a route on a map and label features in correct order. • Use a simple map (Google maps) in a plan view. 	<ul style="list-style-type: none"> • Recognise that our home, our school and our community are at the local scale, UK and countries are at the national scale. <p>Map skills:</p> <ul style="list-style-type: none"> • Identify land and water on a map. • Identify country boundaries on a map. • Use photographs of places in oblique view. 	<p>Map skills:</p> <ul style="list-style-type: none"> • Identify county boundaries on a map (Y3)
Disciplinary	<ul style="list-style-type: none"> • Enquiry & fieldwork: Observe and name features in the environment (Y1) • Interconnections & change: Settlements are influenced by both human and physical features. (Y1) 	<ul style="list-style-type: none"> • Comparisons: Identify similarities and differences between capital cities and our local area • Comparisons: Comparing features of urban, rural and coastal areas. • Interconnections & change: Humans are affected by physical features everyday (e.g. weather) • Interconnections & change: Land use varies due to changes in human and physical features 	<ul style="list-style-type: none"> • Comparisons: Identify similarities and differences between my local area and other places at the same scale (Nairobi and Naro Moru). (Y1) 	
VCs	<ul style="list-style-type: none"> • Physical processes: Physical features occur in nature and include river, forest, soil and hill. (Y1) • Human processes: Human features are man-made. They include settlements, shops, houses and offices. (Y1) 	<ul style="list-style-type: none"> • Space & place: The UK is made of four countries: England, Scotland, Wales and Northern Ireland. • Space & place: The capital cities of the four countries in the UK are London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland). • Physical processes: Coastal areas are areas of land that are near the sea. Features in coastal areas include beach, cliff, sea and ocean. • Human processes: Rural means countryside, urban means towns and cities. • Human processes: The population of rural areas is smaller than urban areas. • Human processes: Rural areas include farmland. This can be for either pastoral or arable farming. 	<ul style="list-style-type: none"> • Human processes: Humans use seas and oceans for economic and leisure uses. The main economic use is trade. (Y2) 	



Year 1: Summer

There You Are

		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> • Different countries in the world experience different types of weather (Rec Sum1) • The North Pole and the South Pole are at the top and bottom of the Earth (Rec Sum1) • Location of Kenya on a globe (Rec Sum1) • Handa's life in Kenya is different to our lives in the UK today. Not everyone in the UK lives the same way we do, and not everyone in Kenya lives like Handa does (Rec Sum1) • We live on the Earth (Y1 Aut) • Human features are man-made, physical features are those that would be there without humans (Y1 Aut) • My home, our school and our community is at the local scale, UK and countries are at the national scale Rural means countryside; urban means towns and cities (Y1 Spr) • Rural areas include farmland. This can be for either pastoral or arable farming (Y1 Spr) 	<ul style="list-style-type: none"> • There are seven continents in the world, six of which people live on. • There are countries within each continent (except Antarctica). • While the school and community are at the local scale, and countries are at the national scale, continents are at the global scale. • The Equator is an imaginary line across the Earth. • The North Pole and the South Pole are at the top and bottom of the Earth. • Kenya is a country in Africa which has the Equator running through it. • Urban areas in different parts of the world have similarities and differences. • There are poorer and wealthier areas in every city. • Human and physical features of Nairobi and local city in UK. • Rural areas in different parts of the world have similarities and differences. • Human and physical features of Naro Moru and local rural area in UK. 	<ul style="list-style-type: none"> • There are five oceans (Y2) • Lines of longitude and latitude are imaginary lines that help us locate places on Earth (Y4) • Lines of longitude run north to south. The main one is called the Prime Meridian (Y4) • Lines of latitude run east to west. The main ones are called the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle (Y4) • The Equator splits the Earth into the Northern and Southern Hemispheres (Y4) • The Prime Meridian splits the Earth into the Eastern and Western Hemispheres (Y4)
	Procedural	<ul style="list-style-type: none"> • Science: Use a Venn diagram to classify items into two or three sets based on properties (Y1) <p>Map skills:</p> <ul style="list-style-type: none"> • Globe (EYFS) • Simple map (Google maps) (Y1) • Photographs of places in an oblique view (Y1) • Identify country boundaries on a map (Y1) 	<ul style="list-style-type: none"> • Recognise that our home, our school and our community are at the local scale; UK and countries are at the national scale; and continents are at the global scale. <p>Map skills:</p> <ul style="list-style-type: none"> • The Equator is an imaginary line across the Earth. • Use an infant atlas. • Use and interpret 2 compass points (north and south). 	<p>Using map types:</p> <p>Use and interpret 4 compass points (north, south, east and west). (Y2)</p> <ul style="list-style-type: none"> • Junior atlas (Y3)
Disciplinary	<ul style="list-style-type: none"> • Comparisons: Identify similarities and differences between my local area and another place at the same scale (southwest Kenya). (EYFS) 	<ul style="list-style-type: none"> • Comparisons: Identify similarities and differences between my local area and other places at the same scale (Nairobi and Naro Moru). 	<ul style="list-style-type: none"> • Comparisons: Identify similarities and differences between two non-local places (Sahara Desert and Antarctic Desert). (Y2) 	
VCS	<ul style="list-style-type: none"> • Space & Place: North Pole and South Pole (N3-4) • Human processes: Settlements can be villages, towns or cities, depending on their size. (Y1) 	<ul style="list-style-type: none"> • Space & place: There are seven continents in the world, six of which people live on. There are countries within each continent (except Antarctica). • Space & place: Case study: Kenya • Human processes: There are poorer and wealthier areas in every city. 	<ul style="list-style-type: none"> • Space & place: There are five oceans in the world. (Y2) • Physical processes: Rivers travel from highland areas to lowland areas. Physical features around rivers include valleys, mountains, hills and vegetation. (Y2) 	



Year 2: Autumn

Mini Mappers

		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> Human features are man-made, physical features are those that would be there without humans (Y1 Aut) Rural means countryside; urban means towns and cities (Y1 Spr) While the school and community are at the local scale, and countries are at the national scale, continents are at the global scale (Y1 Sum) 	<ul style="list-style-type: none"> Location is a point on a map. Place is the emotional attachment to a location. 	<ul style="list-style-type: none"> Comparing how human and physical features can shape a place (Y3)
	Procedural	<ul style="list-style-type: none"> Use directional language (not left and right) to describe and interpret directions. (EYFS) Recognise that drawings are not the same size of features in real life. (EYFS) <p><u>Map skills:</u></p> <ul style="list-style-type: none"> Use a basic key to interpret and identify places on a map. (EYFS) Simple map (Google maps) (Y1) Draw a route on a map and label features in correct order. (Y1) Use and interpret 2 compass points (north and south). (Y1) Photographs of places in an oblique view (Y1) 	<ul style="list-style-type: none"> Draw routes between locations on playground on squared paper using scale 1 square : 1 pace (or 1 metre, if pupils have learned this in maths by this stage in Y2). Draw a sketch map of a route with some approximate scale and features in correct order. Know that scale is used to show size proportionally. <p><u>Map skills:</u></p> <ul style="list-style-type: none"> Use and interpret 4 compass points (north, south, east and west). Give and interpret basic OS map symbols. 	<ul style="list-style-type: none"> Draw an object (trees in the tropical rainforest) to scale. (Y4) <p><u>Map skills:</u></p> <ul style="list-style-type: none"> Use aerial photographs of places in a plan view. (Y2) Use and interpret 8 compass points (N, NE, E, SE, S, SW, W, NW). (Y3)
Disciplinary		<ul style="list-style-type: none"> Interconnections & change: Identifying patterns in the world around us (N3-4) 	<ul style="list-style-type: none"> Enquiry & fieldwork: Measuring a route around our school site Enquiry & fieldwork: Use an enquiry question to conduct fieldwork on the school site. 	
Vcs		<ul style="list-style-type: none"> Space & place: Where I live (N3-4) Space & place: The UK is made of four countries: England, Scotland, Wales and Northern Ireland. (Y1) 	<ul style="list-style-type: none"> Space & place: Location is a point on a map. Space & place: Place is the emotional attachment to a location, developed through character and identity. 	<ul style="list-style-type: none"> Space & place: England and the UK are split into regions. Regions in England and the UK are split into counties. (Y3)



Year 2: Spring

Hot and Cold Deserts

		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> Different countries in the world experience different types of weather (N3-4 Aut1) The North Pole and the South Pole are at the top and bottom of the Earth (N3-4 Aut2) Science: Weather is a description of what the conditions are like in a particular place (Y1 Aut2) Human features are man-made, physical features are those that would be there without humans (Y1 Spr) There are seven continents in the world, six of which people live on (Y1 Sum) There are countries within each continent except Antarctica (Y1 Sum) The Equator is an imaginary line across the earth (Y1 Sum) 	<ul style="list-style-type: none"> The weather is short-term. Climate is long-term summary of the weather conditions Precipitation is the fall of water as rain, sleet, snow or hail Deserts are places where there is very little precipitation Hot deserts have a very hot and dry climate Cold deserts have a very cold and dry climate Hot and cold deserts are found in all continents and vary in size Hot deserts are usually found near the Equator Cold deserts are usually found near the North and South Poles Features of a hot desert include rocks, sand dunes, oases, and small settlements. Features of a cold desert include mountains, ice sheets, and small settlements, including research stations. The Sahara Desert is the largest hot desert in the world; the Antarctic Desert is the largest cold desert (and the largest desert overall) Different animals and plants live in hot and cold deserts. 	<ul style="list-style-type: none"> Science: Adaptations of animals and plants in hot and cold deserts: Arctic fox, shrubs, camels and cacti (Y2 Spr2) Climate zones share long-term weather patterns. There are six main climate zones: polar, temperate, arid, tropical, Mediterranean and mountains (Y5) Biomes are areas of the world that, because of similar climates, have similar landscapes, animals and plants (Y5)
	Procedural	<ul style="list-style-type: none"> Science: Use a Venn diagram to classify items into two or three sets based on properties (Y1) <p>Map skills:</p> <ul style="list-style-type: none"> Globe (EYFS) Simple map (Google maps) (Y1) Photographs of areas in an oblique view (Y1) 	<p>Map skills:</p> <ul style="list-style-type: none"> Use satellite images (Google Earth) in a plan view. 	
Disciplinary	<ul style="list-style-type: none"> Interconnections & change: Settlements are influenced by both human and physical features. (Y1) Comparisons: Identify similarities and differences between my local area and another place at the same scale (southwest Kenya) (Y1) 	<ul style="list-style-type: none"> Comparisons: Identify similarities and differences between two non-local places (Sahara Desert and Antarctic Desert). Interconnections & change: Human features are often shaped by physical features Interconnections & change: Climate is long term weather patterns, a physical process, that can be influenced by human activity 	<ul style="list-style-type: none"> Comparisons: Explain similarities and differences (between human settlements around Etna and La Soufriere), using geographical knowledge. (Y3) 	
VCS	<ul style="list-style-type: none"> Space & place: Space & place: There are seven continents in the world, six of which people live on. There are countries within each continent (except Antarctica). (Y1) Physical processes: Physical features occur in nature and include river, forest, soil and hill. (Y1) 	<ul style="list-style-type: none"> Space & place: Hot deserts are usually near the Equator; cold deserts are usually near the North Pole or South Pole. Space & place: Case study: Sahara Desert & Antarctic Desert Physical processes: Features of hot deserts include rocks, sand dunes and oases. Features of cold deserts include mountains and ice sheets. Physical processes: The weather is short-term. Climate is long-term summary of the weather conditions. Physical processes: Precipitation is the fall of water as rain, sleet, snow or hail. Physical processes: Deserts are places where there is very little precipitation. Human processes: Human use of land depends on physical features. For example, deserts, where there is little precipitation, settlements are small. Human processes: Settlements are generally permanent. Some people live nomadic lifestyles, and do not live in a fixed place. 	<ul style="list-style-type: none"> Human processes: Tourism needs to be managed sustainably, as it can have negative as well as positive impacts on an area. (Y4) Space & place: Space & place: Locating climate zones and biomes. (Y5) 	



Year 2: Summer

Rivers, Seas and Oceans

		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> • Human features are man-made, physical features are those that would be there without humans (Y1 Aut) • Key words: river, forest, soil, hill, shop, house and office (Y1) • The UK is made of four countries: England, Scotland, Wales and N Ireland; their capital cities are London, Edinburgh, Cardiff and Belfast (Y1) • Rural means countryside; urban means towns and cities (Y1 Spr) • Rural areas include farmland. This can be for either pastoral or arable farming (Y1 Spr) • Coastal areas are areas of land that are near to the sea. They can be rural or urban (Y1 Spr) • Features in coastal areas include beach, cliff, sea and ocean (Y1 Spr) • Science: Sustainability means meeting the needs of the people today, whilst meeting the needs of people of the future. (Y2 Spr1) • Science: Biodiversity is all the different living things in an area (Y2 Spr2) 	<ul style="list-style-type: none"> • Rivers, lakes, seas and oceans are all bodies of water. Rivers flow into lakes and seas; seas connect to oceans. • Rivers travel from highland areas (the source) to lowland areas (the mouth). • Physical features around rivers include valleys, mountains, hills and vegetation. • Land use is how land is used by humans. • Land use can be for economic uses, including farms, factories and leisure, or settlements. • Agriculture is the word used to describe the practice of farming. • The seas that surround the UK are the North Sea, the Irish Sea and the English Channel. • There are five oceans in the world. These are larger than seas • The seas around the UK flow into the Atlantic Ocean. • Harbours are found (and ports can be found) where the land meets the sea. • Humans use seas and oceans for economic and leisure uses, the main economic use is trade. • Overfishing is damaging biodiversity in the oceans. • Sustainable management of fishing is needed to protect species. 	<ul style="list-style-type: none"> • The three longest rivers in the UK are the Severn, Thames and Trent (Y3) • A river has three courses: upper, middle and lower (Y5) • Comparing human and physical features around the rivers Severn, Mississippi and Danube (Y5) • The water cycle (Science Y4; Y5) • Improving the environment (Y6)
	Procedural	<ul style="list-style-type: none"> • Science: Use a Venn diagram to classify items into two or three sets based on properties (Y1) <p><u>Map skills:</u></p> <ul style="list-style-type: none"> • Globe (EYFS) • Simple map (Google maps) (Y1) • Photographs of areas in an oblique view (Y1) • Simple map (Google maps) in plan view (Y1) 	<p><u>Map skills:</u></p> <ul style="list-style-type: none"> • Use aerial photographs of places in a plan view. 	<p><u>Using map types:</u></p> <ul style="list-style-type: none"> • Use OS maps (Y3) • Use physical maps (Y3)
Disciplinary	<ul style="list-style-type: none"> • Comparisons: Comparing features of urban, rural and coastal areas. (Y1) 	<ul style="list-style-type: none"> • Interconnections & change: Overfishing is damaging biodiversity in the oceans. Sustainable management of fishing is needed to protect species. 	<ul style="list-style-type: none"> • Forming judgements: Recognise that people have differing opinions about environmental issues (the issue of deforestation in the Amazon Rainforest). (Y4) 	
VCS	<ul style="list-style-type: none"> • Space & place: The UK is made of four countries: England, Scotland, Wales and Northern Ireland. (Y1) • Space & place: The capital cities of the four countries in the UK are London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland). (Y1) • Space & place: There are seven continents in the world, six of which people live on. There are countries within each continent (except Antarctica). (Y1) • Space & place: Place is the emotional attachment to a location, developed through character and identity. (Y1) 	<ul style="list-style-type: none"> • Space & place: There are five oceans in the world. • Space & place: The seas that surround the UK are the North Sea, the Irish Sea and the English Channel. The seas around the UK flow into the Atlantic Ocean. • Physical processes: Rivers travel from highland areas to lowland areas. Physical features around rivers include valleys, mountains, hills and vegetation. • Human processes: Land use is how land is used by humans. • Human processes: Overfishing is damaging biodiversity in the oceans. • Human processes: Harbours are found (and ports can be found) where the land meets the sea. • Human processes: Agriculture is the word used to describe the practice of farming. • Human processes: Land use can be for economic uses, including agriculture, factories and leisure. • Human processes: Ports are places where goods to be traded are unloaded and loaded. • Human processes: Humans use seas and oceans for economic and leisure uses. The main economic use is trade. 	<ul style="list-style-type: none"> • Space & place: The three longest rivers in the UK are the Severn, Thames and Trent. (Y3) • Physical processes: Water cycle: Evaporation from the air and transpiration from trees means that water vapour rises in the air. It condenses to form clouds and precipitation occurs when the clouds get heavy. Surface runoff is the flow of water overground; throughflow is the flow of water underground. (Y5) • Human processes: Land use around a river changes from the upper course to the lower course, because of how flat the land is and the features around it. (Y5) 	



Year 3: Autumn

The United Kingdom

		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> Human settlements can be a city, town or village, depending on their size (Y1 Aut) Human features are man-made, physical features would be there without humans (Y1 Aut) The UK is made of four countries: England, Scotland, Wales and N Ireland; their capital cities are London, Edinburgh, Cardiff and Belfast (Y1 Spr) Rural means countryside; urban means towns and cities (Y1 Spr) Features in rural areas include farm, hill, mountain, forest and river (Y1 Spr) Features in urban areas include office, shop, house, factory (Y1 Spr) Features in coastal areas include beach, cliff (Y1 Spr) Rivers, lakes, seas and oceans are all bodies of water. Rivers flow into lakes and seas; seas connect to oceans (Y2 Sum) Features around rivers include valleys, mountains, hills and vegetation (Y2 Sum) The seas that surround the UK are the North Sea, the Irish Sea and the English Channel (Y2 Sum) Land use is how land is used by humans (Y2 Sum) 	<ul style="list-style-type: none"> The UK is made of four countries: England, Scotland, Wales and N Ireland; Great Britain is made up of England, Scotland and Wales; British Isles is made up of England, Scotland, Wales, Northern Ireland and Ireland England and the UK are split into regions Regions in England and the UK are split into counties There are several mountain ranges in the UK, including Grampian Mountains (Scotland), Pennines (England) and Cambrian Mountains (Wales) The three longest rivers in the UK are the Severn, Thames and Trent Settlements can be hamlets, villages, towns and cities, depending on their size Physical features of the North West include mountains, hills, forests, cliff, beach, river, and valley Human features of the North West include national parks, hamlets, villages, towns and cities, factories, offices Land use in the North West has changed over time (green space is filled; towns have become larger) 	<ul style="list-style-type: none"> The Lake District is a National Park in England (Y3) Bournemouth is located on the south coast of England, and there are a variety of human and physical features there (Y3) Many people in the Amalfi Coast, the Alps, Bournemouth and the Lake District rely on tourism, and there are ways that it can be managed responsibly (Y3) Comparing human and physical features around the river Severn with rivers Danube and Mississippi (Y5)
	Procedural	<p>Map skills:</p> <ul style="list-style-type: none"> Use and interpret 4 compass points (north, south, east and west). (Y1) Identify land and water on a map. (Y1) Identify country boundaries on a map. (Y1) Use photographs of places in oblique view. (Y1) 	<p>Map skills:</p> <ul style="list-style-type: none"> Use and interpret 8 compass points (N, NE, E, SE, S, SW, W, NW). Identify county boundaries on a map Political maps should human boundaries and features, and physical maps show physical boundaries and features. Use OS maps Use physical maps 	<p>Map skills:</p> <ul style="list-style-type: none"> Locate places and features using letter and number coordinates on a map. (Y4) Use thematic maps (showing climate zones and population density). (Y5)
VCs	<ul style="list-style-type: none"> Space & place: The UK is made of four countries: England, Scotland, Wales and Northern Ireland. (Y1) Space & place: The capital cities of the four countries in the UK are London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland). (Y1) Human processes: Settlements are generally permanent. Some people live nomadic lifestyles, and do not live in a fixed place. (Y2) 	<ul style="list-style-type: none"> Space & place: The UK is made of four countries: England, Scotland, Wales and N Ireland; Great Britain is made up of England, Scotland and Wales; British Isles is made up of England, Scotland, Wales, Northern Ireland and Ireland. Space & place: England and the UK are split into regions. Regions in England and the UK are split into counties. Space & place: There are several mountain ranges in the UK, including Grampian Mountains (Scotland), Pennines (England) and Cambrian Mountains (Wales). Space & place: The three longest rivers in the UK are the Severn, Thames and Trent. Space & place: Case study: Region in UK Physical processes: There are several mountain ranges in the UK. Human processes: National Parks are a human feature. Human processes: Settlements can be hamlets, villages, towns and cities, depending on their size. 	<ul style="list-style-type: none"> Human processes: Land use around a river changes from the upper course to the lower course, because of how flat the land is and the features around it. (Y5) Human processes: Human settlements change or develop based on external factors (both human and physical) (Y6) 	



		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> There are seven continents in the world, six of which people live on (Y1 Sum) There are five oceans in the world. These are larger than seas (Y2 Sum) Agriculture is the farming of plants (arable) and animals (pastoral) to eat (Y2 Sum) Science: Substances can exist as solids, liquids and gases (Y2 Sum) Features in rural areas include farm, hill, mountain, forest and river (Y1 Spr) Science: The Earth's crust is the outermost layer of our planet. It is made of rocks and minerals (Y3 Aut1) Science: Igneous rock is formed when magma cools down (Y3 Aut1) Science: When the molten rock is under the Earth's surface, we call it magma. When molten rock is above the Earth's surface, we call it lava. (Y3 Aut1) Science: Plants need air (oxygen and carbon dioxide), water, light, nutrients from the soil, space, and a suitable temperature to grow (Y3 Aut2) 	<ul style="list-style-type: none"> The Earth is made of four main layers: the inner core (solid), the outer core (liquid), the mantle (semi-liquid) and the crust (solid) The crust is split into tectonic plates that meet at plate boundaries. Tectonic plates move: towards each other, away from each other, or alongside each other. A volcano is an opening in the Earth's crust through which material can erupt. Volcanoes can be formed at destructive boundaries, where plates move toward each other. Volcanoes can be formed at constructive plate boundaries, where plates move away from each other. Volcanoes can be active, dormant or extinct. The Pacific Ring of Fire is an imaginary line where lots of volcanoes exist. Products of volcanoes include lava, pyroclastic flows, ash clouds, lahars. There are two main types of volcano, shield (less violent eruptions) and composite (explosive). Shield volcanoes are more likely to form at constructive plate boundaries and composite volcanoes are more likely to form at destructive plate boundaries. Volcanoes can also be tourist attractions; provide nutrients in the soil; and the heat can be used to heat water. La Soufriere is a volcano on the island of St Vincent (Caribbean_ that erupted in April 2021. Etna is a volcano on the island of Sicily (Italy) which erupts regularly, including at least 50 times in 2021. 	<ul style="list-style-type: none"> Tectonic activity causes earthquakes (Y4 Sum) History: St Vincent is an island in the Caribbean, and was home to the Garifuna people (Y5 Sum)
	Procedural	<p><u>Map skills:</u></p> <ul style="list-style-type: none"> Globe; Satellite images (Google Earth); Photographs of places in oblique view; Photographs of places in plan view (Y1) Political maps should human boundaries and features, and physical maps show physical boundaries and features.(Y3) 	<ul style="list-style-type: none"> Recognise that world maps can be drawn from different perspectives, and different perspectives are useful for different tasks. <p><u>Map skills:</u></p> <ul style="list-style-type: none"> Use world maps drawn in Pacific-centred view. 	
Disciplinary	<ul style="list-style-type: none"> Interconnections & change: Settlements are influenced by both human and physical features (Y1) Comparisons: Identify similarities and differences between two non-local places (Sahara Desert and Antarctic Desert) (Y2) 	<ul style="list-style-type: none"> Comparisons: Explain similarities and differences (between human settlements around Etna and La Soufriere), using geographical knowledge. Interconnections & change: Physical features can affect human development e.g. living near volcanoes Forming Judgements: Evaluate the positives and negatives of living near volcanoes. 	<ul style="list-style-type: none"> Comparisons: Comparing the responses to Earthquakes in Haiti and Japan (Y4) Interconnections & change: Similarities and differences between LICs, MICs and HICs (Y4) Interconnections & change: Humans adapt to living in earthquake-prone areas (Y4) 	
VCS	<ul style="list-style-type: none"> Space & place: There are seven continents in the world, six of which people live on. There are countries within each continent (except Antarctica).Y1) Space & place: There are five oceans in the world. (Y2) 	<ul style="list-style-type: none"> Space & place: The Pacific Ring of Fire is an imaginary line where lots of volcanoes exist. Space & place: Case study: La Soufriere Space & place: Case study: Etna Physical processes: The Earth has four layers. Its upper layer of tectonic plates move. Physical processes: Shield and composite volcanoes can form at plate boundaries, which produce lava, pyroclastic flows and lahars. Physical processes: Soil is rich with nutrients around volcanoes. Human processes: Humans use most of land around volcanoes for agriculture. 	<ul style="list-style-type: none"> Physical processes: Tectonic hazards occur at plate boundaries due to movement and include earthquakes and volcanoes (Y4) Human processes: Humans adapt to living in earthquake-prone areas (Y4) 	



Year 3: Summer

Looking at Europe & Tourism

		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> The capital cities of the four countries in the UK are London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland) (Y1 Spr). Coastal areas are areas of land that are near to the sea. They can be rural or urban. (Y1 Spr) Harbours are found (and ports can be found) where the land meets the sea (Y2 Sum) The weather is short-term. Climate is long-term summary of the weather conditions (Y2 Spr) Land use can include economic, (including farms, factories and leisure) or settlements (Y2 Sum) 	<ul style="list-style-type: none"> Europe is made up of 50 countries; Russia is split across Asia and Europe. Tourism is the business of supporting and encouraging people to visit a place for fun. We can categorise effects into social, economic and environmental. The Alps stretch across France, Italy, Switzerland, Austria and other countries. It is popular with tourists, and this has positive and negative impacts. The Amalfi Coast is located in Italy and there are a variety of human and physical features along the Amalfi Coast. It is popular with tourists, and this has positive and negative impacts. Many people rely on tourism, and it needs to be managed sustainably. Case study: Tourism in local area, and how this changed over time. 	<ul style="list-style-type: none"> Comparing human and physical features in around a local river in the UK, the Danube in Europe, Mississippi in North America and the Amazon river in South America (Y5) Categorising effects of earthquakes into social, economic and environmental (Y4)
	Procedural	<ul style="list-style-type: none"> Science: Use a Carroll diagram to classify items based on their properties (Y1 Spr) <p>Map skills:</p> <ul style="list-style-type: none"> Identify country boundaries on a map (Y1) Use an infant atlas. (Y1) Use satellite images (Google Earth) in a plan view. (Y2) Use and interpret 8 compass points (N, NE, E, SE, S, SW, W, NW). (Y3) 	<ul style="list-style-type: none"> Say whether a map is at the local, national or global scale. Spatially match locations on maps of different scales. <p>Map skills:</p> <ul style="list-style-type: none"> Identify a range of political and physical boundaries Use a junior atlas. 	<p>Map skills:</p> <ul style="list-style-type: none"> Use thematic maps (showing climate zones and population density). (Y5)
Disciplinary	<ul style="list-style-type: none"> Comparisons: Identify similarities and differences between two non-local places (Sahara Desert and Antarctic Desert). (Y2) 	<ul style="list-style-type: none"> Comparisons: Comparing the impacts of tourism on three different locations. Interconnections & change: There are similarities and differences between places, even if they have similar physical and/or human features 	<ul style="list-style-type: none"> Interconnections & change: Migration is usually the result of a related set of push and pull factors these can be both physical and human factors. (Y6) 	
VCS	<ul style="list-style-type: none"> Human processes: Settlements are generally permanent. Some people live nomadic lifestyles, and do not live in a fixed place. (Y2) Space & place: The UK is made of four countries: England, Scotland, Wales and Northern Ireland. (Y1) 	<ul style="list-style-type: none"> Space & place: Europe is made up of 50 countries; Russia is split across Asia and Europe. Space & place: Case study: Amalfi Coast Space & place: Case study: Graian Region Space & place: There are similarities and differences between different places, even if they have similar physical and/or human features (Y3) Human processes: Tourism needs to be managed sustainably, as it can have negative as well as positive impacts on an area. Human processes: Tourism is the business of supporting and encouraging people to visit a place for fun. Human processes: Human impacts can be social, economic and environmental 	<ul style="list-style-type: none"> Human processes: Human settlements change or develop based on external factors (both human and physical) (Y6) Human processes: Migration is the process of moving from one place to another. It does not have to be between countries, but where it is it is called immigration (in) or emigration (out). (Y6) 	



Year 4: Autumn

Looking at South America & Brazil

		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> Names of common human and physical features (Y1-3) While the school and community are at the local scale, and countries are at the national scale, continents are at the global scale (Y1) There are seven continents in the world, six of which people live on (Y1 Sum) There are five oceans in the world (Y2 Sum) The equator is an imaginary line across the earth (Y1 Sum) The North Pole and the South Pole are at the top and bottom of the Earth (Y1 Sum) There are poorer and wealthier areas in every county and city (Y1 Sum) History: Hunter-gatherers are people who travel looking for animals to hunt and plants and berries to gather (Y3 Aut) Agriculture is the farming of plants (arable) and animals (pastoral) to eat (Y2 Sum) 	<ul style="list-style-type: none"> Lines of longitude and latitude are imaginary lines that help us locate places on Earth. Lines of longitude run north to south. The main one is called the Prime Meridian. Lines of latitude run east to west. The main ones are called the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle The Equator splits the Earth into the Northern and Southern Hemispheres; the Prime Meridian splits the Earth into the Eastern and Western Hemispheres South America is made up of 12 countries. Brazil is located in South America; it is the largest country on the continent. The Andes Mountains are found along the entire western coast of South America, covering 7 countries Brazil can be split into political and physical regions. Three physical regions include: the Amazon rainforest, Cerrado and Mata Atlantica. Indigenous people are the first people who lived in the place and the generations of people who came after. The Kayapo are indigenous people who live in the Amazon rainforest. They clear small patches of rainforest for agriculture, but are also hunter-gatherers Rio de Janeiro is one of the largest cities Brazil. Some of its population live in favelas (makeshift settlements), but there are also wealthy areas that are popular with tourists. 	<ul style="list-style-type: none"> Lines of longitude are important for considering time zones (Y5) Lines of latitude are important for considering climate zones (Y5) Rainforest have particular features, and unique flora and fauna that have adapted to the habitat (Y4) History: People have lived in the Amazon rainforest for millions of years, and populations fell quickly when Spanish and Portuguese explorers brought diseases and forcibly took control of the lands (Y5)
	Procedural	<ul style="list-style-type: none"> Mathematics: Identify horizontal/vertical lines and pairs of perpendicular /parallel lines (Y3) <p><u>Map skills:</u></p> <ul style="list-style-type: none"> Simple maps (Google maps); Satellite images (Google Earth); junior atlas (Y1) Photographs of places in plan/oblique view (Y1-2) Use and interpret 8 compass points (Y3) Identify country boundaries on a map (Y1) 	<p><u>Map skills:</u></p> <ul style="list-style-type: none"> Lines of longitude and latitude are imaginary lines that help us locate places on Earth. Lines of longitude run north to south. The main one is called the Prime Meridian. Lines of latitude run east to west. The main ones are called the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. The Equator splits the Earth into the Northern and Southern Hemispheres; the Prime Meridian splits the Earth into the Eastern and Western Hemispheres 	<p><u>Map skills:</u></p> <ul style="list-style-type: none"> Use thematic maps (showing climate zones and population density). (Y5)
VCs	<ul style="list-style-type: none"> Space & place: There are seven continents in the world, six of which people live on. There are countries within each continent (except Antarctica). (Y1) Human processes: There are poorer and wealthier areas in every city.(Y1) Human processes: Settlements can be hamlets, villages, towns and cities, depending on their size. (Y3) 	<ul style="list-style-type: none"> Space & place: South America is made up of 12 countries. Space & place: Case study: Rio de Janeiro Human processes: Indigenous people are the first people who lived in the place and the generations of people who came after, such as the Kayapo people in the Amazon Rainforest. Human processes: Rio de Janeiro is one of the largest cities Brazil. Some of its population live in favelas (makeshift settlements), but there are also wealthy areas that are popular with tourists. 	<ul style="list-style-type: none"> Space & place: Locating climate zones and biomes. (Y5) Physical processes: Climate zones share long-term weather patterns. There are six main climate zones: polar, temperate, arid, tropical, Mediterranean and mountains. (Y5) Physical processes: Biomes are areas of the world that, because of similar climates, have similar landscapes, flora and fauna. The major biomes of the world are tundra, tropical rainforests, coral reefs, temperate forests and hot deserts. (Y5) 	

Year 4: Spring

Tropical Rainforests

		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> Science: Living things depend on each other in their habitats, for food or shelter (Y2 Spr) Science: Plants need oxygen, carbon dioxide, water, light, nutrients from the soil, space, and a suitable temperature to grow (Y3 Spr2) Science: An ecosystem is made up of all organisms living in an area and the non-living features of the environment (Y4 Aut1) Science: The water cycle relies on evaporation and condensation. Water is collected in the oceans from rivers and seas; it evaporates and then condenses to form clouds; it then precipitates and the cycle begins again (Y4 Spr1) The weather is short-term. Climate is long-term summary of the weather conditions. Precipitation is the fall of water (Y2 Spr) Lines of latitude run east to west (Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle) (Y4 Aut) The Amazon rainforest is in S America (Y4) Agriculture is the farming of plants (arable) and animals (pastoral) to eat (Y2 Sum) 	<ul style="list-style-type: none"> Biomes are large ecosystems that contain specific species of organisms. Tropical rainforests are biomes that are found in places with high temperatures and lots of precipitation. Tropical rainforests are found between the Tropics of Cancer and Capricorn, in the area known as the Tropics. Tropical rainforests are found in five continents: Oceania (Australasian); Asia (Southeast Asian); Africa (Congo Basin); South America (Amazon) and North America (Central American) Atmospheric circulation drives weather and climate conditions around the world, causing the hot and wet places in which tropical rainforests form. Rainforests are made of four main layers of different heights: the emergent, the canopy, the understory and the forest floor. Each layer of the rainforest has different types of plants and animals that live there. Tropical rainforests have very high biodiversity, and there is interdependence between species. Tropical rainforests provide resources for humans, such as medicines and foods. This is important at the local and global scale. Plants in tropical rainforests absorb CO₂ from the atmosphere, which is important for keeping our planet cool. Chopping down trees is called deforestation. Deforestation of the Amazon rainforest at the national level is making way for agriculture, mining and logging At a global level, some countries at COP26 promised to end deforestation by 2030. At a local level, there are things we can do to reduce deforestation. 	<ul style="list-style-type: none"> Tropical rainforests are one type of biome; there are several others in the world (Y5) Flora and fauna have adapted to hot deserts, tundra, temperate forests and coral reefs (Y5) Science: Adaptations can be behavioural, physiological or structural (Y6) Science: Adaptations that provide an organism with an advantage are more likely to survive and reproduce. This is how species evolve (Y6) Deforestation has serious effects: it increases the likelihood of flooding and contributes to global warming (Y5)
	Procedural	<ul style="list-style-type: none"> Mathematics: Measure length and height (mm/cm/m) (Y3) Draw routes around school on squared paper using 1 square : 1 pace (Y2) <p>Map skills:</p> <ul style="list-style-type: none"> Satellite images (Google Earth) (Y2) Globe (EYFS) 	<ul style="list-style-type: none"> Draw an object (trees in the tropical rainforest) to scale. 	<ul style="list-style-type: none"> Calculate distances on a map using scale of 1 unit : 1, 2, 4, 5 or 10 units (Y5) Draw a basic map using scale of 1 unit : 1, 2, 4, 5 or 10 units (Y6)
Disciplinary		<ul style="list-style-type: none"> Interconnections & change: Scale is used to identify the different impacts of change (small scale vs large scale logging) Interconnections & change: Human activity can affect physical features (e.g. deforestation) Forming judgements: Recognise that people have differing opinions about environmental issues (the issue of deforestation in the Amazon Rainforest). 	<ul style="list-style-type: none"> Interconnections & change: Climate change and global warming happen due to both naturally occurring events and human activity. (Y5) 	
VCS	<ul style="list-style-type: none"> Physical processes: We experience different types of weather in different seasons (focus on spring and winter). (EYFS) Physical processes: Physical regions are identified by climate, land height and other physical features (Y4) 	<ul style="list-style-type: none"> Space & place: Case study: Amazon Rainforest Physical processes: The layer of air around the Earth is called the atmosphere. Physical processes: Atmospheric circulation causes some areas on Earth to have higher levels of precipitation than others. Physical processes: Tropical rainforests are places where there is lots of precipitation. Human processes: Human uses of products of the tropical rainforest include wood, food, medicine. Human processes: Deforestation of the Amazon rainforest at the national level is making way for agriculture, mining and logging. 	<ul style="list-style-type: none"> Space & place: Locating climate zones and biomes. (Y5) Physical processes: The natural greenhouse effect, the enhanced greenhouse effect, global warming and resulting climate change. (Y5) Physical processes: Examples of natural resources include wood, food, water and fossil fuels. Fossil fuels are materials made from fossils over millions of years, like coal and oil. Humans use these to run cars and electrical items. (Y5) 	



Year 4: Summer

Earthquakes and Settlements

		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<p>Year 3 Spring (Volcanoes):</p> <ul style="list-style-type: none"> The Earth is made of four main layers: the inner core (solid), the outer core (liquid), the mantle (semi-liquid) and the crust (solid) The crust is split into pieces called tectonic plates that meet at plate boundaries. Tectonic plates move: towards each other, away from each other, or alongside each other. Volcanoes can be formed at destructive plate boundaries (where plates move toward each other), or at constructive plate boundaries (where plates move away from each other). <p>We can categorise effects into social, economic and environmental (Y3 Sum)</p>	<ul style="list-style-type: none"> An earthquake is the sudden shaking of the Earth's surface. They are caused by movements of the tectonic plates. Minor earthquakes can occur anywhere; major earthquakes usually occur at plate boundaries. Earthquakes usually occur at boundaries where the plates are sliding past each other. They can also occur at destructive and constructive plate boundaries. The focus is the point inside the Earth where the earthquake came from; the epicentre is the point on the Earth's surface above. The size of an earthquake is measured on the Richter scale, which goes from 1-10. Those measuring 7 or higher cause major damage. Countries in the world can be classified as low- medium- or high-income countries (LIC, MIC, HICs). They appear in all continents. Humans can minimise the effects of earthquakes with earthquake-proof buildings, evacuations and having earthquake survival kits. This is usually different in HICs and LICs. Haiti is a LIC in North America that experienced an earthquake in 2010. Sendai is in Japan, a HIC in Asia, and it experienced an earthquake and tsunami in 2011. Primary effects are those that happen immediately that are the direct result; secondary effects are a result of primary effects. The responses to earthquakes in HICs and LICs differ 	<ul style="list-style-type: none"> Forced migration occurs when people can no longer live safely in their home (Y6) Natural disasters in KS3
	Procedural	<ul style="list-style-type: none"> (Mathematics: Numbers written as decimals correct to one decimal place Y4-5 – optional, Richter scale) Mathematics: Coordinates in the first quadrant (Y4) Identify similarities and differences between two non-local places (Y2) <p>Map skills:</p> <ul style="list-style-type: none"> Simple maps (Google maps) (Y1) 	<p>Map Skills:</p> <ul style="list-style-type: none"> Locate places and features using letter and number coordinates on a map. 	<p>Map skills:</p> <ul style="list-style-type: none"> Locate places using 4-figure grid references on OS maps. (Y5)
Disciplinary	<ul style="list-style-type: none"> Interconnections & change: Physical features can affect human development e.g. living near volcanoes (Y3) Forming judgements: Evaluate the positives and negatives associated with living near volcanoes.(Y3) 	<ul style="list-style-type: none"> Comparisons: Comparing the responses to Earthquakes in Haiti and Japan Interconnections & change: Similarities and differences between LICs, MICs and HICs Interconnections & change: Humans adapt to living in earthquake-prone areas 		
VCS	<ul style="list-style-type: none"> Physical processes: Shield and composite volcanoes can form at plate boundaries, which produce lava, pyroclastic flows and lahars.(Y3) Human processes: Humans use most of land around volcanoes for agriculture.(Y3) 	<ul style="list-style-type: none"> Space & place: Case study: Haiti Space & place: Case study: Japan Human processes: Countries in the world can be classified as low-, medium-, or high-income countries (LIC, MIC, HICs). They appear in all continents. Human processes: Humans adapt to living in earthquake-prone areas Physical processes: Tectonic hazards occur at plate boundaries due to movement and include earthquakes and volcanoes (Y4) 	<ul style="list-style-type: none"> Human processes: HICs, MICs and LICs tend to have primary, secondary, tertiary and quaternary industries at different levels.(Y5) Human processes: Forced migration happens as a result of life-threatening events, such as conflict or physical disasters.(Y6) 	

Year 5: Autumn

Investigating World Trade

		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> Local, national and global scale (Y1 Sum) Science: A natural resource is a material or substance that is produced by the environment (not man made) and may be used to support life. Food and water are natural resources. (Y2 Aut2). Agriculture is the farming of plants (arable) and animals (pastoral) to eat (Y2 Sum) Humans use seas and oceans for economic and leisure uses, and the main economic use is trade. (Y2 Sum) Science: A fossil is physical evidence of an ancient plant or animal (Y3 Aut) Tropical rainforests provide resources for humans, such as medicines and foods. This is important at the local and global scale. (Y4 Spr) Countries in the world can be classified as low, medium or high-income countries (LIC, MIC, HIC) (Y4 Sum) 	<ul style="list-style-type: none"> Examples of natural resources include wood, food, water and fossil fuels. Fossil fuels are materials made from fossils over millions of years, like coal and oil. Humans use these to run cars and electrical items. Natural resources are unevenly distributed across the world, and can be renewable or non-renewable (finite). People can be employed in different industries and sectors including primary, secondary, tertiary and quaternary. HICs, MICs and LICs tend to have primary, secondary, tertiary and quaternary industries at different levels. Trade is the process of buying and selling goods. Imports are goods that are brought into the country. Exports are goods that are traded out of the country. UK imports food from across the world. Food miles describes the distance that food has travelled (in miles) from source to plate. There have been changes in what is grown where, how it is farmed, how it is transported and how it is sold. Agriculture has moved from subsistence to commercial so that food can be traded. Fair trade is a way of making sure that farmers are paid a fair price for the food they grow. 	<ul style="list-style-type: none"> Burning fossil fuels is contributing to global warming and climate change (Y5 Sum) Distribution of the world's water (Y5 Spr) Science: fossil fuels are a non-renewable energy store (Y6 Aut)
	Procedural	<ul style="list-style-type: none"> Mathematics: Coordinates in the first quadrant (Y4) Science: Design a table to collect data with the appropriate number of rows and columns and correct headings (Y3 Spr) <p><u>Map skills:</u></p> <ul style="list-style-type: none"> Simple maps (Google maps); Satellite images (Google Earth); OS maps (Y1-4) Locate places and features using letter and number coordinates on a map. (Y4) 	<p><u>Map skills:</u></p> <ul style="list-style-type: none"> Locate places using 4-figure grid references on OS maps. 	<p><u>Map skills:</u></p> <ul style="list-style-type: none"> Locate places and features using 6-figure grid references (Y6)
Disciplinary	<ul style="list-style-type: none"> Enquiry & fieldwork: Recognise simple hazards and steps we can take to avoid them 	<ul style="list-style-type: none"> Interconnections & change: Many places at the local, national and global scale rely on trading with other places across the world Forming judgements: Express opinions about fairtrade (benefits and drawbacks). Forming judgements: Express opinions about environmental issues (Fair Trade) with reasons. 	<ul style="list-style-type: none"> Forming judgements: Evaluate responses to environmental issues (UK government's response to plastic waste).(Y5) 	
VCS	<ul style="list-style-type: none"> Human processes: Human impacts can be social, economic and environmental (Y3) 	<ul style="list-style-type: none"> Space & place: Case study: Côte d'Ivoire Physical processes: Examples of natural resources include wood, food, water and fossil fuels. Fossil fuels are materials made from fossils over millions of years, like coal and oil. Humans use these to run cars and electrical items. Physical processes: Natural resources are unevenly distributed across the world and can be renewable or non-renewable (finite). Human processes: There have been changes in what is grown where, how it is farmed, how it is transported and how it is sold. Agriculture has moved from subsistence to commercial so that food can be traded. Human processes: People can be employed in different industries and sectors including primary, secondary, tertiary and quaternary. Human processes: HICs, MICs and LICs tend to have primary, secondary, tertiary and quaternary industries at different levels. Human processes: Trade is the process of buying and selling goods. Imports are goods that are brought into the country. Exports are goods that are traded out of the country. Human processes: Fair trade is a way of making sure that farmers are paid a fair price for the food they grow. 	<ul style="list-style-type: none"> Physical processes: The natural greenhouse effect, the enhanced greenhouse effect, global warming and resulting climate change. (Y5) Physical processes: The increase in frequency of extreme weather events like heatwaves and drought as a result of climate change. (Y5) Human processes: Human use of fossil fuels and other resources (renewable and non-renewable). (Y5) Human processes: Population density as a result of climate zones. (Y5) 	



Year 5: Spring

Looking at North America & Water

		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> Key human and physical features, including coasts, beach, hill, mountain, valley, harbour, port (KS1) Rivers, lakes, seas and oceans are all bodies of water. Rivers flow into lakes and seas; seas connect to oceans. (Y2 Sum) Rivers travel from highland areas (the source) to lowland areas (the mouth) (Y2 Sum) Science: The water cycle relies on evaporation and condensation. Water is collected in the oceans from rivers and seas; it evaporates and then condenses to form clouds; it then precipitates and the cycle begins again (Y4 Spr) Science: When a solute dissolves in a solvent, a solution is formed. A solution is a mixture (Y5 Aut1) 	<ul style="list-style-type: none"> North America is located to the west of Europe and is the third largest continent. North America is made up of 23 countries in the Caribbean, Central America, and Northern America. The amount of water on Earth is constant. Most is saltwater stored in oceans, and most freshwater is stored as ice or underground. Water cycle: Evaporation from the air, and transpiration from trees means that water vapour rises into the air. It condenses to form clouds and precipitation occurs when the clouds get heavy. Surface runoff is the flow of water overground; throughflow is the flow of water underground. The upper course of a river is in high, mountainous ground and the river is narrow and fast-flowing; the lower course of a river is in low, flat ground and the river is wide and slow-flowing; the middle course is between the two. Location of Missouri, Mississippi, Yukon, Rio Grande, Churchill, Mackenzie and Colorado rivers. Waterfalls are formed in the upper course of the river when water gradually erodes soft rock. Meanders are bends in the river that form in the middle and lower courses. Floodplains are flat land either side of a river, on which the river deposits nutrients when it floods. They are formed in the lower course of the river. 	<ul style="list-style-type: none"> Carrying out fieldwork around a river (Y6) Formation of other river features (KS3)
	Procedural	<ul style="list-style-type: none"> Mathematics: Read scales/ number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts (Y3); Convert between units of measure, including m to km (Y4); Recognise % and know it means parts per 100 (Y5) <p>Map skills:</p> <ul style="list-style-type: none"> Satellite images (Google Earth); Junior atlas (Y4) 	<ul style="list-style-type: none"> Calculate distances on a map using scale (1 unit : 1, 2, 4, 5 or 10 units). 	<ul style="list-style-type: none"> Draw a basic map using scale of 1 unit : 1, 2, 4, 5 or 10 units (Y6)
VCS	<ul style="list-style-type: none"> Space & place: The earth has five major oceans, and the UK is surrounded by seas (Y2) Space & place: There are seven continents in the world, six of which people live on. There are countries within each continent (except Antarctica). (Y1) Human processes: National Parks are a human feature. (Y3) Human processes: Settlements can be hamlets, villages, towns and cities, depending on their size. (Y3) 	<ul style="list-style-type: none"> Space & place: North America is located to the west of Europe and is the third largest continent. North America is made up of 23 countries in the Caribbean, Central America, and Northern America. Space & place: Location of Missouri, Mississippi, Yukon, Rio Grande, Churchill, Mackenzie and Colorado rivers. Physical processes: The upper course of a river is in high, mountains ground and the river is narrow and fast flowing. The lower course of a river is in low, flat ground and the river is wide and slow flowing. The middle course is between the two. Physical processes: Rivers erode, transport and deposit to form waterfalls, meanders and floodplains. Physical processes: The amount of water on Earth is constant. Most is saltwater stored in oceans, and most freshwater is stored as ice or underground. Physical processes: Water cycle: Evaporation from the air and transpiration from trees means that water vapour rises in the air. It condenses to form clouds and precipitation occurs when the clouds get heavy. Surface runoff is the flow of water overground; throughflow is the flow of water underground. Human processes: Land use around a river changes from the upper course to the lower course, because of how flat the land is and the features around it. 	<ul style="list-style-type: none"> Space & place: Case study: Syria to countries in Europe (Y6) Space & place: The location of the world's major rivers and how they influence and change spaces and places at a range of scales (KS3) Physical processes: River processes shape and change the surface of the Earth (KS3) 	



Year 5: Summer

Climate Across the World

		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> Science: Extreme weather is very different from the weather that you would usually expect to see in the country (Y1 Aut2) The weather is short-term. Climate is long-term summary of the weather conditions (Y2 Spr) Hot deserts have a very hot and dry climate; cold deserts have a very cold and dry climate (Y2 Spr) Science: Living things are adapted to their environment. This means they may not be able to survive in other habitats (Y2 Spr2) Lines of longitude & latitude are imaginary lines : Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle; Prime Meridian (Y4 Aut) Biomes are large ecosystems that contain specific species of organisms (Y4 Spr) Tropical rainforests are forests that are found in places with high temperatures and lots of precipitation (Y4 Spr) Plants in tropical rainforests absorb carbon dioxide from the atmosphere, which is important for keeping our planet cool. (Y4 Spr) Chopping down trees is called deforestation (Y4 Spr) Fossil fuels are materials made from fossils of organisms over millions of years, like coal and oil. Humans use these to run cars and electrical items (Y5) 	<ul style="list-style-type: none"> Climate zones share long-term weather patterns. Six main ones: polar, temperate, arid, tropical, Mediterranean and mountains Climate zones are usually found in more than one continent; and some continents have several climate zones. Some climate zones (e.g. temperate) usually have a much higher population density than others. Biomes are areas of the world that, because of similar climates, have similar landscapes, animals (fauna) and plants (flora). The major biomes of the world are: tundra, tropical rainforests, coral reefs, temperate forests and hot deserts Vegetation belts are areas that have similar plant life, owing to similar climate, soil and drainage. Global warming happens naturally as a result of the greenhouse effect. Carbon dioxide is produced when fossil fuels are burned. The enhanced greenhouse effect – and unnatural global warming – is caused by too many greenhouse gases in the atmosphere. The enhanced greenhouse effect is caused by human activity, such as burning fossil fuels, agriculture, deforestation, waste and transport. Global warming relates to an increase in Earth's temperature only; it causes climate change which relates to a broader set of changes. Globally, climate change is creating extreme weather events, causing sea levels to rise and increasing risk to vulnerable and endangered species. The effects of climate change on the UK include drought, heatwaves, sea level rise and flooding. These effects can be particularly damaging to our vulnerable species including the curlew, newt and dormouse. Vulnerable biomes are areas sensitive to change and most at risk of damage due to climate change. 	<ul style="list-style-type: none"> Adaptation includes responses that would help us to survive in a changing climate. Mitigation includes actions that help to prevent - or mitigate - the impacts of climate change (Y6 Aut1) Science: Role of non-renewable and renewable energy sources for generating electricity, in the context of climate change (Y6 Aut2) <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>NB. The curriculum has been sequenced in a way that allows this Year 5 unit to flow easily into Year 6 Improving the Environment unit (Aut). While this unit focuses on the causes and effects of climate change, the Year 6 unit focuses more on what can be done to adapt to and mitigate it.</p> </div>
	Proc.	<ul style="list-style-type: none"> Mathematics: Interpret and construct bar graphs (Y3) and line graphs (Y4) <p><u>Map skills:</u></p> <ul style="list-style-type: none"> Satellite images; photographs; atlas; globe (Y1-5) 	<ul style="list-style-type: none"> Interpret and construct climate graphs. <p><u>Map skills:</u></p> <ul style="list-style-type: none"> Use thematic maps (showing climate zones and population density). 	<ul style="list-style-type: none"> Using a wider range of thematic map and recognise other map projections (KS3)
Dis.	<ul style="list-style-type: none"> Enquiry & fieldwork: Use an enquiry question to conduct fieldwork on the school site. (Y2) 	<ul style="list-style-type: none"> Interconnections & change: Climate change and global warming happen due to both naturally occurring events and human activity. 		
VCS	<ul style="list-style-type: none"> Space & place: There are seven continents in the world, six of which people live on. There are countries within each continent (except Antarctica).(Y1) Space & place: There are five oceans in the world.(Y2) 	<ul style="list-style-type: none"> Space & place: Locating climate zones and biomes. Physical processes: Climate zones share long-term weather patterns. There are six main climate zones: polar, temperate, arid, tropical, Mediterranean and mountains. Physical processes: Biomes are areas of the world that, because of similar climates, have similar landscapes, flora and fauna. The major biomes of the world are tundra, tropical rainforests, coral reefs, temperate forests and hot deserts. Physical processes: The natural greenhouse effect, the enhanced greenhouse effect, global warming and resulting climate change. Physical processes: The increase in frequency of extreme weather events like heatwaves and drought as a result of climate change. Human processes: Human use of fossil fuels and other resources (renewable/non-renewable). Human processes: Population density as a result of climate zones. 	<ul style="list-style-type: none"> Physical processes: Mitigation and adaptation are ways that humans can reduce and live with the effects of climate change. (Y6) Human processes: Adaptation to and mitigation against climate change. (Y6) Human processes: Economic aspects of climate change mitigation and adaptations. (Y6) 	



Year 6: Autumn 2

Improving the Environment

		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> Overfishing is damaging biodiversity in oceans. Sustainable management of fishing is needed to protect species (Y2 Sum) Trees in tropical rainforests (like all plants) absorb carbon dioxide from the atmosphere, which keeps our planet cool (Y4 Spr) Chopping down trees is called deforestation (Y4 Spr) At a global level, some countries at COP26 promised to end deforestation by 2030. At a local level, there are things we can do to reduce deforestation (Y4 Spr) Science: Fossil fuels, batteries and the Sun are all examples of chemical energy stores (Y5 Aut) Global warming relates to an increase in Earth's temperature only; it causes climate change which relates to a broader set of changes. Global warming (and resulting climate change) is being accelerated by too many greenhouse gases, like carbon dioxide, in the atmosphere from burning fossil fuels, agriculture, deforestation (Y5 Sum) Effects of climate change in the UK and globally (Y5 Sum) Science: Power stations can use both renewable and non-renewable sources of energy (Y6 Aut1) Science: A non-renewable energy source is one where we have a fixed amount of the source, and where it would take too long for more to be formed. Burning fossil fuels to transfer electrical energy is an example of a non-renewable energy source (Y6 Aut1) Science: Renewable energy sources quickly refill replenish themselves, meaning that we can use them again and again. Wind, solar, geothermal and hydrological power are all examples of renewable energy sources (Y6 Aut1) 	<ul style="list-style-type: none"> Adaptation includes responses that would help us to survive in a changing climate. Examples of adaptation methods in the UK include the Thames barrier and increased use of air conditioning. Global examples of adaptation methods include building houses on stilts and dams. Mitigation includes actions that help to prevent - or mitigate - the impacts of climate change. Examples of mitigation include wind power and using other sources of renewable energy (to reduce greenhouse gas emissions) and reforestation (to increase absorption of greenhouse gases). Wind power is renewable and does not emit carbon dioxide; however it does create visual and noise pollution. Plastic waste is created across the world, and often ends up in oceans. This can come from household or industrial waste, as well as fishing nets from fishing industry. Plastics take hundreds of years to break down. They threaten biodiversity and can kill organisms directly or indirectly by destroying habitats. Creating plastics requires fossil fuels and releases greenhouses gases into the atmosphere. Customers have power at the local scale to influence industry at the national and global scales. Human's actions to reduce climate change have relative impacts. Some actions are therefore having a bigger impact than others. 	<ul style="list-style-type: none"> The Earth's changing climate from the Ice Age to now (KS3)
	Procedural	<p>Map skills:</p> <ul style="list-style-type: none"> Simple (Google maps) map; satellite image (Google Earth); junior atlas; globe; photographs of places in plan and oblique view; OS maps; thematic maps (Y1-5) 		
Disciplinary	<ul style="list-style-type: none"> Forming judgements: Express opinions about environmental issues with reasons (Y5). 	<ul style="list-style-type: none"> Interconnections & change: Both human and physical processes can affect the climate creating changes which need to be sustainably managed. Forming judgements: Evaluate responses to environmental issues (UK government's response to plastic waste). Forming judgements: Explain how actions can reduce the impacts of climate change. 	<ul style="list-style-type: none"> Forming judgements: Evaluate responses to environmental issues (KS3) 	
VCS	<ul style="list-style-type: none"> Space & place: Locating climate zones and biomes. (Y5) Human processes: Human use of fossil fuels and other resources (renewable and non-renewable). (Y5) Physical processes: The natural greenhouse effect, the enhanced greenhouse effect, global warming and resulting climate change (Y5). 	<ul style="list-style-type: none"> Space & place: Case study: Shetland Physical processes: Use of fossil fuels to create plastics, and the effects this can have on the Earth. Physical processes: Mitigation and adaptation are ways that humans can reduce and live with the effects of climate change. Human processes: Adaptation to and mitigation against climate change. Human processes: Economic aspects of climate change mitigation and adaptations. 	<ul style="list-style-type: none"> Human processes: Humans affect and are influenced by climate change (KS3) 	

Year 6: Spring

On the Move

		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Conceptual	<ul style="list-style-type: none"> There are poorer and wealthier areas in every county and city (Y1 Sum) Science: Animals, including humans, need oxygen, food, water and the right temperature to survive (Y2 Aut2) Europe is made up of 50 countries (Y3 Sum) We can categorise effects into social, economic and environmental (Y3 Sum) Countries in the world can be classified as low-, middle- or high-income countries. HICs, MICs and LICs appear in all continents (Y4 Sum) North America is made up of 23 countries, across Northern America, Central America and the Caribbean (Y5 Spr) 	<ul style="list-style-type: none"> Maslow's hierarchy of needs show what humans need to survive and thrive Migration is the process of moving from one place to another. It does not have to be between countries, but where it is it is called immigration (in) or emigration (out) People migrate because of push and pull factors Voluntary migration usually happens because of economic or social factors. Expectations of migration are not always met in reality. European case study: Poland to UK 2004-today North American case study: Mexico to USA Forced migration happens as a result of life-threatening events, such as conflict or physical disasters Asylum seekers are people who are forced to leave their country. They apply for asylum and, if it is accepted, they are granted refugee status Refugees are given international protections and support in settling in a different country Asian/European case study: Syria to countries in Europe Many people migrate to and from our local area, which impacts our community. 	<ul style="list-style-type: none"> Further case studies of migration, exploring push and pull factors in more depth (KS3) History: Vikings were migrants who moved because of push and pull factors (Y6 Spr) History: The Windrush generation are people who arrived from Commonwealth countries 1948-71. Many were victims of racial discrimination
	Procedural	<p>Map skills:</p> <ul style="list-style-type: none"> Simple (Google maps) map; satellite image (Google Earth); junior atlas; globe; photographs of places in plan and oblique view; thematic maps (Y1-5) 		
Disciplinary	<ul style="list-style-type: none"> Comparisons: Identify similarities and differences between two non-local places (Sahara Desert and Antarctic Desert) Forming judgements: Express opinions about environmental issues with reasons (Y5) 	<ul style="list-style-type: none"> Interconnections & change: Migration is usually the result of a related set of push and pull factors these can be both physical and human factors. 		
VCS	<ul style="list-style-type: none"> Space & place: There are similarities and differences between different places, even if they have similar physical and/or human features (Y3) Human processes: Countries in the world can be classified as low-, medium-, or high-income countries (LIC, MIC, HICs). They appear in all continents. (Y4) 	<ul style="list-style-type: none"> Space & place: Case study: Poland to UK 2004-today Space & place: Case study: Mexico to USA Space & place: Case study: Syria to countries in Europe Human processes: Maslow's hierarchy of needs show what humans need to survive and thrive Human processes: Migration is the process of moving from one place to another. It does not have to be between countries, but where it is it is called immigration (in) or emigration (out). Human processes: People migrate because of push and pull factors. Human processes: Voluntary migration usually happens because of economic or social factors. Human processes: Forced migration happens as a result of life-threatening events, such as conflict or physical disasters. Human processes: Asylum seekers are people who are forced to leave their country. They apply for asylum and, if it is accepted, they are granted refugee status. Refugees are given international protections and support in settling in a different country. Human processes: Human settlements change or develop based on external factors (both human and physical) 	<ul style="list-style-type: none"> Space & place: Pupils build locational and place knowledge in KS3 by revisiting Europe, North America and South America, and expanding this to Asia and Africa (KS3) 	

Year 6: Summer

I am a Geographer

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Procedural	<ul style="list-style-type: none"> Recognise simple hazards and plan steps we can take to reduce them (Y1 Aut) Draw a basic fieldsketch of what can be seen (Y1 Aut) Draw an object to scale (Y4 Sum) Use and interpret 8 compass points (Y3 Aut) Locate places and features using 4-figure grid references (Y4 Sum) Give and interpret standard OS symbols (Y2 Aut) <p>Science:</p> <ul style="list-style-type: none"> A&P: There are four main stages of enquiry: Planning; Measuring & Observing; Recording & Presenting; Analysing & Evaluating (Y2 Spr) A&P: Scientists look for patterns in data to try to identify correlations (Y5 Spr) A&P: Set a hypothesis to test (Y2 Aut) A&P: Select most appropriate equipment to measure (the variables) that will give you the best chance of an accurate result (Y3 Spr) A&P: A dependent variable is what you measure; an independent variable is what you change; controlled variables are things that stay the same (Y3 Aut) A&P: Scientists must work out if the factor is the cause of the outcome in a correlation (Y5 Sum) A&P: Write an appropriate method (Y3 Aut) A&P: Draw diagram of the investigation (Y4 Sum) M&O: Anomalous results should be discarded and rerecorded (Y3 Sum) M&O: Data is repeatable if the same person repeats the investigation and gets the same results; data is reproducible if the investigation is repeated by a different person and the results are the same (Y3 Sum) M&O: Taking multiple readings allows you to see if your data is repeatable, helps identify outliers and allows a mean to be calculated (Y6 Sum) R&P: Design a table to collect data with the appropriate number of rows and columns and correct headings (Y3 Spr) R&P: Record numerical or descriptive observations in a table (Y1 Aut) R&P: Decide which graph is most appropriate for the enquiry (Y6 Aut) A&E: Draw conclusions (e.g. 'the greater the... , the greater the...') (Y3 Sum) A&E: Suggest ways to improve practical procedures to obtain more accurate measurements (Y3 Sum) A&E: Ask further questions that could be explored to extend findings (Y2 Spr) <p>Using maps:</p> <ul style="list-style-type: none"> Simple (Google maps) map; satellite image (Google Earth); junior atlas; globe; photographs of places in plan and oblique view; OS maps; thematic maps 	<ul style="list-style-type: none"> Draw a basic map to scale (1 unit: 1, 2, 4, 5 or 10 units) Create questionnaires and surveys Locate places and features using 6-figure grid references Produce a detailed risk assessment 	<p>KS3:</p> <ul style="list-style-type: none"> Plan and undertake complete investigations undertaken in contrasting locations Carry out fieldwork independently from the teacher Calculate distances on a map using a range of scales Recognise and select the most appropriate projection Draw accurate maps using a range of scales Use Geographical Information Systems (GIS) to view, analyse and interpret places and data Interpret contours as a representation of height



Vertical Concepts

Human Processes

	Uses of Resources	Population & Communities	Economy & Development
EYFS	<ul style="list-style-type: none"> Humans gather food on farm lands. 	<ul style="list-style-type: none"> Geographical features include villages, towns and cities. 	<ul style="list-style-type: none"> People today have lots of different jobs.
Y1	<ul style="list-style-type: none"> Human features are man-made. They include settlements, shops, houses and offices. Rural means countryside, urban means towns and cities. 	<ul style="list-style-type: none"> Settlements can be villages, towns, cities, depending on size. The population of rural areas is smaller than urban areas. 	<ul style="list-style-type: none"> Rural areas include farmland. This can be for either pastoral or arable farming. There are poorer and wealthier areas in every city.
Y2	<ul style="list-style-type: none"> Human use of land depends on physical features. Land use is how land is used by humans. Overfishing is damaging biodiversity in the oceans. Harbours are found (and ports can be found) where the land meets the sea. 	<ul style="list-style-type: none"> Settlements are generally permanent. Some people live nomadic lifestyles, and do not live in a fixed place. 	<ul style="list-style-type: none"> Agriculture is the word used to describe the practice of farming. Land can be used for economic purposes, including agriculture, factories and leisure. Ports are places where traded goods are unloaded and loaded. Humans use seas and oceans for economic and leisure uses. The main economic use is trade.
Y3	<ul style="list-style-type: none"> National Parks are a human feature. Humans use most of land around volcanoes for agriculture. Tourism needs to be managed sustainably, as it can have negative as well as positive impacts on an area. Human impacts can be social, economic, environmental. 	<ul style="list-style-type: none"> Settlements can be hamlets, villages, towns and cities, depending on their size. Human impacts can be social, economic and environmental. 	<ul style="list-style-type: none"> Tourism is the business of supporting and encouraging people to visit a place for fun. Human impacts can be social, economic and environmental.
Y4	<ul style="list-style-type: none"> Human uses of products of the tropical rainforest include wood, food and medicine. Deforestation of the Amazon rainforest at the national level is making way for agriculture, mining and logging. 	<ul style="list-style-type: none"> Indigenous people are the first people who lived in the place and the generations of people who came after, such as the Kayapo people in the Amazon Rainforest. Humans adapt to living in earthquake-prone areas. 	<ul style="list-style-type: none"> Rio de Janeiro is one of the largest cities Brazil. Some of its population live in favelas (makeshift settlements), but there are also wealthy areas that are popular with tourists. Countries can be classified as low-, medium-, or high-income countries (LIC, MIC, HICs). They appear in all continents.
Y5	<ul style="list-style-type: none"> There have been changes in what is grown where, how it is farmed, how it is transported and how it is sold. Agriculture has moved from subsistence to commercial. Land use around a river changes from the upper course to the lower course. Human use of fossil fuels and other resources (renewable and non-renewable). 	<ul style="list-style-type: none"> Population density as a result of climate zones. 	<ul style="list-style-type: none"> People can be employed in different industries and sectors including primary, secondary, tertiary and quaternary. HICs, MICs and LICs tend to have primary, secondary, tertiary and quaternary industries at different levels. Trade is the process of buying and selling goods. Imports are goods that are brought into the country. Exports are goods that are traded out of the country. Fairtrade is a way of ensuring farmers are paid a fair price.
Y6	<ul style="list-style-type: none"> Adaptation to and mitigation against climate change. 	<ul style="list-style-type: none"> Migration is the process of moving from one place to another. People migrate because of push and pull factors. Voluntary migration usually happens because of economic or social factors. Forced migration happens as a result of life-threatening events, such as conflict or physical disasters. Human settlements change or develop based on external factors (both human and physical). 	<ul style="list-style-type: none"> Economic aspects of climate change mitigation and adaptations.
KS3	<ul style="list-style-type: none"> Cost-benefit analyses of humans' use of land and the efficiency of this use. 	<ul style="list-style-type: none"> Population changes over time and its relationship with development (e.g. Demographic Transition Model). 	<ul style="list-style-type: none"> Considering developing, emerging and developed countries; single and compound indicators of development; factors affecting development and methods to develop.

Vertical Concepts



Physical Processes

Earth Science & Geology	
EYFS	<ul style="list-style-type: none"> • Describing the natural things in our local area. • Geographical features include beach, hill, forest, sea and river.
Y1	<ul style="list-style-type: none"> • Geography: We live on the Earth. • Geography: Physical features occur in nature and include river, forest, soil and hill. • Geography: Coastal areas are areas of land that are near the sea. Features in coastal areas include beach, cliff, sea and ocean. • Science: Some plants grow in soil.
Y2	<ul style="list-style-type: none"> • Geography: Features of hot deserts include rocks, sand dunes and oases. Features of cold deserts include mountains and ice sheets. • Geography: Rivers travel from highland areas to lowland areas. Physical features around rivers include valleys, mountains, hills and vegetation.
Y3	<ul style="list-style-type: none"> • Science: Rocks are formed when placed under pressure. • Science: Much of the solid surface of the Earth is covered in soil, which is a mixture of pieces of rock of various sizes and the remains of organisms. Some soil also contains air, water and some nutrients. • Science: There are three main kinds of rock, igneous, sedimentary and metamorphic, with different composition and properties. • Geography: There are several mountain ranges in the UK. • Geography: The Earth has four layers. Its upper layer of tectonic plates move. • Geography: Shield and composite volcanoes can form at plate boundaries, which produce lava, pyroclastic flows and lahars. • Geography: Soil is rich with nutrients around volcanoes.
Y4	
Y5	<ul style="list-style-type: none"> • Geography: Examples of natural resources include wood, food, water and fossil fuels. Fossil fuels are materials made from fossils over millions of years, like coal and oil. Humans use these to run cars and electrical items. • Geography: Natural resources are unevenly distributed across the world and can be renewable or non-renewable (finite). • Geography: The upper course of a river is in high, mountains ground and the river is narrow and fast flowing. The lower course of a river is in low, flat ground and the river is wide and slow flowing. The middle course is between the two. • Geography: Rivers erode, transport and deposit to form waterfalls, meanders and floodplains.
Y6	<ul style="list-style-type: none"> • Geography: Use of fossil fuels to create plastics, and the effects this can have on the Earth.
KS3	<ul style="list-style-type: none"> • Geography: Formation of volcanoes and mountains at different types of plate boundaries. Movement of tectonic plates as caused by convection currents. • Science: Radioactive decay of material inside the Earth since it was formed is its internal source of energy. Understanding the use of Earth's energy resources in terms of energy stores and transfers.

Vertical Concepts



Physical Processes

Environmental Science	
EYFS	<ul style="list-style-type: none"> We experience different types of weather in different seasons (focus on spring and winter). Types of weather include sunny, rainy, windy, and snowy.
Y1	<ul style="list-style-type: none"> Science: The weather can change rapidly. The four different seasons have different weather patterns.
Y2	<ul style="list-style-type: none"> Geography: The weather is short-term. Climate is long-term summary of the weather conditions. Geography: Precipitation is the fall of water as rain, sleet, snow or hail. Geography: Deserts are places where there is very little precipitation. Science: There is air all around us on Earth. Air has oxygen in it. Science: Global warming describes the increase in average temperatures on Earth.
Y3	<ul style="list-style-type: none"> Science: Air has carbon dioxide in it.
Y4	<ul style="list-style-type: none"> Science: The water cycle involves evaporation of water from oceans and condensation of water, which falls as precipitation. Geography: The layer of air around the Earth is called the atmosphere. Geography: Atmospheric circulation causes some areas on Earth to have higher levels of precipitation than others. Geography: Tropical rainforests are places where there is lots of precipitation.
Y5	<ul style="list-style-type: none"> Science: Air is a mixture of lots of different gases, including oxygen and carbon dioxide. Geography: The amount of water on Earth is constant. Most is saltwater stored in oceans, and most freshwater is stored as ice or underground. Geography: Water cycle: Evaporation from the air and transpiration from trees means that water vapour rises in the air. It condenses to form clouds and precipitation occurs when the clouds get heavy. Surface runoff is the flow of water overground; throughflow is the flow of water underground. Geography: Climate zones share long-term weather patterns. There are six main climate zones: polar, temperate, arid, tropical, Mediterranean and mountains. Geography: Biomes are areas of the world that, because of similar climates, have similar landscapes, flora and fauna. The major biomes of the world are tundra, tropical rainforests, coral reefs, temperate forests and hot deserts. Science: There is less and less air further away from the Earth's surface. Geography: The natural greenhouse effect, the enhanced greenhouse effect, global warming and resulting climate change. Geography: The increase in frequency of extreme weather events like heatwaves and drought as a result of climate change.
Y6	<ul style="list-style-type: none"> Geography: Mitigation and adaptation are ways that humans can reduce and live with the effects of climate change.
KS3	<ul style="list-style-type: none"> Geography: Weather is determined by conditions of the air. The pressure, temperature, direction and speed of the movement and the amount of water vapour in the air combine to create weather. Science: Understanding convection currents in terms of pressure and particles.

Vertical Concepts

Space & Place

	Understanding Space & Place in our World	Case Studies
EYFS	<ul style="list-style-type: none"> • Talk about where I live (e.g. flat/housenumber, name of street) • Location of UK. • Location of the North Pole and South Pole. • Location of Africa and Kenya. 	
Y1	<ul style="list-style-type: none"> • The UK is made of four countries: England, Scotland, Wales and Northern Ireland. • The capital cities of the four countries in the UK are London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland). • There are seven continents in the world, six of which people live on. There are countries within each continent (except Antarctica). 	<ul style="list-style-type: none"> • Europe: Local area. • Africa: Kenya.
Y2	<ul style="list-style-type: none"> • Location is a point on a map. • Place is the emotional attachment to a location, developed through character and identity. • Hot deserts are usually near the Equator; cold deserts are usually near the North Pole or South Pole. • There are five oceans in the world. • The seas that surround the UK are the North Sea, the Irish Sea and the English Channel. The seas around the UK flow into the Atlantic Ocean. 	<ul style="list-style-type: none"> • Africa: Sahara Desert • Antarctica: Antarctic Desert
Y3	<ul style="list-style-type: none"> • The UK is made of four countries: England, Scotland, Wales and N Ireland; Great Britain is made up of England, Scotland and Wales; British Isles is made up of England, Scotland, Wales, Northern Ireland and Ireland. • England and the UK are split into regions. Regions in England and the UK are split into counties. • There are several mountain ranges in the UK, including Grampian Mountains (Scotland), Pennines (England) and Cambrian Mountains (Wales). • The three longest rivers in the UK are the Severn, Thames and Trent. • The Pacific Ring of Fire is an imaginary line where lots of volcanoes exist. • Europe is made up of 50 countries; Russia is split across Asia and Europe. • There are similarities and differences between different places, even if they have similar physical and/or human features. 	<ul style="list-style-type: none"> • Europe: Region in UK • North America: La Soufriere • Europe: Etna • Europe: Amalfi Coast • Europe: Graian Region
Y4	<ul style="list-style-type: none"> • South America is made up of 12 countries. 	<ul style="list-style-type: none"> • South America: Rio de Janeiro • South America: Amazon Rainforest • North America: Haiti • Asia: Japan
Y5	<ul style="list-style-type: none"> • North America is located to the west of Europe and is the third largest continent. North America is made up of 23 countries in the Caribbean, Central America, and Northern America. • Location of Missouri, Mississippi, Yukon, Rio Grande, Churchill, Mackenzie and Colorado rivers. • Locating climate zones and biomes. 	<ul style="list-style-type: none"> • Africa: Côte d'Ivoire
Y6		<ul style="list-style-type: none"> • Europe: Shetland • Europe: Poland to UK 2004-today • North America: Mexico to USA • Asia/Europe: Syria to countries in Europe
KS3	<ul style="list-style-type: none"> • Location and place knowledge about other continents, particularly Europe (including Russia) Africa and Asia (including India and China). 	<ul style="list-style-type: none"> • A range of case studies.

Procedural Knowledge

	Scale & Perspective	Map Skills
EYFS	<ul style="list-style-type: none"> Use prepositions (e.g. bigger/smaller; nearer/further) to describe and interpret locations. Use directional language (not left and right) to describe and interpret directions. Recognise that drawings are not the same size of features in real life. Draw round objects to make a plan view of them, and identify objects from a plan photograph/drawing of them. 	<ul style="list-style-type: none"> Use a globe to locate places. The North Pole and the South Pole are at the top and bottom of the Earth. Use photographs in objects and features in elevation view (from front). Use photographs of objects and features in oblique view (from diagonally above). Use photographs of objects in plan view (from directly above). Use simple picture maps. Use a basic key to interpret and identify places on a map.
Y1	<ul style="list-style-type: none"> Recognise that our home, our school and our community are at the local scale. Interpret and give locations and directions using language of left, right, near and far. Recognise that our home, our school and our community are at the local scale, UK and countries are at the national scale. Recognise that our home, our school and our community are at the local scale; UK and countries are at the national scale; and continents are at the global scale. 	<ul style="list-style-type: none"> Draw a route on a map and label features in correct order. Use a simple map (Google maps) in a plan view. Identify land and water on a map. Identify country boundaries on a map. Use photographs of places in oblique view. The Equator is an imaginary line across the Earth. Use an infant atlas. Use and interpret 2 compass points (north and south).
Y2	<ul style="list-style-type: none"> Draw routes between locations on playground on squared paper using scale 1 square: 1 pace (or 1 metre, if pupils have learned this in maths by this stage in Y2). Draw a sketch map of a route with some approximate scale and features in correct order. Know that scale is used to show size proportionally. 	<ul style="list-style-type: none"> Use and interpret 4 compass points (north, south, east and west). Give and interpret basic OS map symbols. Use satellite images (Google Earth) in a plan view. Use aerial photographs of places in a plan view
Y3	<ul style="list-style-type: none"> Recognise that world maps can be drawn from different perspectives, and different perspectives are useful for different tasks. Say whether a map is at the local, national or global scale. Spatially match locations on maps of different scales. 	<ul style="list-style-type: none"> Use and interpret 8 compass points (N, NE, E, SE, S, SW, W, NW). Identify county boundaries on a map Know that political maps show human boundaries and features, and physical maps show physical boundaries and features. Use OS maps Use physical maps Use world maps drawn in Pacific-centred view. Identify a range of political and physical boundaries. Use a junior atlas.
Y4	<ul style="list-style-type: none"> Draw an object (trees in the tropical rainforest) to scale. 	<ul style="list-style-type: none"> Lines of longitude and latitude are imaginary lines that help us locate places on Earth. Lines of longitude run north to south. The main one is called the Prime Meridian. Lines of latitude run east to west. The main ones are called the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. The Equator splits the Earth into the Northern and Southern Hemispheres; the Prime Meridian splits the Earth into the Eastern and Western Hemispheres. Locate places and features using letter and number coordinates on a map.
Y5	<ul style="list-style-type: none"> Calculate distances on a map using scale (1 unit : 1, 2, 4, 5 or 10 units). 	<ul style="list-style-type: none"> Locate places using 4-figure grid references on OS maps. Use thematic maps (showing climate zones and population density).
Y6	<ul style="list-style-type: none"> Draw a basic map to scale (1 unit : 1, 2, 4, 5 or 10 units). 	<ul style="list-style-type: none"> Locate places and features using 6-figure grid references on OS maps.
KS3	<ul style="list-style-type: none"> Draw increasingly accurate maps to scale; use OS maps to identify increasingly complex human and physical features. 	<ul style="list-style-type: none"> Locate places using longitude and latitude coordinates.

Progression in Geography

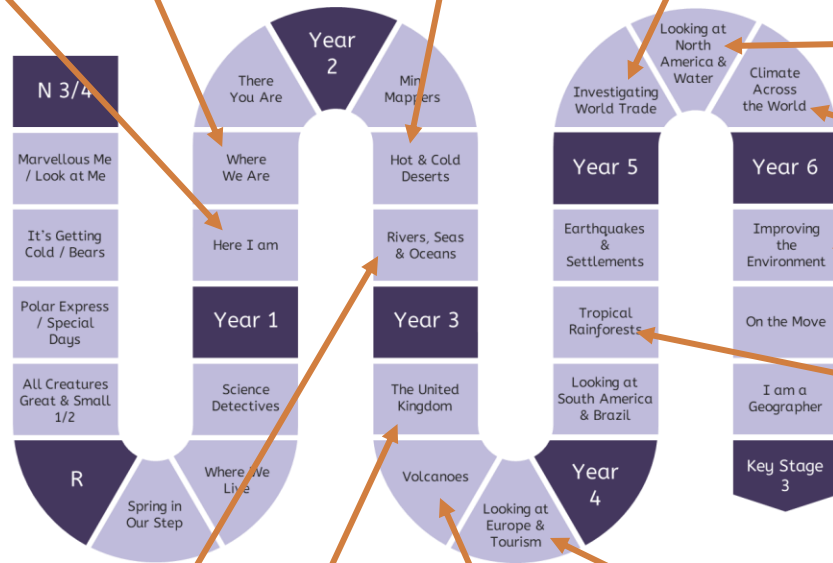
- Vertical Concepts
- Human Processes
- Physical Processes
- Space & Place
- Procedural Knowledge
- Disciplinary Knowledge
- Enquiry & Fieldwork
- Comparisons
- Interconnections
- Forming Judgements
- Decision Making

Human features are man-made. They include settlements, shops, houses and offices.

Rural means countryside, urban means towns and cities.

Human use of land depends on physical features. For example, deserts, where there is little precipitation, settlements are small.

There have been changes in what is grown where, how it is farmed, how it is transported and how it is sold. Agriculture has moved from subsistence to commercial so that food can be traded.



Land use around a river changes from the upper course to the lower course, because of how flat the land is and the features around it.

Human use of fossil fuels and other resources (renewable and non-renewable).

Adaptation to and mitigation against climate change.

Human uses of products of the tropical rainforest include wood, food and medicine.

Deforestation of the Amazon rainforest at the national level is making way for agriculture, mining and logging.

Land use is how land is used by humans.

Overfishing is damaging biodiversity in the oceans.

Harbours are found (and parts can be found) where the land meets the sea.

National Parks are a human feature.

Humans make most of land around volcanoes with agriculture.

Tourism needs to be managed sustainably, as it can have negative as well as positive impacts on an area.

Human impacts can be social, economic and environmental.

Use of Resources

Progression in Geography

- Vertical Concepts
- Human Processes
- Physical Processes
- Space & Place
- Procedural Knowledge
- Disciplinary Knowledge
- Enquiry & Fieldwork
- Comparisons
- Interconnections
- Forming Judgements
- Decision Making

Settlements can be villages, towns or cities, depending on their size.

The population of rural areas is smaller than urban areas.

Settlements are generally permanent. Some people live nomadic lifestyles, and do not live in a fixed place.

Population density as a result of climate zones.

Geographical features include villages, towns and cities.

Settlements can be hamlets, villages, towns and cities, depending on their size.

Human impacts can be social, economic and environmental.

Indigenous people are the first people who lived in the place and the generations of people who came after, such as the Kayapo people in the Amazon Rainforest.

Maslow's hierarchy of needs show what humans need to survive and thrive

Migration is the process of moving from one place to another. It does not have to be between countries, but where it is it is called immigration (in) or emigration (out).

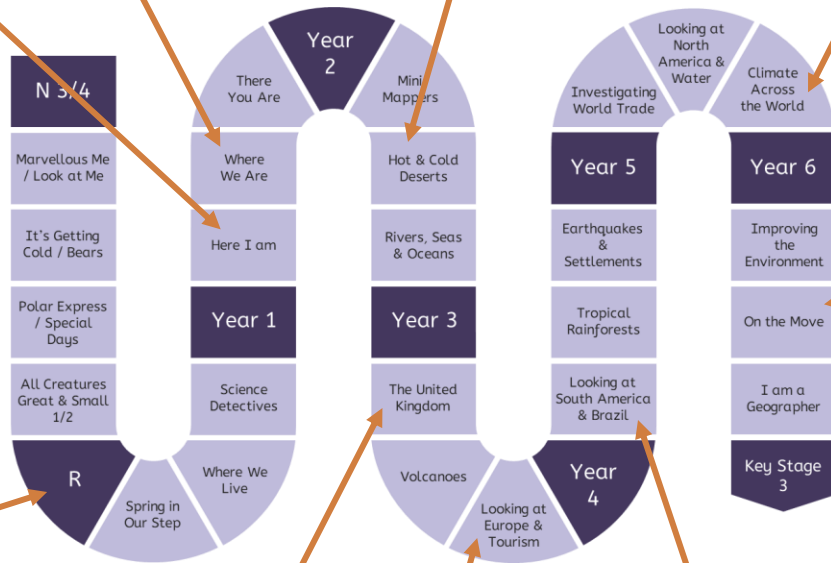
People migrate because of push and pull factors.

Voluntary migration usually happens because of economic or social factors.

Forced migration happens as a result of life-threatening events, such as conflict or physical disasters.

Asylum seekers are people who are forced to leave their country. They apply for asylum and, if it is accepted, they are granted refugee status. Refugees are given international protections and support in settling in a different country.

Human settlements change or develop based on external factors (both human and physical).



Population & Communities

Progression in Geography

Vertical Concepts
Human Processes
Physical Processes
Space & Place
Procedural Knowledge
Disciplinary Knowledge
Enquiry & Fieldwork
Comparisons
Interconnections
Forming Judgements
Decision Making

Rural areas include farmland. This can be for either pastoral or arable farming.

There are poorer and wealthier areas in every city.

Countries in the world can be classified as low-, medium- or high-income countries (LIC, MIC, HICs). They appear in all continents.

People can be employed in different industries and sectors including primary, secondary, tertiary and quaternary.

HICs, MICs and LICs tend to have primary, secondary, tertiary and quaternary industries at different levels.

Trade is the process of buying and selling goods. Imports are goods that are brought into the country. Exports are goods that are traded out of the country.

Fair trade is a way of making sure that farmers are paid a fair price for the food they grow.

Economic aspects of climate change mitigation and adaptations.

Agriculture is the word used to describe the practice of farming.

Land use can be for economic uses, including agriculture, factories and leisure.

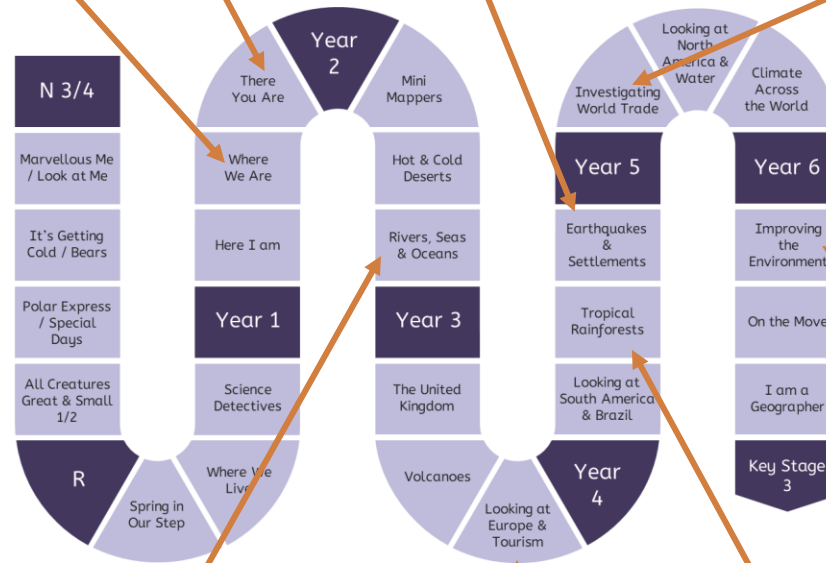
Ports are places where goods to be traded are unloaded and loaded.

Humans use seas and oceans for economic and leisure uses. The main economic use is trade.

Tourism is the business of supporting and encouraging people to visit a place for fun.

Human impacts can be social, economic and environmental.

Rio de Janeiro is one of the largest cities Brazil. Some of its population live in favelas (makeshift settlements), but there are also wealthy areas that are popular with tourists.



Economy & Development

Progression in Geography



- Vertical Concepts
- Human Processes
- Physical Processes
- Space & Place
- Procedural Knowledge
- Disciplinary Knowledge
- Enquiry & Fieldwork
- Comparisons
- Interconnections
- Forming Judgements
- Decision Making

We live on the Earth. **Physical features** occur in nature and include river, forest, soil, and hill.

Coastal areas are areas of land that are near the sea. Features in coastal areas include beach, cliff, sea and ocean.

Features of **hot deserts** include rocks, sand dunes and oases. Features of **cold deserts** include mountains and ice sheets.

Examples of natural resources include wood, food, water and **fossil fuels**. Fossil fuels are materials made from fossils over millions of years, like coal and oil. Humans use these to run cars and electrical items. Natural resources are unevenly distributed across the world and can be **renewable** or **non-renewable** (finite).

Describing the natural things in our local area.

Physical regions of South America.

The **upper course** of a river is in high, mountainous ground and the river is narrow and fast-flowing; the **lower course** of a river is in low, flat ground and the river is wide and slow-flowing; the **middle course** is between the two. Rivers **erode, transport and deposit** to form waterfalls, meanders and floodplains.

Use of fossil fuels to create plastics, and the effects this can have on the Earth.

Physical regions are identified by climate, land height and other physical features.

Geographical features include beach, hill, forest, river and sea.

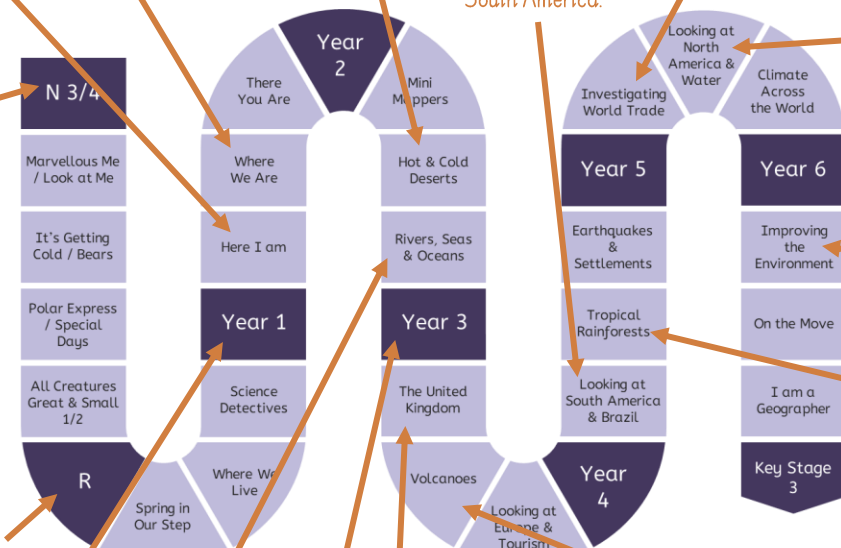
Science: Some plants grow in soil.

Rivers, lakes, seas and oceans are all bodies of water. Rivers travel from **highland** areas (the source) to **lowland** areas (the mouth). Physical features around rivers include **valleys, mountains, hills and vegetation**.

Science: Much of the solid surface of the Earth is covered in **soil**, which is a mixture of pieces of rock of various sizes and the remains of organisms. Some soil also contains air, water and nutrients. There are three main kinds of rock, **igneous, sedimentary** and **metamorphic**, with different composition and properties.

There are several **mountain ranges** in the UK.

The Earth has four layers. Its upper layer of **tectonic plates** move. **Shield and composite volcanoes** can form at plate boundaries, which produce lava, pyroclastic flows, ash clouds and lahars. Soil is rich with nutrients around volcanoes.



Geology & Earth Science

Progression in Geography



- Vertical Concepts
- Human Processes
- Physical Processes
- Space & Place
- Procedural Knowledge
- Disciplinary Knowledge
- Enquiry & Fieldwork
- Comparisons
- Interconnections
- Forming Judgements
- Decision Making

Science Global warming describes the increase in average temperatures on Earth. There is air all around us on Earth. Air has oxygen in it.

The weather is short-term. **Climate** is long-term summary of the weather conditions. **Precipitation** is the fall of water as rain, sleet, snow or hail. **Deserts** are places where there is very little precipitation.

Science: There is less and less air further away from the Earth's surface.

The amount of water on Earth is constant. Most is saltwater stored in oceans, and most freshwater is stored as ice or underground. Water cycle: Evaporation from the air and **transpiration** from trees means that water vapour rises in the air. It condenses to form clouds and precipitation occurs when the clouds get heavy. **Surface runoff** is the flow of water overground; **throughflow** is the flow of water underground.

Climate zones share long-term weather patterns. There are six main climate zones: polar, temperate, arid, tropical, Mediterranean and mountains. **Biomes** are areas of the world that, because of similar climates, have similar landscapes, flora and fauna. The major biomes of the world are tundra, tropical rainforests, coral reefs, temperate forests and hot deserts. The **natural greenhouse effect**, the **enhanced greenhouse effect**, **global warming** and resulting **climate change**. The increase in frequency of **extreme weather** events like heatwaves and drought as a result of climate change.

Mitigation and **adaptation** are ways that humans can reduce and live with the effects of climate change

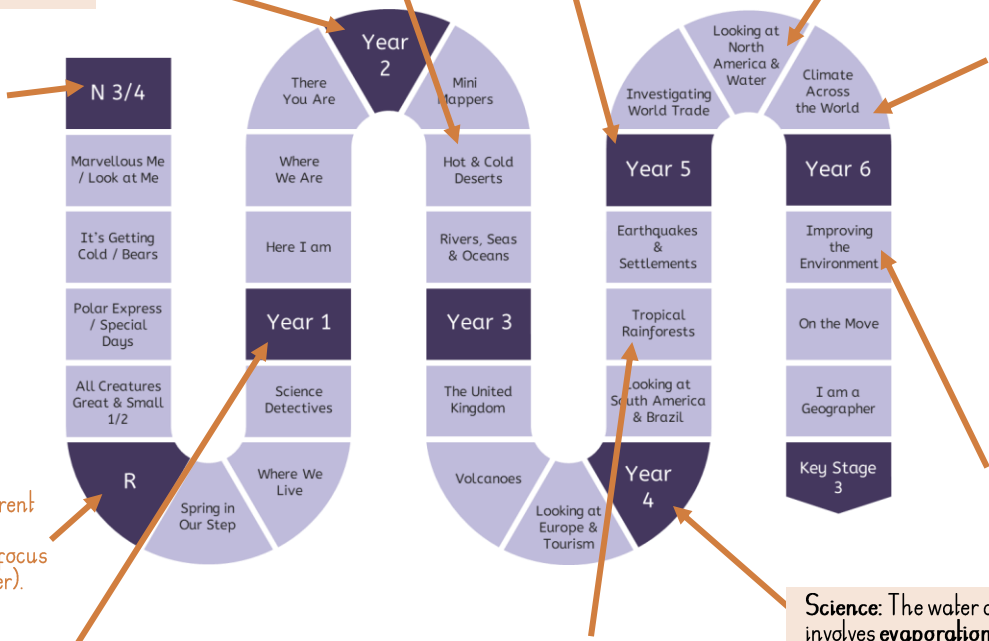
Types of weather include sunny, rainy, windy, and snowy.

We experience different types of weather in different **seasons** (focus on spring and winter).

Science The weather can change rapidly. The four different seasons have different weather patterns.

The layer of air around the Earth is called the **atmosphere**. **Atmospheric circulation** causes some areas on Earth to have higher levels of precipitation than others. **Tropical rainforests** are places where there is lots of precipitation.

Science: The water cycle involves **evaporation** of water from oceans and **condensation** of water, which falls as precipitation.



Environmental Science

Progression in Geography

- Vertical Concepts
- Human Processes
- Physical Processes
- Space & Place
- Procedural Knowledge
- Disciplinary Knowledge
- Enquiry & Fieldwork
- Comparisons
- Interconnections
- Forming Judgements
- Decision Making

The UK is made of four countries: England, Scotland, Wales and Northern Ireland.
The capital cities of the four countries in the UK are London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland).

There are seven continents in the world, six of which people live on. There are countries within each continent (except Antarctica).
Case study: Kenya

Location is a point on a map.
Place is the emotional attachment to a location, developed through character and identity.

North America is located to the west of Europe and is the third largest continent. North America is made up of 23 countries in the Caribbean, Central America, and Northern America.

Talk about where I live (e.g. flat/house number, name of street)
Location of UK.
Location of the North Pole and South Pole.
Location of Africa.

Location of Missouri, Mississippi, Yukon, Rio Grande, Churchill, Mackenzie and Colorado rivers.

Case study: Local area.

Locating climate zones and biomes.

Location of Kenya.

Case study: Haiti; Japan

Hot deserts are usually near the Equator; cold deserts are usually near the North Pole or South Pole.
Case study: Sahara Desert; Antarctic Desert

Case study: Shetland

The UK is made of four countries: England, Scotland, Wales and Northern Ireland; Great Britain is made up of England, Scotland and Wales; British Isles is made up of England, Scotland, Wales, Northern Ireland and Ireland.

Case study: Poland to UK 2004-today; Mexico to USA; Syria to countries in Europe

England and the UK are split into regions. Regions in England and the UK are split into counties.

South America is made up of 12 countries.

Case study: Rio de Janeiro

There are several mountain ranges in the UK, including Grampian Mountains (Scotland), Pennines (England) and Cambrian Mountains (Wales).

The Pacific Ring of Fire is an imaginary line where lots of volcanoes exist.

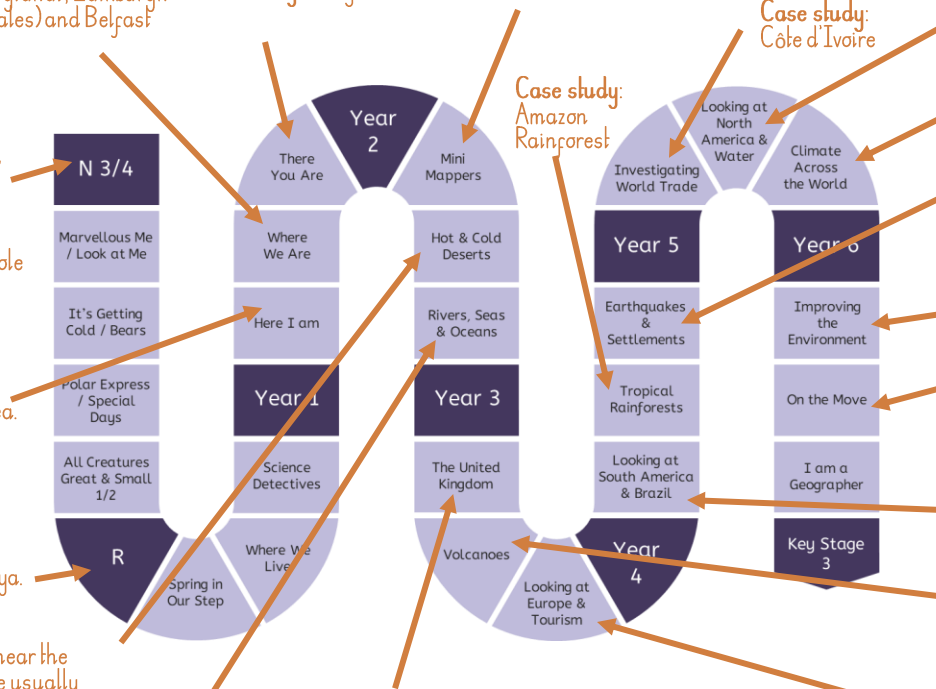
Case study: La Soufriere; Etna

The three longest rivers in the UK are the Severn, Thames and Trent.

Europe is made up of 50 countries; Russia is split across Asia and Europe.

There are similarities and differences between different places, even if they have similar physical and/or human features.

Case study: Amalfi Coast; Graian Region



Progression in Geography

- Vertical Concepts
- Human Processes
- Physical Processes
- Space & Place
- Procedural Knowledge
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- Decision Making

Identify land and water on a map.
Identify country boundaries on a map.
Use photographs of places in oblique view.

Use a globe to locate places.
The North Pole and the South Pole are at the top and bottom of the Earth.

Draw a route on a map and label features in correct order.
Use a simple map (Google maps) in a plan view.

Use photographs in objects and features in elevation view (from front).
Use photographs of objects and features in oblique view (from diagonally above).
Use photographs of objects in plan view (from directly above).
Use simple picture maps.
Use a basic key to interpret and identify places on a map.

The Equator is an imaginary line across the Earth.
Use an infant atlas.
Use and interpret 2 compass points (north and south).

Use and interpret 4 compass points (north, south, east and west).
Give and interpret basic OS map symbols.

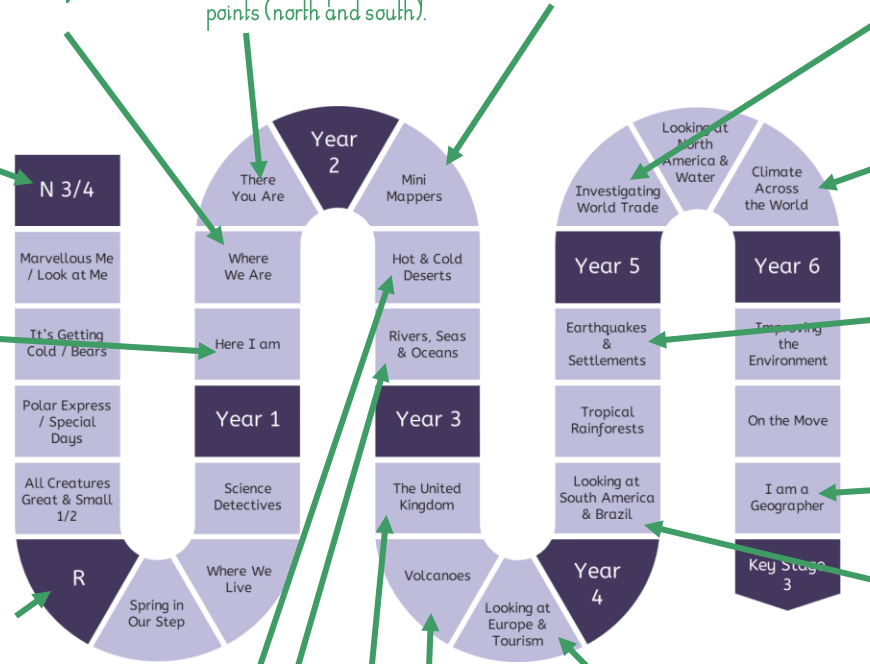
Locate places using 4-figure grid references on OS maps.

Use thematic maps (showing climate zones and population density).

Locate places and features using letter and number coordinates on a map.

Locate places and features using 6-figure grid references on OS maps.

Lines of longitude and latitude are imaginary lines that help us locate places on Earth. Lines of longitude run north to south. The main one is called the Prime Meridian. Lines of latitude run east to west. The main ones are called the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.
The Equator splits the Earth into the Northern and Southern Hemispheres; the Prime Meridian splits the Earth into the Eastern and Western Hemispheres.



Use satellite images (Google Earth) in a plan view.
Use aerial photographs of places in a plan view.

Use and interpret 8 compass points (N, NE, E, SE, S, SW, W, NW).
Identify country boundaries on a map.
Know that political maps show human boundaries and features, and physical maps show physical boundaries and features.
Use OS maps.
Use physical maps.

Map Skills

Progression in Geography

- Vertical Concepts
- Human Processes
- Physical Processes
- Space & Place
- Procedural Knowledge
- Disciplinary Knowledge
- Enquiry & Fieldwork
- Comparisons
- Interconnections
- Forming Judgements
- Decision Making

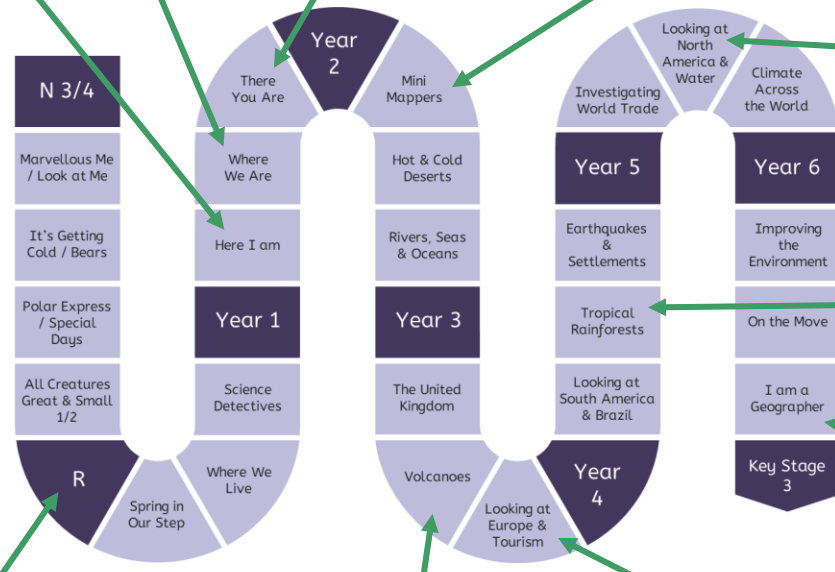
Recognise that our home, our school and our community are at the local scale.
Interpret and give locations and directions using language of left, right, near and far.

Recognise that our home, our school and our community are at the local scale, UK and countries are at the national scale.

Recognise that our home, our school and our community are at the local scale; UK and countries are at the national scale; and continents are at the global scale.

Draw routes between locations on playground on squared paper using scale 1 square: 1 pace (or 1 metre, if pupils have learned this in maths by this stage in Y2).

Draw a sketch map of a route with some approximate scale and features in correct order.
Know that scale is used to show size proportionally.



Calculate distances on a map using scale (1 unit: 1, 2, 4, 5 or 10 units).

Draw an object (trees in the tropical rainforests) to scale.

Draw a basic map to scale (1 unit: 1, 2, 4, 5 or 10 units).

Use prepositions (e.g. bigger/smaller; nearer/further) to describe and interpret locations.
Use directional language (not left and right) to describe and interpret directions.
Recognise that drawings are not the same size of features in real life.
Draw round objects to make a plan view of them, and identify objects from a plan photograph/drawing of them.

Recognise that world maps can be drawn from different perspectives, and different perspectives are useful for different tasks.

Say whether a map is at the local, national or global scale.
Spatially match locations on maps of different scales.

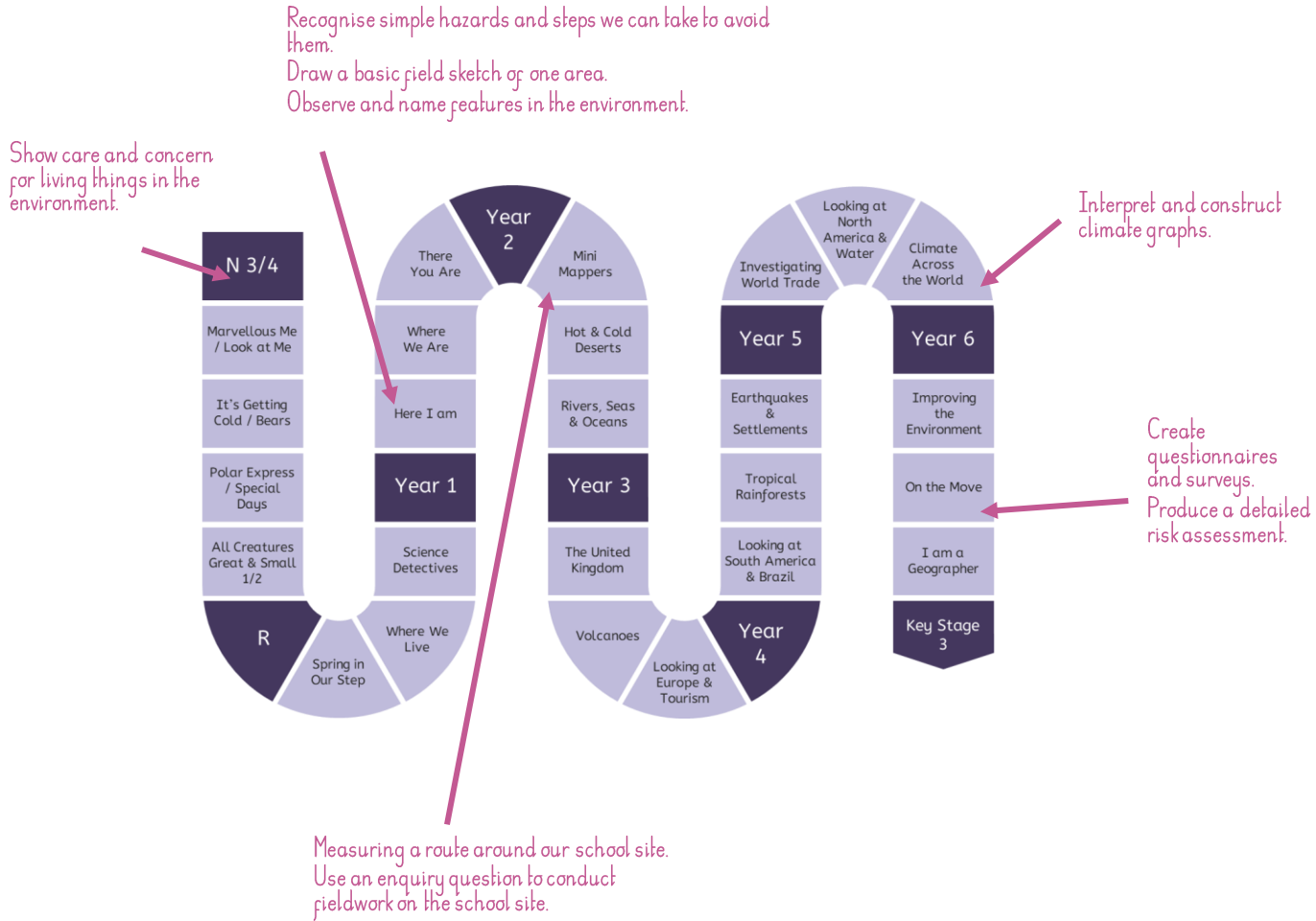
Scale & Perspective

Disciplinary Knowledge

	Enquiry & Fieldwork	Making Comparisons	Interconnections	Forming Judgements
EYFS	<ul style="list-style-type: none"> Show care and concern for living things in the environment. 	<ul style="list-style-type: none"> Identify similarities and differences between my local area and another place at the same scale (southwest Kenya). 	<ul style="list-style-type: none"> Identifying patterns in the world around us. Humans can affect and may be influenced by different places and physical processes. 	
Y1	<ul style="list-style-type: none"> Recognise simple hazards and steps we can take to avoid them. Draw a basic field sketch of one area. Observe and name features in the environment. 	<ul style="list-style-type: none"> Identify similarities and differences between capital cities and our local area Comparing features of urban, rural and coastal areas. Identify similarities and differences between my local area and other places at the same scale (Nairobi and Naro Moru). 	<ul style="list-style-type: none"> Settlements are influenced by both human and physical features. Humans are affected by physical features everyday (e.g. weather). Land use varies due to changes in human and physical features. 	
Y2	<ul style="list-style-type: none"> Measuring a route around our school site. Use an enquiry question to conduct fieldwork on the school site. 	<ul style="list-style-type: none"> Identify similarities and differences between two non-local places (Sahara Desert and Antarctic Desert). 	<ul style="list-style-type: none"> Human features are often shaped by physical features. Climate is long term weather patterns, a physical process, that can be influenced by human activity. 	
Y3	<ul style="list-style-type: none"> [As appropriate; fieldwork in local area] 	<ul style="list-style-type: none"> Explain similarities and differences (between human settlements around Etna and La Soufriere), using geographical knowledge. Comparing the impacts of tourism on three different locations. 	<ul style="list-style-type: none"> Overfishing is damaging biodiversity in the oceans. Sustainable management of fishing is needed to protect species. Physical features can affect human development e.g. living near volcanoes There are similarities and differences between places, even if they have similar physical and/or human features. 	<ul style="list-style-type: none"> Evaluate the positives and negatives associated with living near volcanoes.
Y4	<ul style="list-style-type: none"> [As appropriate; fieldwork in local area] 	<ul style="list-style-type: none"> Comparing the responses to Earthquakes in Haiti and Japan. 	<ul style="list-style-type: none"> Human activity can affect physical features (e.g. deforestation of Amazon). Scale is used to identify the different impacts of change (small scale vs large scale logging). Similarities and differences between LICs, MICs and HICs. Humans adapt to living in earthquake-prone areas. 	<ul style="list-style-type: none"> Recognise that people have differing opinions about environmental issues (the issue of deforestation in the Amazon Rainforest).
Y5	<ul style="list-style-type: none"> Interpret and construct climate graphs. 		<ul style="list-style-type: none"> Many places at the local, national and global scale rely on trading with other places across the world. Climate change and global warming happen due to both naturally occurring events and human activity. 	<ul style="list-style-type: none"> Express opinions about fairtrade (benefits and drawbacks). Express opinions about environmental issues (Fair Trade) with reasons.
Y6	<ul style="list-style-type: none"> Create questionnaires and surveys. Produce a detailed risk assessment. 		<ul style="list-style-type: none"> Both human and physical processes can affect the climate creating changes which need to be sustainably managed. Migration is usually the result of a related set of push and pull factors these can be both physical and human factors. 	<ul style="list-style-type: none"> Evaluate responses to environmental issues (UK's response to plastic waste). Explain how actions can reduce the impacts of climate change.
KS3	<ul style="list-style-type: none"> Applying deeper understanding of geographical concepts to fieldwork of increasing complexity. 	<ul style="list-style-type: none"> Make comparisons between places using increasingly complex set of factors. 	<ul style="list-style-type: none"> Make connections between an increasingly large and complex set of factors (e.g. development; population; physical features). 	<ul style="list-style-type: none"> Forming judgements and making decisions about the best course of action.

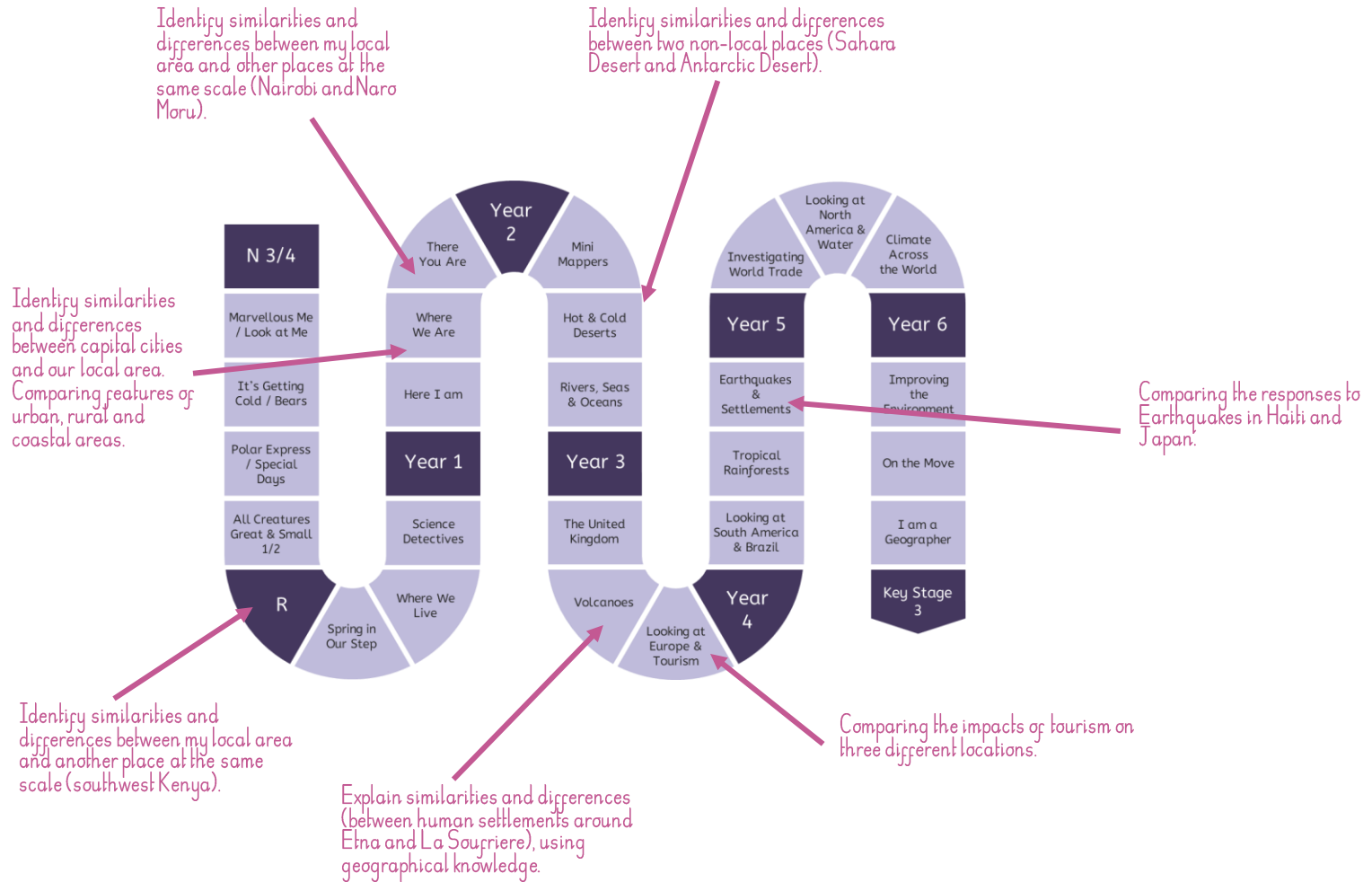
Progression in Geography

- Vertical Concepts
- Human Processes
- Physical Processes
- Space & Place
- Procedural Knowledge
- Disciplinary Knowledge
- Enquiry & Fieldwork
- Comparisons
- Interconnections
- Forming Judgements



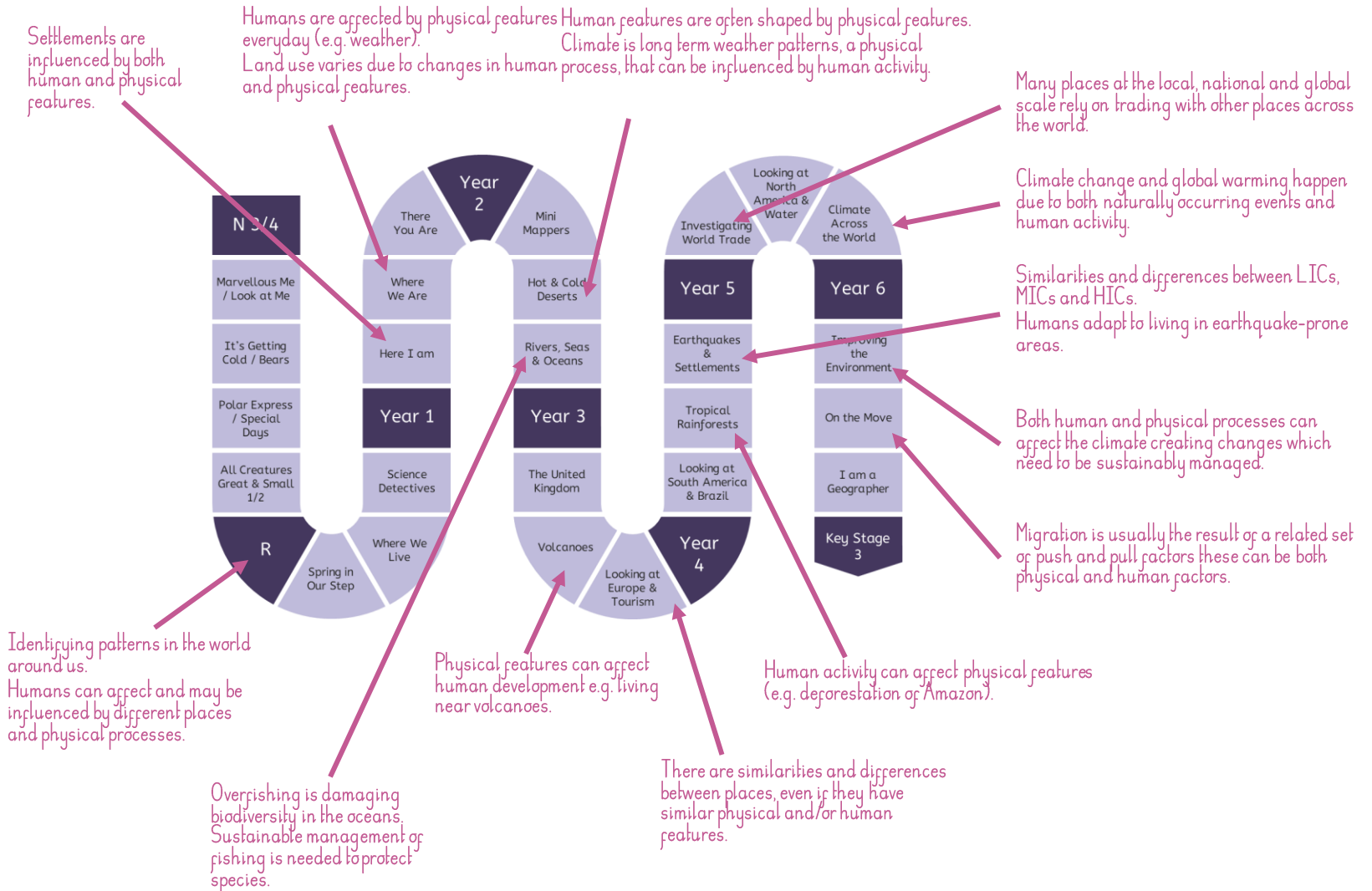
Progression in Geography

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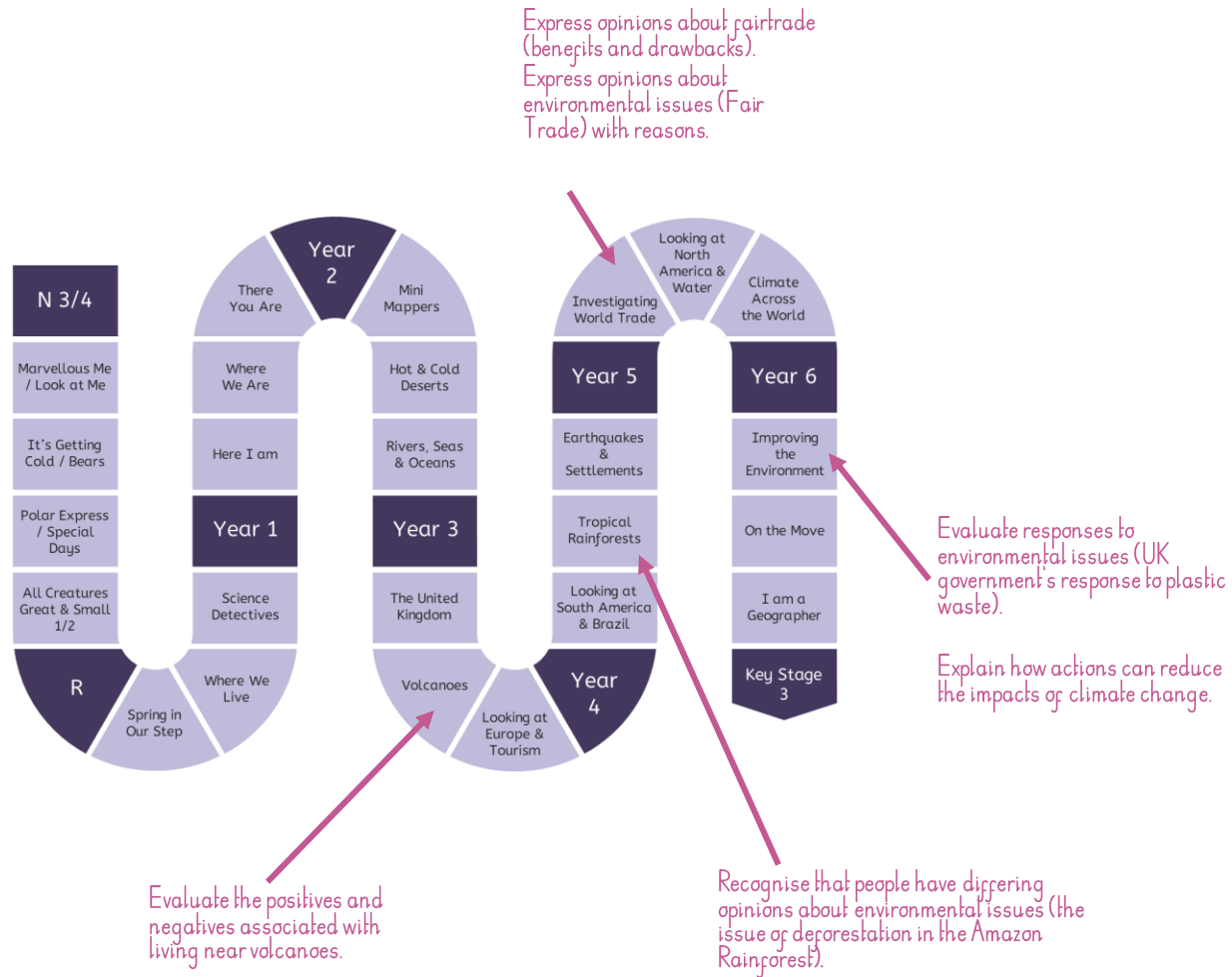
Progression in Geography

Vertical Concepts
Human Processes
Physical Processes
Space & Place
Procedural Knowledge
Disciplinary Knowledge
Enquiry & Fieldwork
Comparisons
Interconnections
Forming Judgements



Progression in Geography

- Vertical Concepts
- Human Processes
- Physical Processes
- Space & Place
- Procedural Knowledge
- Disciplinary Knowledge
- Enquiry & Fieldwork
- Comparisons
- Interconnections
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Alignment to the National Curriculum (KSI)

The below tables outlines where the statutory content from the National Curriculum is first taught across KSI or KS2. The curriculum has been sequenced so that much of the content is reviewed in subsequent units.

Locational knowledge	
Name and locate the world's seven continents and five oceans	Y1 Sum: There you are
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Y1 Spr: Where we are
Place knowledge	
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	Y1 Sum: There You Are
Human and physical geography	
Identify seasonal and daily weather patterns in the United Kingdom	Y1 Aut2 Science: Seasonal changes
Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Y2 Spr: Hot and cold deserts
Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and port 	Y1 Aut: Here I am Y1 Spr: Where we are Y2 Sum: Rivers, seas and oceans
Geographical skills and fieldwork	
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	Y1 Sum: There you are Y2 Sum: Rivers, seas and oceans
Use simple compass directions (North, South, East and West)	Y2 Aut: Minimappers
Use locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map	Y1 Aut: Here I am
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	Y2 Sum: Rivers, seas and oceans
Devise a simple map; use and construct basic symbols in a key	Y2 Aut: Minimappers
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	Y1 Aut: Here I am Y2 Aut: Minimappers

Alignment to the National Curriculum (KS2)

Locational knowledge

Locate the world's countries, using maps to concentrate on their environmental regions, key physical and human characteristics, countries and major cities:

- Europe
- North America
- South America

Y3 Sum: Looking at Europe and tourism
Y5 Aut: Investigating world trade
Y4 Aut: Looking at South America and Brazil

Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Y3 Aut: UK
Y5 Spr: Looking at North America and water

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime Meridian

Y4 Aut: Looking at South America and Brazil

Place knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Y5 Spr: Looking at North America and water

Human and physical geography

Describe and understand key aspects of physical geography including:

- Climate zones, biomes and vegetation belts
- Rivers
- Volcanoes
- Mountains
- Earthquakes
- The water cycle

Y5 Sum: Climate across the world
Y5 Spr: Looking at North America and water
Y3 Spr: Volcanoes
Y3 Aut: UK
Y4 Sum: Earthquakes
Y5 Spr: Looking at North America and water

Describe and understand key aspects of human geography including:

- Types of settlement and land use
- Economic activity including trade links
- Distribution of natural resources including energy, food, minerals and water

Y3 Aut: UK
Y5 Aut: Investigating world trade
Y5 Sum: Investigating world trade;
Y5 Spr: Looking at North America and water

Geographical skills and fieldwork

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

[See the last column in Disciplinary Knowledge to see when each map type is introduced]

Use the eight compass points

Y3 Aut: UK

Four-figure grid references

Y5 Aut: Investigating world trade

Six-figure grid-references

Y6 Sum: I am a geographer

Symbols and key (including OS maps)

Y3 Aut: UK

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

Y2 Aut: Minimappers;
Y6 Sum: I am a geographer

Impact

The Grange Curriculum has progression built in, therefore class teachers and the subject lead are confident that pupils are keeping up with it through different formative and summative assessment approaches.

These include:

- **Formative assessment in lessons**
There are opportunities for formative assessment within all geography lessons and teachers then continually adapt their lesson delivery to address misconceptions and ensure that pupils are keeping up with the content.
- **Low-stakes summative assessment**
A post-learning quiz is completed for every unit that is taught. These questions usually take the form of multiple-choice questions and aim to assess whether pupils have learned the core knowledge for that unit. These are also used formatively, and teachers then plan how most effectively to fill gaps and address misconceptions before moving on.
- **Books and pupil-conferencing**
Talking to pupils about their books enables us to assess how much of the curriculum content is secure. These conversations are used most effectively to determine whether pupils have a good understanding of the vertical concepts, and if they can link recently taught content to learning from previous units.