



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

Geography

Curriculum Expectations 2026-2027



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

Building on the Framework for Excellence, The Grange Primary Curriculum has **six core principles**:

- **Entitlement**
All pupils have the right to learn what is in the United Learning curriculum, and schools have a duty to ensure that all pupils are taught the whole of it
- **Coherence**
Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects
- **Mastery**
We ensure that foundational knowledge, skills and concepts are secure before moving on. Pupils revisit prior learning and apply their understanding in new contexts
- **Adaptability**
The core content – the ‘what’ – of the curriculum is stable, but schools will bring it to life in their own local context, and teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes
- **Representation**
All pupils see themselves in our curriculum, and our curriculum takes all pupils beyond their immediate experience
- **Education with character**
Our curriculum – which includes the taught subject timetable as well as spiritual, moral, social and cultural development, our co-curricular provision and the ethos and ‘hidden curriculum’ of the school – is intended to spark curiosity and to nourish both the head and the heart

Subject-specific rationales are built on these six principles.

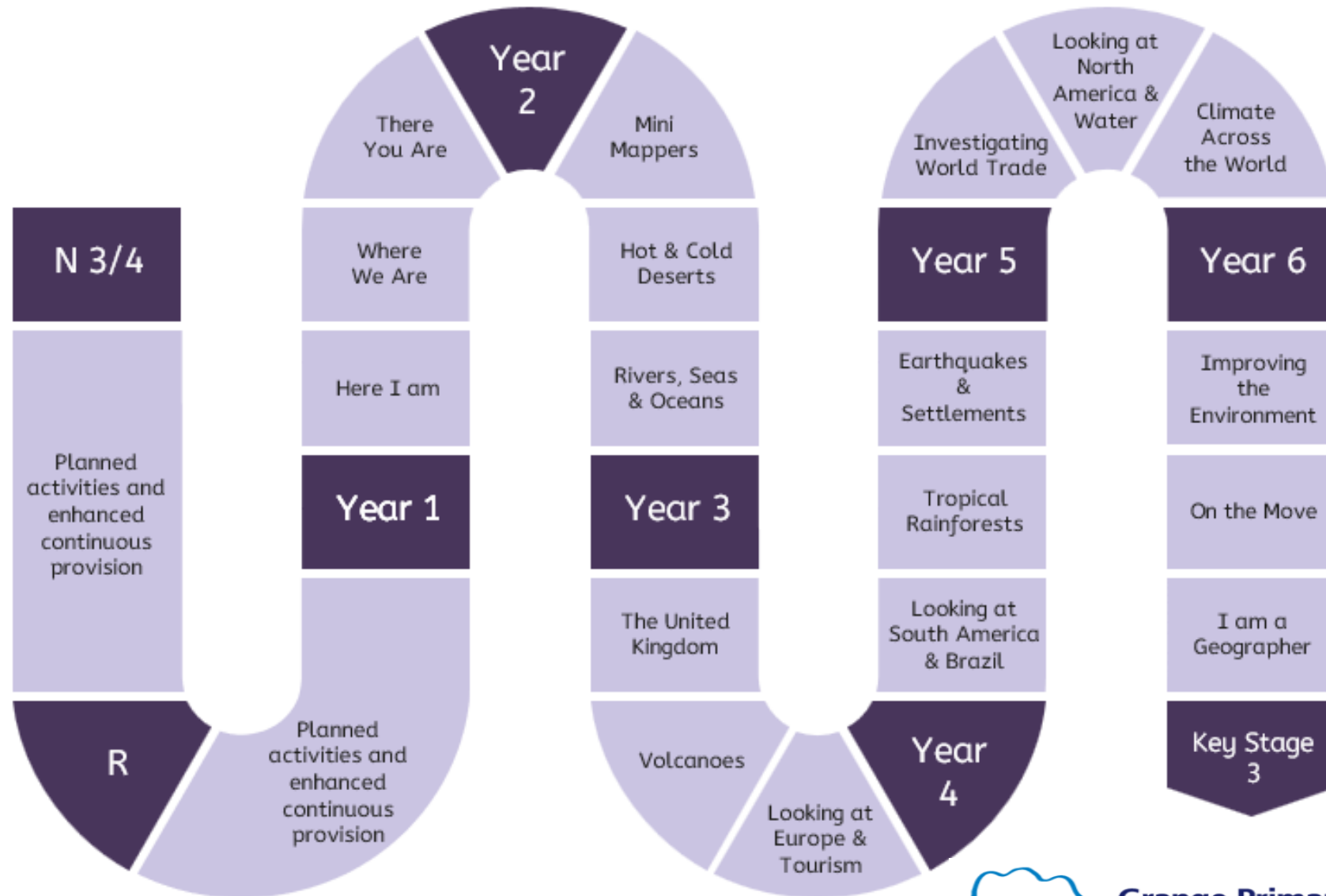
The Grange Curriculum Principles: Geography

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 event 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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Here I Am [Aut1] Locating our school in our local area and identifying local physical and human features on a map and during fieldwork.	Mini Mappers 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. Learning about reducing waste and the actions that humans can take to improve the environment.
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 [Spr2] Understanding the key features of a rainforest ecosystem, the contributions they make to the world and the threats they face (using the Amazon Rainforest).	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.	On the Move [Spr1] Understanding push and pull factors in migration from the Northern Triangle to the USA, and from Syria to countries in Europe; understanding the benefits of migration to the UK.
Summer	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.



The Grange Curriculum EYFS: Geography

N 3/4

Through a range of planned activities and enhanced continuous provision, children work towards the following milestones:

Understanding the World – The Natural World and People, Culture and Communities

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Know that there are different countries in the world and talk about differences they have experienced or seen in photos.
- Begin to understand the need to respect and care for the natural environment and all living things.

Mathematics (Supporting Geography)

- Understand position through words alone – for example, “The bag is under the table,” – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like ‘in front of’ and ‘behind’.

Communication and Language (Supporting Geography)

- Use a wider range of vocabulary.
- Understand a question or instruction with two parts.
- Understand ‘why’ questions.
- Use talk to organise themselves and their play.



The Grange Curriculum EYFS: Geography

Reception

Through a range of planned activities and enhanced continuous provision, children work towards the following milestones:

Understanding the World – People, Culture and Communities

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Understand that some places are special to members of their community.

Understanding the World – The Natural World

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different from the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Communication and Language (Supporting Geography)

- Learn new vocabulary.
- Use new vocabulary in different contexts.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.



The Grange Curriculum EYFS: Geography

Reception

Through a range of planned activities and enhanced continuous provision, children work towards the following milestones:

Early Learning Goals

Understanding the World - People, Culture and Communities

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

Understanding the World - The Natural World

- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- Explore the natural world around them, making observations and drawing pictures of animals and plants.

Communication and Language (Supporting Geography)

- Make comments about what they have heard and ask questions to clarify their understanding.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.



		Required Prior Knowledge	Knowledge to Be Explicitly Taught	How Knowledge Will Be Built Upon
Substantive	Conceptual		• Talk about where I live (e.g. flat/house number, name of street) • Identify appropriate clothes to wear to go outside in different types of weather • Some animals, like bears, hibernate in the winter • Types of weather include sunny, rainy, windy and snowy • We see puddles when it is rainy, shadows during the day and rainbows when there is sunshine and rain • Location of the UK on a globe • Habitats are the places where living things live • Different animals live in different habitats • Different countries in the world experience different types of weather • Location of Africa on a globe • The Serengeti is a grassland, with many habitats. It is home to animals like zebras, lions, giraffes, hippos, vultures, snakes, toads and scorpions • The Congo Basin is a tropical rainforest, with many habitats. It is home to animals like gorillas, chimpanzees, elephants, crocodiles, leopards, peafowl, frogs, lots of fish and spiders	• We live on the Earth (Y1 Aut) • My home, our school and our community are at the local scale (Y1 Aut) • Science: A habitat is a place where living things live. A very small habitat is called a micro-habitat. These can be found within larger habitats (Y2 Spr)
	Procedural		• The North Pole and the South Pole are at the top and bottom of the Earth Map skills: • Globe	
Disciplinary			• Show care and concern for living things in the environment • Interconnections & change: Identify patterns in the world around us	
VCs			• Space & place: Where I live • Space & place: The location of the UK • Space & place: North Pole and South Pole • Space & place: Location of the continent of Africa • Physical processes: Describing the natural things in our local area • Physical processes: Types of weather include sunny, rainy, windy and snowy	• Human processes: Settlements can be villages, towns or cities, depending on their size (Y1) • Human processes: Human features are man-made. They include settlements, shops, houses and offices (Y1) • 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 rivers, forests, soil and hills (Y1)

Reception

		Required Prior Knowledge	Knowledge to Be Explicitly Taught	How Knowledge Will Be Built Upon
Substantive	Conceptual	Talk about where I live (e.g. flat/house number, name of street) (N3-4)	- Features including beaches, hills, forests, rivers, seas, villages, towns and cities - Location of Kenya on a globe - Handa's life in Kenya is different from our lives in the UK today. Not everyone in the UK lives in the same way we do, and not everyone in Kenya lives like Handa does	- There are poorer and wealthier areas in every county and city (Y1 Sum) - Human and physical features of Nairobi and a local city in the UK (Y1 Sum) - Human and physical features of Naro Maru and a local rural area in the UK (Y1 Sum)
	Procedural	Map skills: Globe	- 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 as features in real life - Draw around objects to make a plan view of them, and identify objects from a plan photograph/drawing of them Map skills: - Use photographs of objects and features in an elevation view (from front) - Use photographs of objects and features in an oblique view (from diagonally above) - Use photographs of objects in a plan view (from directly above) - Use simple picture maps - Use a basic key to interpret and identify places on a map	A&P: Recognise simple hazards and plan steps we can take to reduce them (Y1 Aut)
Disciplinary		Interconnections & change: Identifying patterns in the world around us (N3-4)	Enquiry & 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 Comparisons: Identifying similarities and differences between the local area and another place at the same scale (southwest Kenya)	Interconnections & change: Settlements are influenced by both human and physical features (Y1)
VCs		Space & place: Where I live (N3-4) Space & place: Location of the continent of Africa (N3-4)	Space & place: Location of Kenya Physical processes: Geographical features including beaches, hills, forests, seas and rivers 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	Human processes: Human features are man-made. They include settlements, shops, houses and offices (Y1)

		Required Prior Knowledge	Knowledge to Be Explicitly Taught	How Knowledge Will Be Built Upon
Substantive	Conceptual	• Talk about where I live (e.g. flat/house number, name of street) (N3-4) • Location of the UK on a globe (N3-4) • Materials can be artificial (man-made) or natural (N3-4)	• 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 and 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	• Mapping our local area (Y2 Aut) • Countries of the UK (Y1 Spr) • Settlements can be hamlets, villages, towns or cities (Y3 Spr)
	Procedural	• 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 as features in real life • Draw around objects to make a plan view of them, and identify objects from a plan photograph/drawing of them Map skills: • Use photographs of objects and features in an elevation view (from front) • Use photographs of objects and features in an oblique view (from diagonally above) • Use photographs of objects in a plan view (from directly above) • Use simple picture maps • Use a basic key to interpret and identify places on a map	• Recognise that our home, our school and our community are at the local scale • Interpret and give locations and directions using the language of left, right, near and far Map skills: • Draw a route on a map and label features in the correct order • Use a simple map (Google Maps) in a plan view	• Draw routes between locations on the playground on squared paper using a scale of 1 square : 1 pace (or one metre, if pupils have learned this in mathematics by this stage in Y2) (Y2) Map skills: • Use satellite images (Google Earth) in a plan view • Use aerial photographs of places in a plan view • Use and interpret four compass points (north, south, east and west) (Y2)
	Disciplinary	• Interconnections & change: Humans can affect and may be influenced by different places and physical processes (EYFS)	• 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	• Comparisons: Identify similarities and differences between my local area and other places at the same scale (Nairobi and Naro Moru) (Y1)
	VCs	• Space & place: Where I live (N3-4)	• Space & place: Case study: Local area • Physical processes: We live on the Earth • Physical processes: Physical features occur in nature and include rivers, forests, soil and hills • 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	• Human processes: Settlements can be hamlets, villages, towns and cities, depending on their size (Y3)

		Required Prior Knowledge	Knowledge to Be Explicitly Taught	How Knowledge Will Be Built Upon
Substantive	Conceptual	- Features include beaches, hills, forests, rivers, seas, villages, towns and cities (N3-4) - My home, our school and our community are 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, and physical features are those that would be there without humans (Y1 Aut) - Key words: river, forest, soil, hill, shop, house and office (Y1 Aut)	- My home, our school and our community are at the local scale, and the UK and other countries are at the national scale - The UK is made up 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, and urban means towns and cities - Rural areas include farmland. This can be for either pastoral or arable farming - The amounts and types of wildlife vary 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 beaches, cliffs and the sea or the ocean	- The seas that surround the UK are the North Sea, the Irish Sea and the English Channel (Y2 Sum) - UK, Great Britain and the British Isles (Y3 Aut) - The UK is spit 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 the Grampians (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	Map skills: - Draw a route on a map and label features in the correct order - Use a simple map (Google Maps) in a plan view	- Recognise that our home, our school and our community are at the local scale, and the UK and other countries are at the national scale Map skills: - Identify land and water on a map - Identify country boundaries on a map - Use photographs of places in an oblique view	Map skills: Identify county boundaries on a map (Y3)
Disciplinary		Enquiry & fieldwork: Observe and name features in the environment (Y1) Interconnections & change: Settlements are influenced by both human and physical features (Y1)	Comparisons: Identify similarities and differences between capital cities and our local area Comparisons: Compare features of urban, rural and coastal areas Interconnections & change: Humans are affected by physical features every day (e.g. weather) Interconnections & change: Land use varies due to changes in human and physical features	Comparisons: Identify similarities and differences between the local area and other places at the same scale (Nairobi and Naro Moru) (Y1)
VCs		Physical processes: Physical features occur in nature and include rivers, forests, soil and hills (Y1) Human processes: Human features are man-made. They include settlements, shops, houses and offices (Y1)	Space & place: The UK is made up 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 beaches, cliffs and the sea or the ocean Human processes: Rural means countryside, and urban means towns and cities Human processes: The population of rural areas is smaller than that of urban areas Human processes: Rural areas include farmland. This can be for either pastoral or arable farming	Human processes: Humans use seas and oceans for economic and leisure uses. The main economic use is trade (Y2)

		Required Prior Knowledge	Knowledge to Be Explicitly Taught	How Knowledge Will Be Built Upon
Substantive	Conceptual	- Different countries in the world experience different types of weather (Rec) - The North Pole and the South Pole are at the top and the bottom of the Earth (Rec) - Location of Kenya on a globe (Rec) - Handa's life in Kenya is different from our lives in the UK today. Not everyone in the UK lives in the same way we do, and not everyone in Kenya lives like Handa does (Rec) - We live on the Earth (Y1 Aut) - Human features are man-made and physical features are those that would be there without humans (Y1 Aut) - My home, our school and our community are at the local scale, and the UK and other 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)	- 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 the bottom of the Earth - Kenya is a country in Africa that 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 a local city in the UK - Rural areas in different parts of the world have similarities and differences - Human and physical features of Naro Moru and a local rural area in the UK	- 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, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circles (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	Science: Use a Venn diagram to classify items into two or three sets based on their properties (Y1) Map skills: - Globe (EYFS) - Simple map (Google Maps) (Y1) - Photographs of places in an oblique view (Y1) - Identify country boundaries on a map (Y1)	- Recognise that our home, our school and our community are at the local scale; the UK and other countries are at the national scale; and continents are at the global scale Map skills: - The Equator is an imaginary line across the Earth Use an infant atlas - Use and interpret two compass points (north and south)	Using map types: Use and interpret four compass points (north, south, east and west) (Y2) Junior atlas (Y3)
Disciplinary		Comparisons: Identify similarities and differences between my local area and another place at the same scale (south-west Kenya) (EYFS)	Comparisons: Identify similarities and differences between my local area and other places at the same scale (Nairobi and Naro Moru)	Comparisons: Identify similarities and differences between two non-local places (Sahara Desert and Antarctic Desert) (Y2)
VCs		Space & place: The North Pole and the South Pole (N3-4) Human processes: Settlements can be villages, towns or cities, depending on their size (Y1)	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	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)

		Required Prior Knowledge	Knowledge to Be Explicitly Taught	How Knowledge Will Be Built Upon
Substantive	Conceptual	- Human features are man-made and 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)	Location is a point on a map Place is the emotional attachment to a location	Compare how human and physical features can shape a place (Y3)
	Procedural	- Use directional language (not left and right) to describe and interpret directions (EYFS) - Recognise that drawings are not the same size as features in real life (EYFS) Map skills: - 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 the correct order (Y1) - Use and interpret two compass points (north and south) (Y1) - Photographs of places in an oblique view (Y1)	- Draw routes between locations on the playground on squared paper using a scale of 1 square : 1 pace (or one metre, if pupils have learned this in mathematics by this stage in Y2) - Draw a sketch map of a route with some approximate scale and features in the correct order - Know that scale is used to show size proportionally Map skills: - Use and interpret four compass points (north, south, east and west) - Give and interpret basic OS map symbols	- Draw an object (trees in the tropical rainforest) to scale (Y4) Map skills: - Use aerial photographs of places in a plan view (Y2) - Use and interpret eight compass points (N, NE, E, SE, S, SW, W, NW) (Y3)
Disciplinary		Interconnections & change: Identify patterns in the world around us (N3-4)	Enquiry & fieldwork: Measuring a route around our school site Enquiry & fieldwork: Use an enquiry question to conduct fieldwork on the school site	
VCs		Space & place: Where I live (N3-4) Space & place: The UK is made up of four countries: England, Scotland, Wales and Northern Ireland (Y1)	Space & place: Location is a point on a map Space & place: Place is the emotional attachment to a location, developed through character and identity	Space & place: England and the UK are split into regions. Regions in England and the UK are split into counties (Y3)

		Required Prior Knowledge	Knowledge to Be Explicitly Taught	How Knowledge Will Be Built Upon
Substantive	Conceptual	- Different countries in the world experience different types of weather (N3-4) - The North Pole and the South Pole are at the top and the bottom of the Earth (N3-4) Science: Weather is a description of what the conditions are like in a particular place (Y1 Aut2) - Human features are man-made and 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)	- The weather is short-term. Climate is a 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	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 mountainous (Y5) - Biomes are areas of the world that, because of their similar climates, have similar landscapes, animals and plants (Y5)
	Procedural	Science: Use a Venn diagram to classify items into two or three sets based on their properties (Y1) Map skills: - Globe (EYFS) - Simple map (Google Maps) (Y1) - Photographs of areas in an oblique view (Y1)	Map skills: Use satellite images (Google Earth) in a plan view	
Disciplinary		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 (south-west Kenya) (Y1)	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: The climate comprises long-term weather patterns, representing a physical process that can be influenced by human activity	Comparisons: Explain similarities and differences (between human settlements around Etna and La Soufriere), using geographical knowledge (Y3)
Vcs		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 rivers, forests, soil and hills (Y1)	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 and 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 a 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 the land depends on its physical features. For example, in deserts, where there is little precipitation, settlements are small Human processes: Settlements are generally permanent, but some people assume nomadic lifestyles and do not live in a fixed place	Human processes: Tourism needs to be managed sustainably, as it can have negative as well as positive impacts on an area (Y4) Space & place: Locating climate zones and biomes (Y5)

		Required Prior Knowledge	Knowledge to Be Explicitly Taught	How Knowledge Will Be Built Upon
Substantive	Conceptual	Human features are man-made and 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 up of four countries: England, Scotland, Wales and Northern Ireland, with capital cities 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 beaches, cliffs and the sea or the 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)	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	- 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	Science: Use a Venn diagram to classify items into two or three sets based on their properties (Y1) Map skills: - Globe (EYFS) - Simple map (Google Maps) (Y1) - Photographs of areas in an oblique view (Y1) - Simple map (Google Maps) in a plan view (Y1)	Map skills: Use aerial photographs of places in a plan view	Using map types: - Use OS maps (Y3) - Use physical maps (Y3)
Disciplinary		Comparisons: Compare features of urban, rural and coastal areas (Y1)	Interconnections & change: Overfishing is damaging biodiversity in the oceans. Sustainable management of fishing is needed to protect species	Forming judgements: Recognise that people have differing opinions about environmental issues (the issue of deforestation in the Amazon Rainforest) (Y4)
VCS		Space & place: The UK is made up 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)	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	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 mean 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)

		Required Prior Knowledge	Knowledge to Be Explicitly Taught	How Knowledge Will Be Built Upon
Substantive	Conceptual	- Human settlements can be a city, town or village, depending on their size (Y1 Aut) - Human features are man-made, and physical features would be there without humans (Y1 Aut) - The UK is made up of four countries: England, Scotland, Wales and Northern 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 farms, hills, mountains, forests and rivers (Y1 Spr) - Features in urban areas include offices, shops, houses and factories (Y1 Spr) - Features in coastal areas include beaches and cliffs (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)	- The UK is made up of four countries: England, Scotland, Wales and Northern Ireland; Great Britain is made up of England, Scotland and Wales; the British Isles are 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 the 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 Northwest (or the region that your school is in) include mountains, hills, forests, cliffs, beaches, rivers and valleys - Human features of the Northwest (or the region that your school is in) include National Parks, hamlets, villages, towns and cities, factories and offices Land use in the Northwest (or the region that your school is in) has changed over time (green space is filled; towns have become larger)	- 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) - Compare human and physical features around the River Severn with the Danube and the Mississippi (Y5)
	Procedural	Map skills: - Use and interpret four 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 an oblique view (Y1)	Map skills: - Use and interpret eight compass points (N, NE, E, SE, S, SW, W, NW) - Identify county boundaries on a map - Political maps show human boundaries and features, and physical maps show physical boundaries and features - Use OS maps - Use physical maps	Map skills: - Locate places and features using letter and number coordinates on a map (Y4) - Use thematic maps (showing climate zones and population density) (Y5)
VCs		Space & place: The UK is made up 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, but some people assume nomadic lifestyles and do not live in a fixed place (Y2)	Space & place: The UK is made up of four countries: England, Scotland, Wales and Northern Ireland; Great Britain is made up of England, Scotland and Wales; the British Isles are 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 the 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 the 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	- 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	- 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 farms, hills, mountains, forests and rivers (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 (Y3 Aut1) Science: When 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)	- 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 materials 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 and 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 offer tourist attractions, provide nutrients in the soil and emit heat that 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) that erupts regularly, including at least 50 times in 2021	- Tectonic activity causes earthquakes (Y4 Sum) History: St Vincent is an island in the Caribbean, and it was home to the Garifuna people (Y5 Sum)
	Procedural	Map skills: - Globe; satellite images (Google Earth); photographs of places in an oblique view; photographs of places in a plan view (Y1) - Political maps show human boundaries and features, and physical maps show physical boundaries and features (Y3)	- Recognise that world maps can be drawn from different perspectives, and that different perspectives are useful for different tasks Map skills: - Use world maps drawn with a Pacific-centred view	
Disciplinary		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)	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	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		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)	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 moves 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 the land around volcanoes for agriculture	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)

		Required Prior Knowledge	Knowledge to Be Explicitly Taught	How Knowledge Will Be Built Upon
Substantive	Conceptual	- 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 a long-term summary of the weather conditions (Y2 Spr) Land use can be economic (including farms, factories and leisure) or for settlements (Y2 Sum)	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. They are popular with tourists, whose visits have 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 the local area, and its changes over time	- Comparing human and physical features around a local river in the UK, the Danube in Europe, the Mississippi in North America and the Amazon in South America (Y5) - Categorise effects of earthquakes into social, economic and environmental (Y4)
	Procedural	Science: Use a Carroll diagram to classify items based on their properties (Y1 Spr) Map skills: - 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 eight compass points (N, NE, E, SE, S, SW, W, NW) (Y3)	- Say whether a map is at the local, national or global scale - Spatially match locations on maps of different scales Map skills: - Identify a range of political and physical boundaries Use a junior atlas	Map skills: Use thematic maps (showing climate zones and population density) (Y5)
Disciplinary		Comparisons: Identify similarities and differences between two non-local places (Sahara Desert and Antarctic Desert) (Y2)	Comparisons: Compare 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	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		Human processes: Settlements are generally permanent, but some people assume nomadic lifestyles and do not live in a fixed place (Y2) Space & place: The UK is made up of four countries: England, Scotland, Wales and Northern Ireland (Y1)	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	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 when it is, it is called immigration (in) or emigration (out) (Y6)

		Required Prior Knowledge	Knowledge to Be Explicitly Taught	How Knowledge Will Be Built Upon
Substantive	Conceptual	- 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)	- 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, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circles - 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 seven 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 their 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 in Brazil. Some of its population live in favelas (makeshift settlements), but there are also wealthy areas that are popular with tourists	- 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	Mathematics: Identify horizontal/vertical lines and pairs of perpendicular/parallel lines (Y3) Map skills: - Simple maps (Google Maps), satellite images (Google Earth), junior atlas (Y1) - Photographs of places in a plan/oblique view (Y1–2) - Use and interpret eight compass points (Y3) - Identify country boundaries on a map (Y1)	Map skills: - 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, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circles - The Equator splits the Earth into the Northern and Southern Hemispheres; the Prime Meridian splits the Earth into the Eastern and Western Hemispheres	Map skills: Use thematic maps (showing climate zones and population density) (Y5)
VCs		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)	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 their people who came after, such as the Kayapo people in the Amazon Rainforest Human processes: Rio de Janeiro is one of the largest cities in Brazil. Some of its population live in favelas (makeshift settlements), but there are also wealthy areas that are popular with tourists	Space & place: Locate 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 mountainous (Y5) Physical processes: Biomes are areas of the world that, because of their similar climates, have similar landscapes, flora and fauna. The major biomes of the world are the tundra, tropical rainforests, coral reefs, temperate forests and hot deserts (Y5)

		Required Prior Knowledge	Knowledge to Be Explicitly Taught	How Knowledge Will Be Built Upon
Substantive	Conceptual	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 a 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 Circles) (Y4 Aut) - The Amazon rainforest is in South America (Y4) Agriculture is the farming of plants (arable) and animals (pastoral) to eat (Y2 Sum)	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 scales - 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	- 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 mean it is more likely 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	Mathematics: Measure length and height (mm/cm/m) (Y3) - Draw routes around school on squared paper using 1 square : 1 pace (Y2) Map skills: - Satellite images (Google Earth) (Y2) - Globe (EYFS)	Draw an object (trees in the tropical rainforest) to scale	- Calculate distances on a map using a scale of 1 unit : 1, 2, 4, 5 or 10 units (Y5) - Draw a basic map using a scale of 1 unit : 1, 2, 4, 5 or 10 units (Y6)
Disciplinary			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)	Interconnections & change: Climate change and global warming happen due to both naturally occurring events and human activity (Y5)
VCs		Physical processes: We experience different types of weather in different seasons (focus on spring and winter) (EYFS) Physical processes: Physical regions are identified by their climate, land height and other physical features (Y4)	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 and medicine Human processes: Deforestation of the Amazon Rainforest at the national level is making way for agriculture, mining and logging	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)

		Required Prior Knowledge	Knowledge to Be Explicitly Taught	How Knowledge Will Be Built Upon
Substantive	Conceptual	Year 3 Spring (volcanoes): - 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) We can categorise effects into social, economic and environmental (Y3 Sum)	- 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 Moment Magnitude scale, which goes from 1-10. Earthquakes measuring seven or higher cause major damage - Countries in the world can be classified as low-, medium- or high-income countries (LIC, MIC, HICs). They appear on all continents - Humans can minimise the effects of earthquakes with earthquake-proof buildings, evacuations and earthquake survival kits. This is usually different in HICs and LICs - Haiti is an LIC in North America that experienced an earthquake in 2010. Sendai is in Japan, an HIC in Asia, and it experienced an earthquake and tsunami in 2011 - Primary effects are those that happen immediately and that are the direct result; secondary effects are a result of primary effects - The responses to earthquakes in HICs and LICs differ	- Forced migration occurs when people can no longer live safely in their homes (Y6) - Natural disasters in KS3
	Procedural	Mathematics: Numbers written as decimals correct to one decimal place (Y4–5 additional, Moment magnitude scale) Mathematics: Coordinates in the first quadrant (Y4) - Identify similarities and differences between two non-local places (Y2) Map skills: - Simple maps (Google Maps) (Y1)	Map skills: Locate places and features using letter and number coordinates on a map	Map skills: Locate places using four-figure grid references on OS maps (Y5)
Disciplinary		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)	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		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 the land around volcanoes for agriculture (Y3)	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 on 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)	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)

		Required Prior Knowledge	Knowledge to Be Explicitly Taught	How Knowledge Will Be Built Upon
Substantive	Conceptual	- 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 scales (Y4 Spr) - Countries can be classified as low-, medium- or high-income countries (LIC, MIC, HIC) (Y4 Sum)	- 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 - The UK imports food from across the world. Food miles describe 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 Fairtrade is a way of making sure that farmers are paid a fair price for the food they grow	- 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	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) Map skills: - 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)	Map skills: Locate places using four-figure grid references on OS maps	Map skills: Locate places and features using six-figure grid references (Y6)
Disciplinary		Enquiry & fieldwork: Recognise simple hazards and steps we can take to avoid them	Interconnections & change: Many places at the local, national and global scales 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 (fairtrade) with reasons	Forming judgements: Evaluate responses to environmental issues (UK government's response to plastic waste) (Y5)
VCs		Human processes: Human impacts can be social, economic and environmental (Y3)	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: Fairtrade is a way of making sure that farmers are paid a fair price for the food they grow	Physical processes: The natural greenhouse effect, the enhanced greenhouse effect, global warming and resulting climate change (Y5) Physical processes: The increase in the 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)

		Required Prior Knowledge	Knowledge to Be Explicitly Taught	How Knowledge Will Be Built Upon
Substantive	Conceptual	- Key human and physical features, including coasts, beaches, hills, mountains, valleys, harbours and ports (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)	- 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 mean 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, where the river is narrow and fast-flowing; the lower course of a river is in low, flat ground, where the river is wide and slow-flowing; the middle course is between the two - Locations 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 lands on either side of a river, on which the river deposits nutrients when it floods. They are formed in the lower course of the river	- Carrying out fieldwork around a river (Y6) - Formation of other river features (KS3)
	Procedural	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) Map skills: - Satellite images (Google Earth); junior atlas (Y4)	Calculate distances on a map using a scale of 1 unit : 1, 2, 4, 5 or 10 units	Draw a basic map using a scale of 1 unit : 1, 2, 4, 5 or 10 units (Y6)
VCs		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)	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: Locations of Missouri, Mississippi, Yukon, Rio Grande, Churchill, Mackenzie and Colorado rivers Physical processes: The upper course of a river is in high, mountainous ground, where the river is narrow and fast-flowing. The lower course of a river is in low, flat ground, where 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 mean 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	Space & place: Case study: Syria to countries in Europe (Y6) Space & place: The locations 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)

		Required Prior Knowledge	Knowledge to Be Explicitly Taught	How Knowledge Will Be Built Upon
Substantive	Conceptual	Science: Extreme weather is very different from the weather that is normally expected in the country (Y1 Aut2) - The weather is short-term. Climate is a 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: the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and 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)	Climate zones share long-term weather patterns. The six main ones are: polar, temperate, arid, tropical, Mediterranean and mountainous - 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 with a similar plant life, owing to a 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 high levels of 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 the Earth's temperature only; this 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 the 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 the most at risk of damage due to climate change	- 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) NB. The curriculum has been sequenced in a way that allows this Year 5 unit to flow easily into the 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.
	Proc.	Mathematics: Interpret and construct bar graphs (Y3) and line graphs (Y4) Map skills: - Satellite images; photographs; atlas; globe (Y1 – 5)	- Interpret and construct climate graphs Map skills: Use thematic maps (showing climate zones and population density)	Use a wider range of thematic maps and recognise other map projections (KS3)
Dis.		Enquiry & fieldwork: Use an enquiry question to conduct fieldwork on the school site (Y2)	Interconnections & change: Climate change and global warming happen due to both naturally-occurring events and human activity	
VCs		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)	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 mountainous Physical processes: Biomes are areas of the world that, because of their similar climates, have similar landscapes, flora and fauna. The major biomes of the world are the 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 the 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	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 of climate change (Y6) Human processes: Economic aspects of climate change, mitigation and adaptation (Y6)

		Required Prior Knowledge	Knowledge to Be Explicitly Taught	How Knowledge Will Be Built Upon
Substantive	Conceptual	- 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 the Earth's temperature only; this causes climate change, which relates to a broader set of changes. Global warming (and resulting climate change) is being accelerated by high greenhouse gas levels, like carbon dioxide, in the atmosphere from burning fossil fuels, agriculture and 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 and 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)	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 originate from household or industrial waste, as well as fishing nets from the 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 greenhouse gases into the atmosphere - Customers have power at the local scale to influence industry at the national and global scales - Humans' actions to reduce climate change have relative impacts. Some actions therefore have a bigger impact than others	The Earth's changing climate from the Ice Age to now (KS3)
	Procedural	Map skills: Simple map (Google Maps); satellite image (Google Earth); junior atlas; globe; photographs of places in plan and oblique views; OS maps; thematic maps (Y1–5)		
Disciplinary		Forming judgements: Express opinions about environmental issues with reasons (Y5)	Interconnections & change: Both human and physical processes can affect the climate, creating changes that 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	Forming judgements: Evaluate responses to environmental issues (KS3)
VCs		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)	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 of climate change Human processes: Economic aspects of climate change mitigation and adaptation	Human processes: Humans affect and are influenced by climate change (KS3)

		Required Prior Knowledge	Knowledge to Be Explicitly Taught	How Knowledge Will Be Built Upon
Substantive	Conceptual	- 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 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)	Maslow's hierarchy of needs shows 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 when 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 the UK over 2004–today North American case study: Mexico to the 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	- Further case studies of migration, exploring push and pull factors in more depth (KS3) History: The 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	Map skills: Simple map (Google Maps); satellite image (Google Earth); junior atlas; globe; photographs of places in plan and oblique views; thematic maps (Y1–5)		
Disciplinary		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)	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		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 on all continents (Y4)	Space & place: Case study: Poland to the UK over 2004–today Space & place: Case study: Mexico to the USA Space & place: Case study: Syria to countries in Europe Human processes: Maslow's hierarchy of needs shows 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 when 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)	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)

	Required Prior Knowledge	Knowledge to Be Explicitly Taught	How Knowledge Will Be Built Upon
Procedural	- Recognise simple hazards and plan steps we can take to reduce them (Y1 Aut) - Draw a basic field sketch of what can be seen (Y1 Aut) - Draw an object to scale (Y4 Sum) - Use and interpret eight compass points (Y3 Aut) - Locate places and features using four-figure grid references (Y4 Sum) - Give and interpret standard OS symbols (Y2 Aut) Science: 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), which will give the best chance of an accurate result (Y3 Spr) A&P: A dependent variable is what is measured; an independent variable is what is changed; 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 a 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 us to see if the data is repeatable, helps identify outliers and allows a mean to be calculated (Y6 Sum) R&P: Design a table to collate 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 the findings (Y2 Spr) Using maps: - Simple map (Google Maps); satellite image (Google Earth); junior atlas; globe; photographs of places in plan and oblique views; OS maps; thematic maps	- Draw a basic map to scale (1 unit : 1, 2, 4, 5 or 10 units) - Create questionnaires and surveys - Locate places and features using six-figure grid references - Produce a detailed risk assessment	KS3: - Plan and undertake complete investigations 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	Humans gather food on farm lands.	Geographical features include villages, towns and cities.	People today have lots of different jobs.
Y1	- Human features are man-made. They include settlements, shops, houses and offices. - Rural means countryside, urban means towns and cities.	- Settlements can be villages, towns, cities, depending on size. - The population of rural areas is smaller than urban areas.	- Rural areas include farmland. This can be for either pastoral or arable farming. - There are poorer and wealthier areas in every city.
Y2	- 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.	Settlements are generally permanent. Some people live nomadic lifestyles, and do not live in a fixed place.	- 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	- 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.	- Settlements can be hamlets, villages, towns and cities, depending on their size. - Human impacts can be social, economic and environmental.	- Tourism is the business of supporting and encouraging people to visit a place for fun. - Human impacts can be social, economic and environmental.
Y4	- 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.	- 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.	- 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	- 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).	Population density as a result of climate zones.	- 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	Adaptation to and mitigation against climate change.	- 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).	Economic aspects of climate change mitigation and adaptations.
KS3	Cost-benefit analyses of humans' use of land and the efficiency of this use.	Population changes over time and its relationship with development (e.g. Demographic Transition Model).	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	- Describing the natural things in our local area. - Geographical features include beach, hill, forest, sea and river.
Y1	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	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	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	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	Geography: Use of fossil fuels to create plastics, and the effects this can have on the Earth.
KS3	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	- We experience different types of weather in different seasons (focus on spring and winter). - Types of weather include sunny, rainy, windy, and snowy.
Y1	Science: The weather can change rapidly. The four different seasons have different weather patterns.
Y2	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	Science: Air has carbon dioxide in it.
Y4	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	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	Geography: Mitigation and adaptation are ways that humans can reduce and live with the effects of climate change.
KS3	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	• 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 and Kenya.	
Y1	• 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).	• Europe: Local area. • Africa: Kenya.
Y2	• 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.	• Africa: Sahara Desert • Antarctica: Antarctic Desert
Y3	• 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.	• Europe: Region in UK • North America: La Soufriere • Europe: Etna • Europe: Amalfi Coast • Europe: Graian Region
Y4	• South America is made up of 12 countries.	• South America: Rio de Janeiro • South America: Amazon Rainforest • North America: Haiti • Asia: Japan
Y5	• 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.	• Africa: Côte d'Ivoire
Y6		• Europe: Shetland • Europe: Poland to UK 2004-today • North America: Mexico to USA • Asia/Europe: Syria to countries in Europe
KS3	• Location and place knowledge about other continents, particularly Europe (including Russia) Africa and Asia (including India and China).	• A range of case studies.

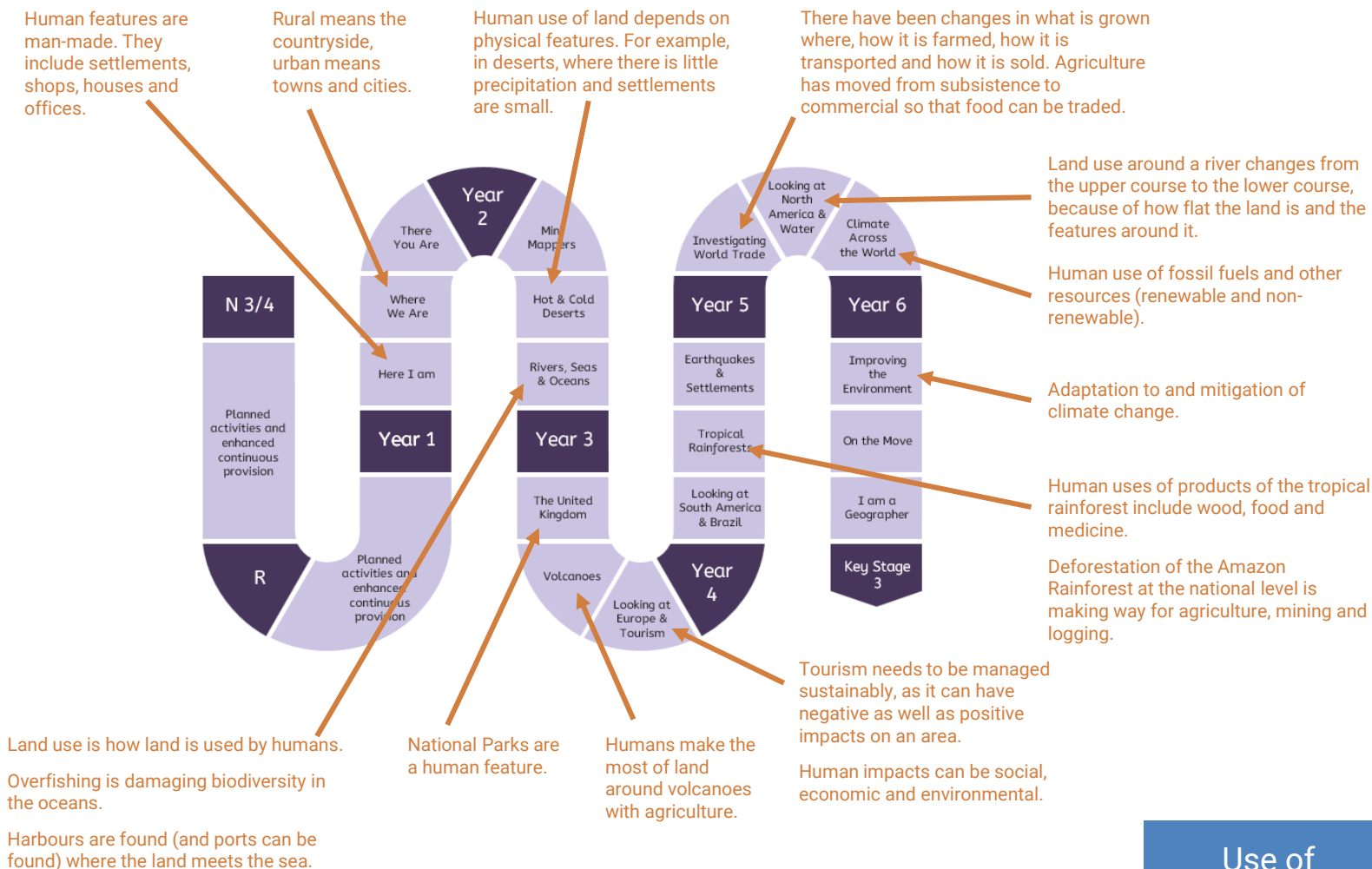
Procedural Knowledge

	Scale & Perspective	Map Skills
EYFS	- 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.	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	- 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 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	- 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.	- 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	- 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.	- 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	Draw an object (trees in the tropical rainforest) to scale.	- 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	Calculate distances on a map using scale (1 unit : 1, 2, 4, 5 or 10 units).	- Locate places using 4-figure grid references on OS maps. Use thematic maps (showing climate zones and population density).
Y6	Draw a basic map to scale (1 unit : 1, 2, 4, 5 or 10 units).	Locate places and features using 6-figure grid references on OS maps.
KS3	Draw increasingly accurate maps to scale; use OS maps to identify increasingly complex human and physical features.	Locate places using longitude and latitude coordinates.



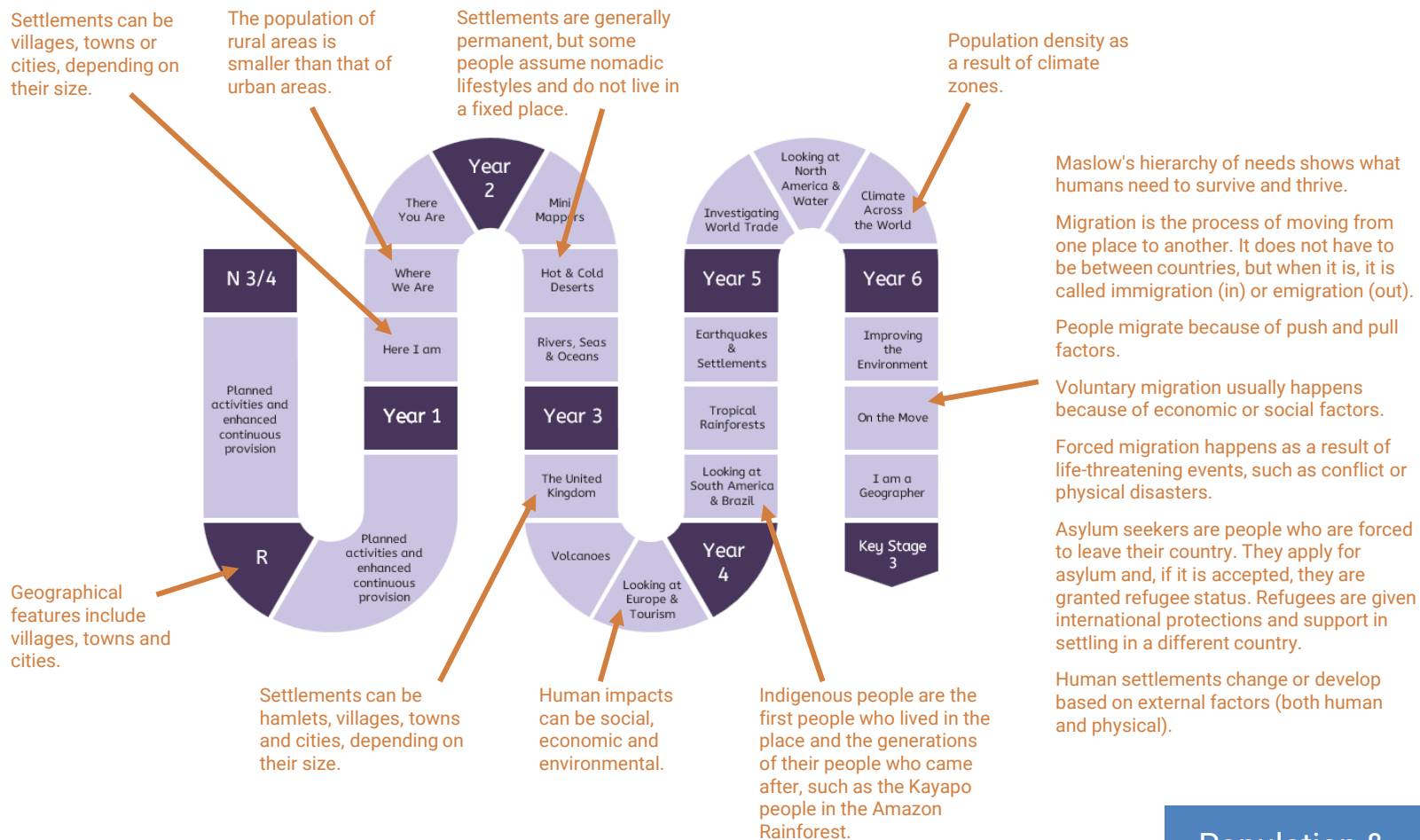
Progression in Geography

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



Use of Resources

Progression in Geography



Population & Communities

Progression in Geography

Vertical Concepts
Human Processes
Physical Processes
Space & Place
Procedural Knowledge
Disciplinary Knowledge
Enquiry & Fieldwork
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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 on 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.

Fairtrade 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 adaptation.

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

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

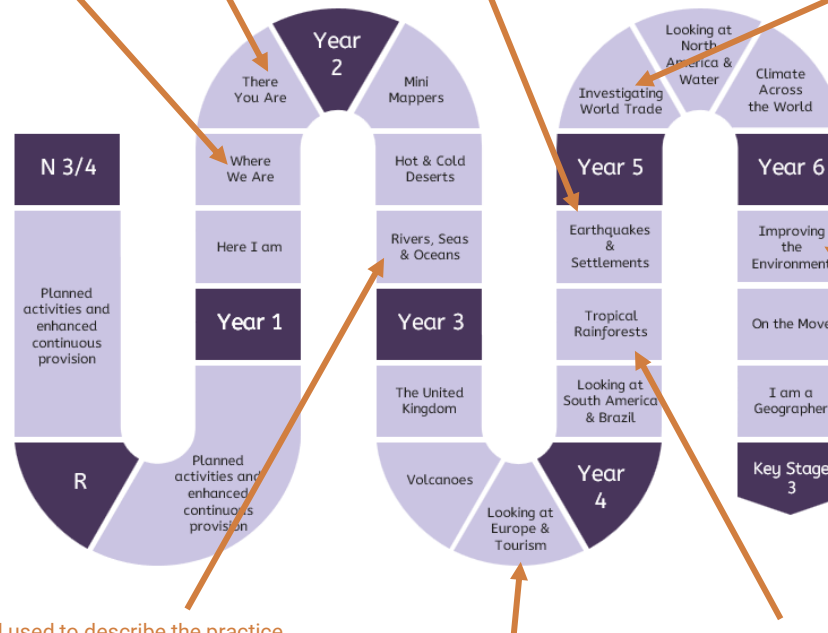
Ports are places where goods to be traded are unloaded and loaded.

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 in 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
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Physical Processes
Space & Place
Procedural Knowledge
Disciplinary Knowledge
Enquiry & Fieldwork
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Interconnections
Forming Judgements
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We live on the **Earth**.

Physical features occur in nature and include rivers, forests, **soil** and hills.

Coastal areas are areas of land that are near the sea. Features in coastal areas include beaches, **cliffs** and the sea or the **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.

Geographical features include **beaches**, **hills**, **forests**, **rivers** and **seas**.

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 rocks, **igneous**, **sedimentary** and **metamorphic**, with different compositions and properties.

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

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**.

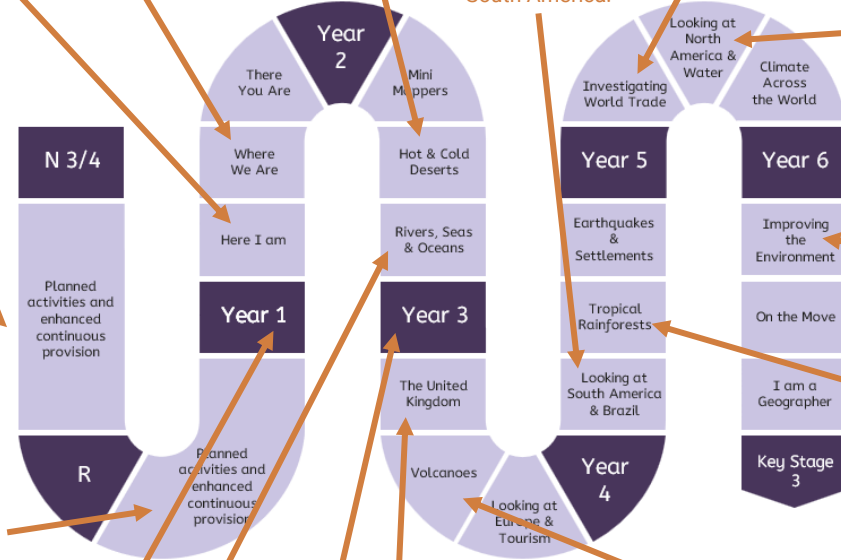
Use of fossil fuels to create plastics, and the effects this can have on the Earth.

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

The Earth has four layers. Its upper layer of **tectonic plates** moves.

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



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Progression in Geography



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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 a 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 mean 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 mountainous.

Biomes are areas of the world that, because of similar climates, have similar landscapes, flora and fauna. The major biomes of the world are the 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 the 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.

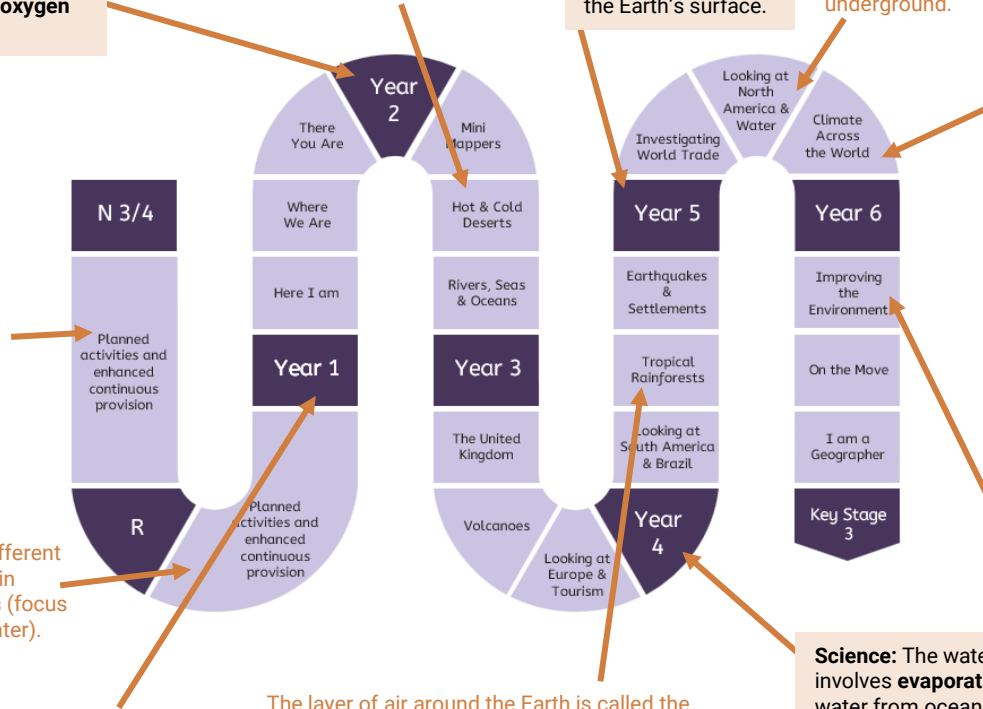
Science: The water cycle involves **evaporation** of water from oceans and **condensation** of water, which falls as precipitation.

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.

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 seasons have different weather patterns.



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Progression in Geography

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Human Processes
Physical Processes
Space & Place
Procedural Knowledge
Disciplinary Knowledge
Enquiry & Fieldwork
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Interconnections
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The UK is made up 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).

Talk about where I live (e.g. flat/house number, name of street).

Location of the UK.

Locations of the North Pole and the South Pole.

Location of Africa.

Case study: Local area.

Location of Kenya.

Hot deserts are usually near the Equator; cold deserts are usually near the North Pole or the South Pole.

Case studies: Sahara Desert; Antarctic Desert.

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.

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

Case study: Kenya.

The UK is made up of four countries: England, Scotland, Wales and N Ireland; Great Britain is made up of England, Scotland and Wales; the 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 the Grampians (Scotland), Pennines (England) and Cambrian Mountains (Wales).

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

A location is a point on a map.

Place is the emotional attachment to a location, developed through character and identity.

Case study: Amazon Rainforest.

Case study: Côte d'Ivoire.

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.

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

Locating climate zones and biomes.

Case studies: Haiti, Japan.

Case study: Shetland.

Case studies: Poland to the UK over 2004–today, Mexico to the USA, Syria to countries in Europe.

South America is made up of 12 countries.

Case study: Rio de Janeiro.

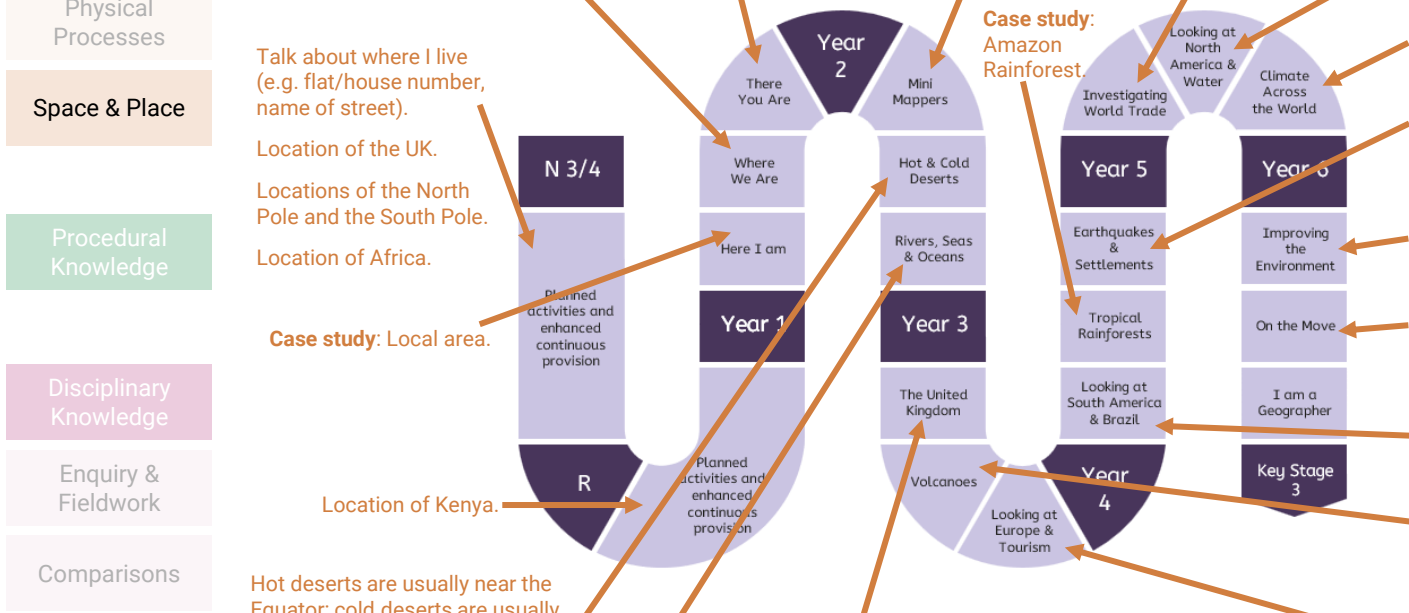
The Pacific Ring of Fire is an imaginary line where lots of volcanoes exist.

Case studies: La Soufriere, Etna.

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

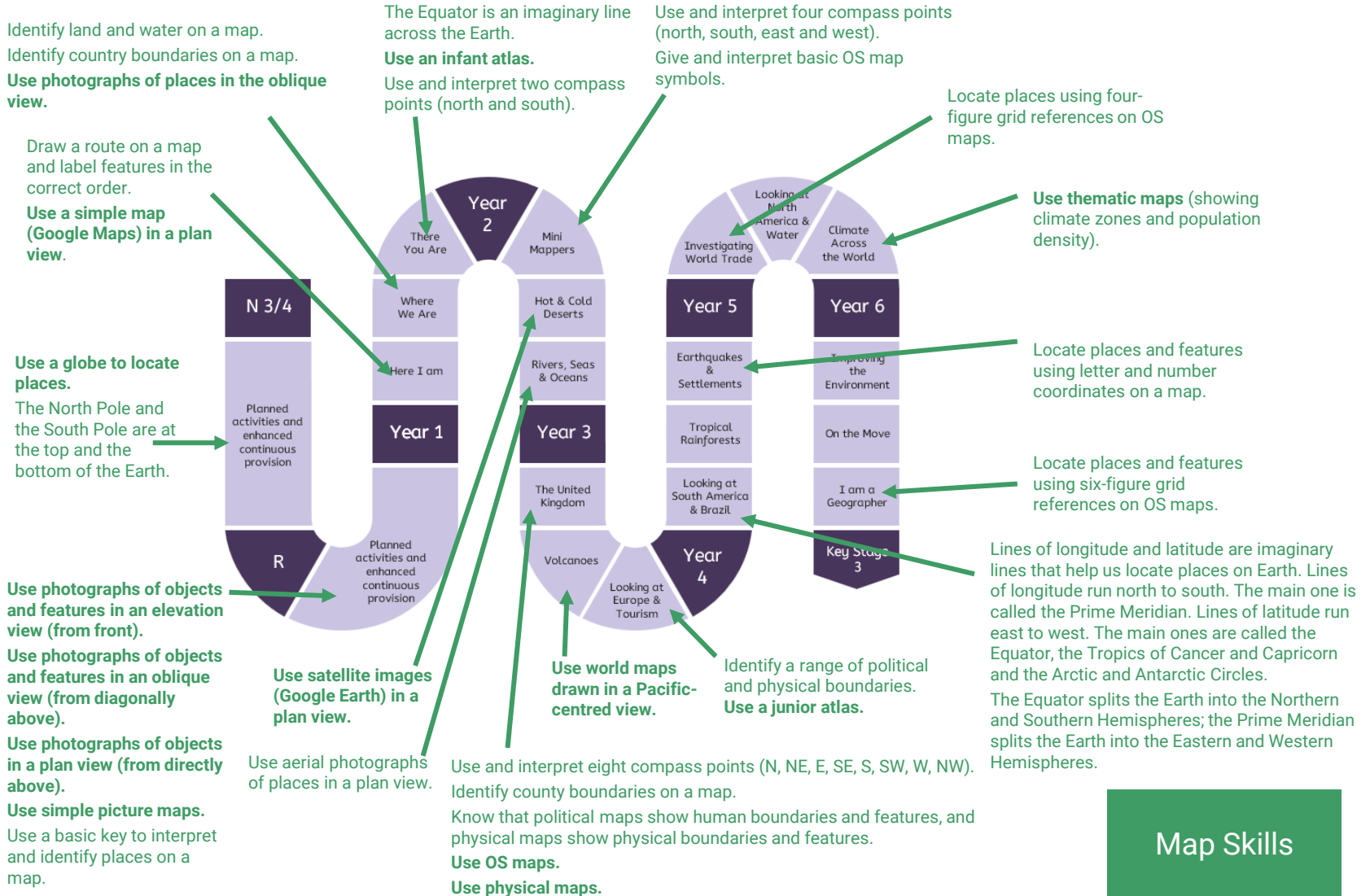
There are similarities and differences between different places, even if they have similar physical and/or human features.

Case studies: Amalfi Coast, Graian Region.



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Human Processes
Physical Processes
Space & Place
Procedural Knowledge
Disciplinary Knowledge
Enquiry & Fieldwork
Comparisons
Interconnections
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Map Skills



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Progression in Geography

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Disciplinary Knowledge
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Interconnections
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Recognise that our home, our school and our community are at the local scale.

Interpret and give locations and directions using the language of left, right, near and far.

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

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

Draw routes between locations on the playground on squared paper using a scale of 1 square : 1 pace (or one metre, if pupils have learned this in [mathematics](#) by this stage in Y2).

Draw a sketch map of a route with an approximate scale and features in the correct order.

Know that a scale is used to show size proportionally.

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

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

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

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

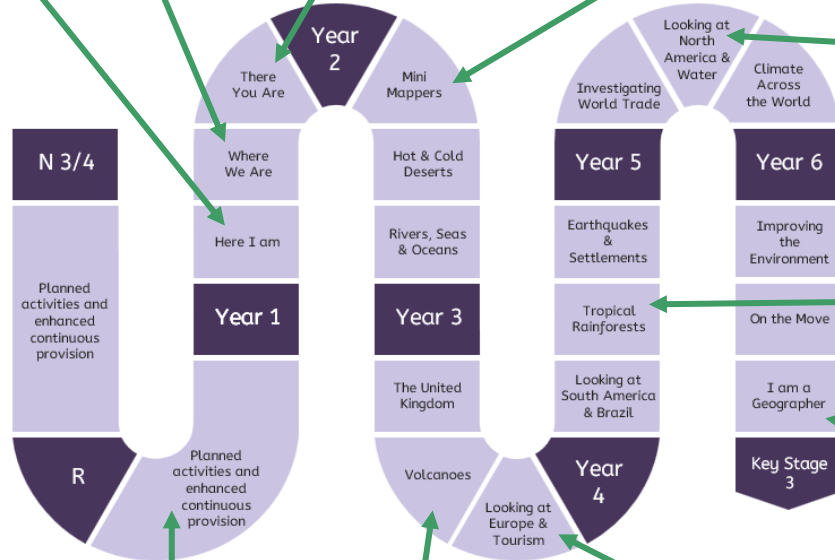
Use prepositions (e.g. bigger/smaller; nearer/further) to describe and interpret locations.

Use directional language (not left and right) to describe and interpret directions.

Recognise that drawings are not the same size as features in real life.

Draw around 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 that different perspectives are useful for different tasks.



Scale & Perspective

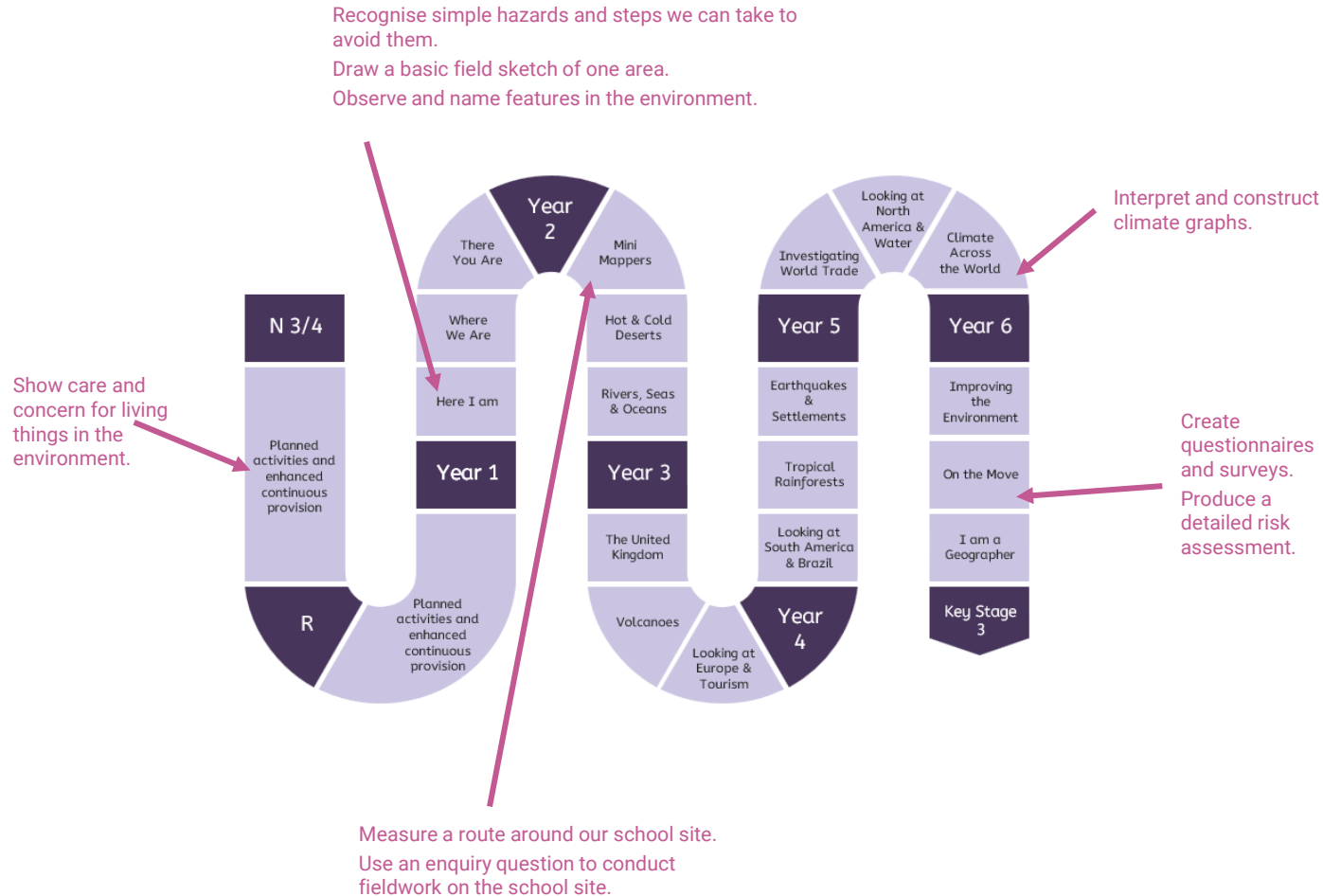
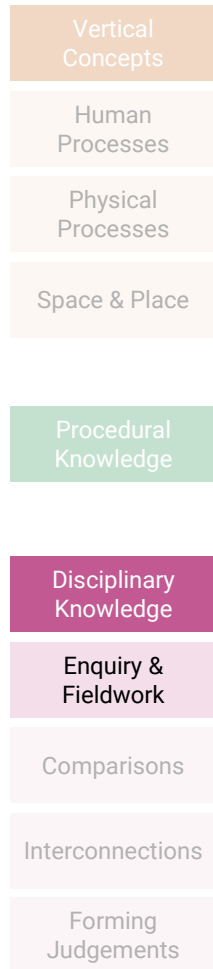


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Disciplinary Knowledge

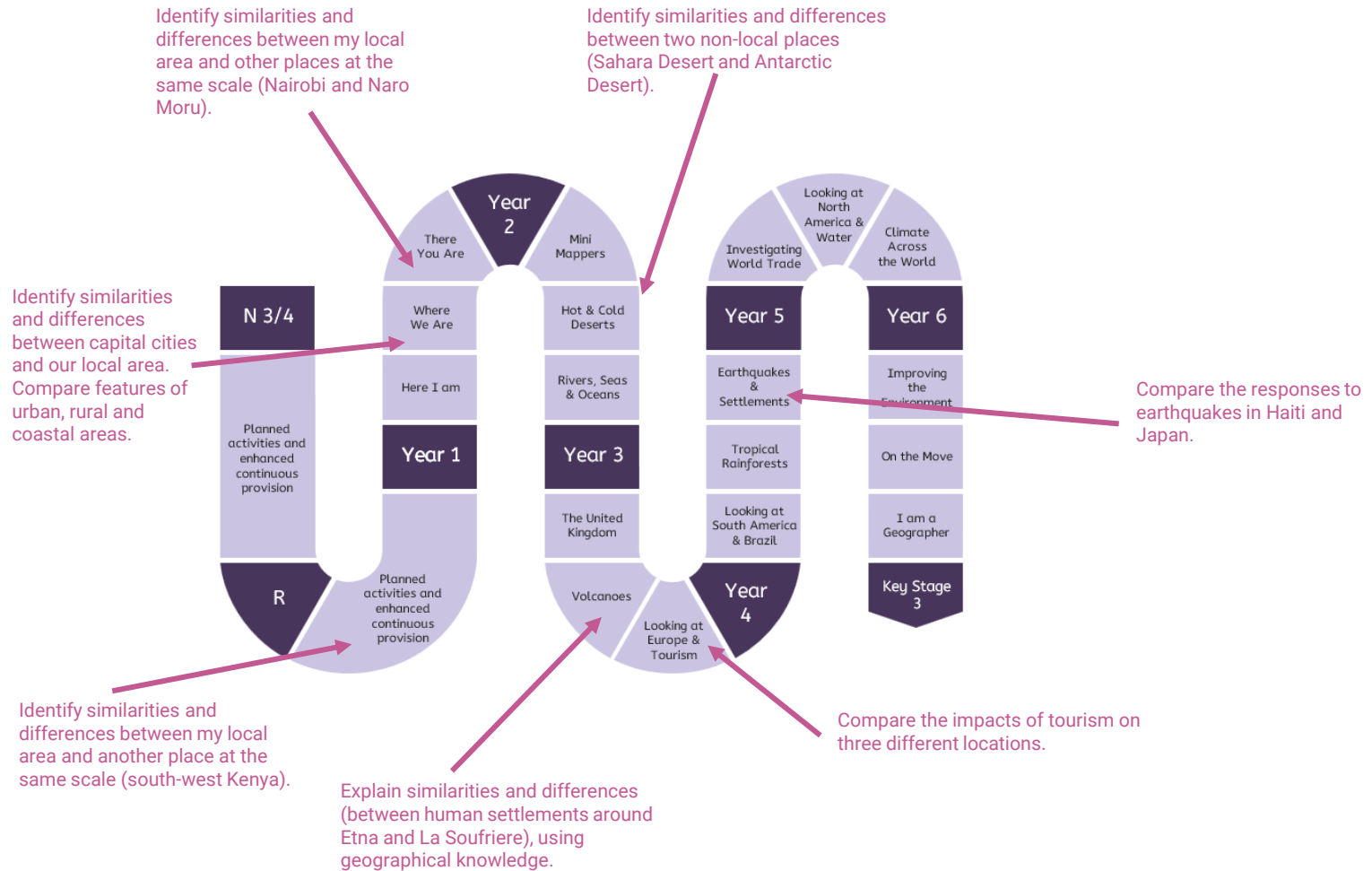
	Enquiry & Fieldwork	Making Comparisons	Interconnections	Forming Judgements
EYFS	Show care and concern for living things in the environment.	Identify similarities and differences between my local area and another place at the same scale (southwest Kenya).	- Identifying patterns in the world around us. - Humans can affect and may be influenced by different places and physical processes.	
Y1	- 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.	- 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).	- 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	- Measuring a route around our school site. - Use an enquiry question to conduct fieldwork on the school site.	Identify similarities and differences between two non-local places (Sahara Desert and Antarctic Desert).	- 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	[As appropriate; fieldwork in local area]	- Explain similarities and differences (between human settlements around Etna and La Soufriere), using geographical knowledge. - Comparing the impacts of tourism on three different locations.	- 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.	Evaluate the positives and negatives associated with living near volcanoes.
Y4	[As appropriate; fieldwork in local area]	Comparing the responses to Earthquakes in Haiti and Japan.	- 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.	Recognise that people have differing opinions about environmental issues (the issue of deforestation in the Amazon Rainforest).
Y5	Interpret and construct climate graphs.		- 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.	- Express opinions about fairtrade (benefits and drawbacks). - Express opinions about environmental issues (Fair Trade) with reasons.
Y6	- Create questionnaires and surveys. - Produce a detailed risk assessment.		- 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.	- Evaluate responses to environmental issues (UK's response to plastic waste). - Explain how actions can reduce the impacts of climate change.
KS3	Applying deeper understanding of geographical concepts to fieldwork of increasing complexity.	Make comparisons between places using increasingly complex set of factors.	Make connections between an increasingly large and complex set of factors (e.g. development; population; physical features).	Forming judgements and making decisions about the best course of action.

Progression in Geography



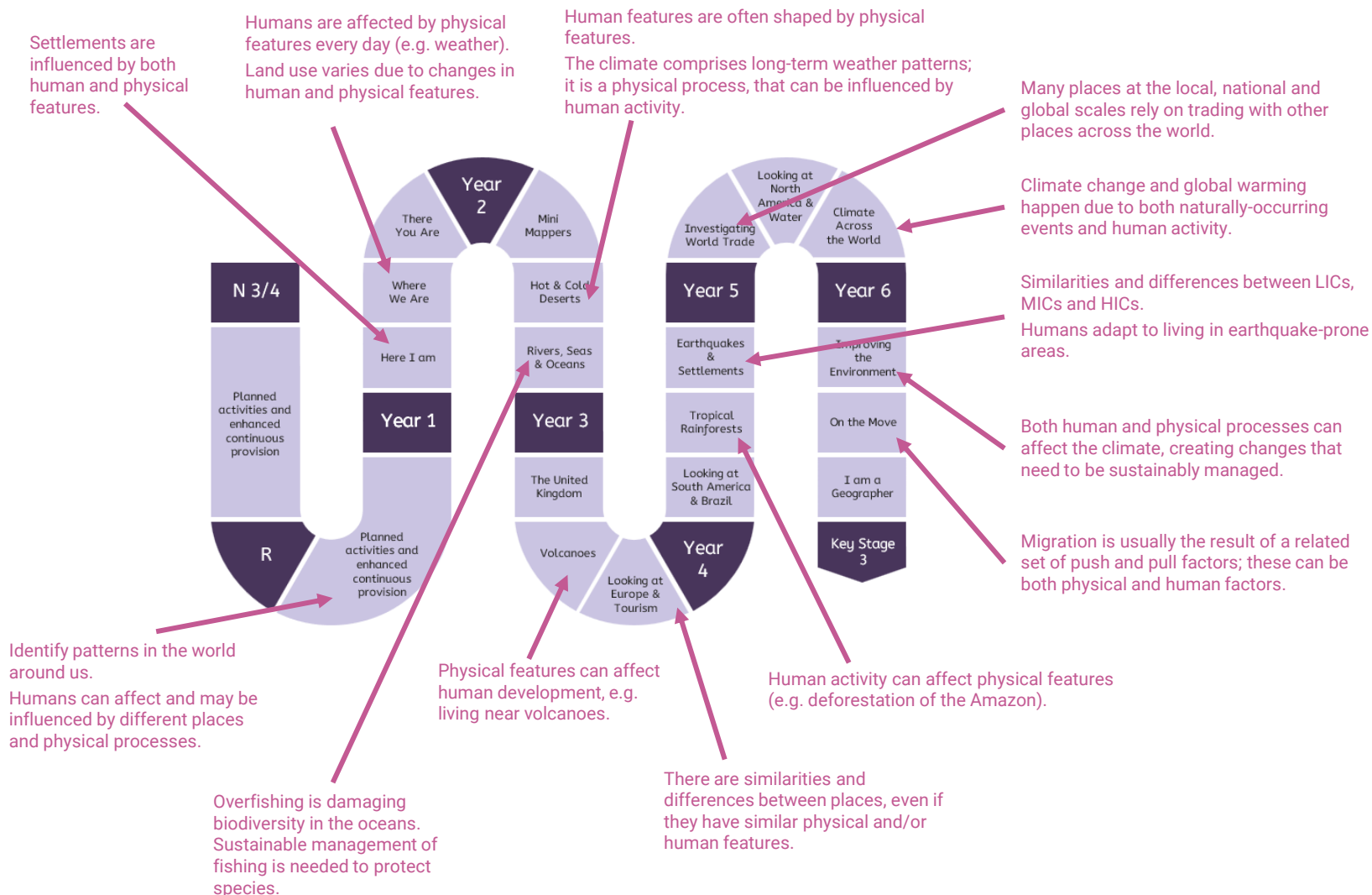
Progression in Geography

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

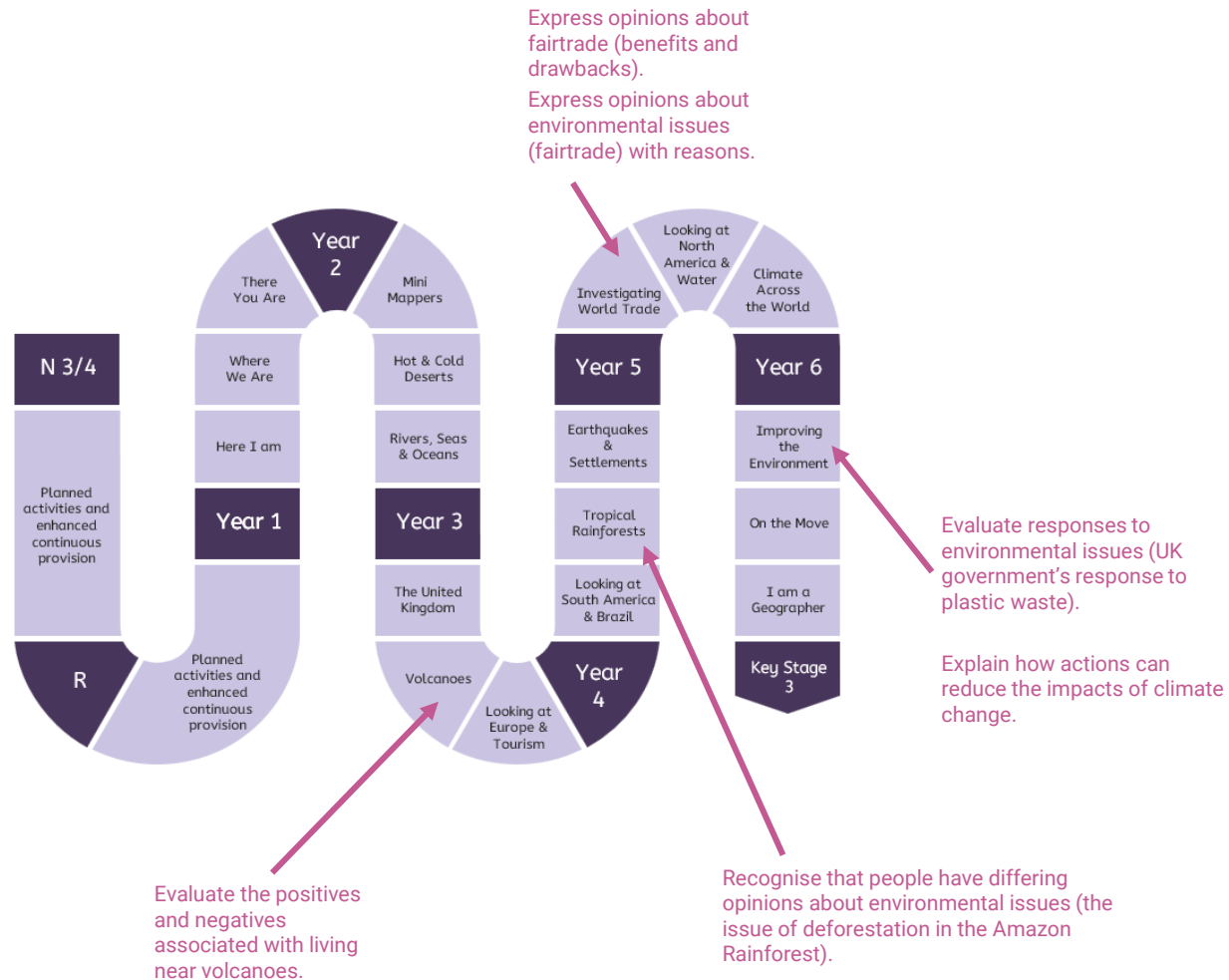


Progression in Geography

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Progression in Geography



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: • 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
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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	<i>[See the last column in Disciplinary Knowledge to see when each map type is introduced]</i>
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.