Farrington Gurney
C of E Primary School

Geography Progression

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about **diverse places, people, resources** and **natural and human environments,** together with a deep understanding of the Earth's key **physical and human processes**. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of **landscapes and environments**. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining **physical and human characteristics** and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key **physical and human geographical features** of the world, how these are **interdependent** and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- **collect, analyse and communicate with a range of data** gathered through experiences of fieldwork that deepen their understanding of geographical processes

- interpret a range of **sources of geographical information,** including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Threshold Concepts: Location, Human features, Physical features, Environments, Climate, Physical processes, Interdependence, Resources, Maps, Data and Information.

How learning builds from the Early Years :
The key concepts for geography are introduced in the Early Years Foundation Stage. They are revisited through topics and detailed information about vocabulary is contained in the EYFS plans.

Location: Know the location of their town/ village on a map of the UK. Know the location of a contrasting place on a map. Know what a country, sea and ocean are.
Maps: Know that a map is an image representing a place, and that symbols are used to show places on a map. Read and follow a simple map in the school grounds. Map favourite places in the local area in relation to their school.
Climate: Know the main weather conditions of the 4 seasons, and their names.
Physical and human features: Learn the different types of home that people live in in the locality. Learn about the significant places that are close to home and form part of their community. Learn that some features are physical and some are human features. Investigate some physical and human features of another location, a beach and farm.

	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Breath of study (NC Ref)	**Bright Lights, Big City.** Our United kingdom. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map **Weather** **Met Society Island of Struay (Royal Geographical Society)** (Seasonal and daily weather patterns in UK/Hot and cold areas of the world). **Local area and Hong Kong. (RGS)** Small area of the UK, contrasting small area in non-European countries: (inc comparing climate and weather/ geographical features/homes/ jobs/transport).	**Long term unit:** **Part 1: Amazing Earth. –** Continents and Oceans**. climate zones** Identify and name continents and oceans in the world, and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles **Australia.** **Part 2:** 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 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	**Where in the world…**(Locating countries in Europe/ Rivers/ Mountains) locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **Our European Neighbours.** Compare 2 European regions: understand geographical similarities and differences through the study of human and physical geography of a region in a European country. **Rivers and waterfalls around the world. (RGS- Niagara Falls/ Thames/Local Rivers)**	**Antarctica and why does Antarctica matter? (RGS)** Environmental Regions: 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/Greenwich Meridian and time zones **USA- -The United States of America and the Americas** (In depth country study, including Grand Canyon) 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/Greenwich Meridian and time zones understand geographical similarities and differences through the study of human and physical geography of a	**Rainforest in Brazil and the Congo** 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 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. **Misty Mountain Sierra.** Mountains and Water Cycle describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and	**Kenya - A changing country.** (Main countries in Africa, Asia and Australasia -In depth study (Climate/Impact of tourism/ conservation and urban migration) human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **The UK.** (Urban and rural land use. Trade, farming and economic activity Compare changes in land use in Birmingham/ Local areal) name and locate counties and cities of the United Kingdom, geographical regions and their identifying

	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 shop	features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Street Detectives. The local area.** use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key; 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.	physical geography, including: rivers, and the water cycle 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.	region within North or South America **Mediterranean Italy/Greece and Bath.** (Similarities/ differences two contrasting places, Bay of Naples case study 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. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	earthquakes, and the water cycle **World Kitchen: Global Trade. (RGS)** (Fair Trade/food location/supply chains/import and export) human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	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 **Volcanoes and Earthquakes.** describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Essential Prior Learning	**UK:** **Location:** **EYFS** talk about the features of their own immediate environment and how environments might vary from one another. **Weather:** Recap **location** of countries of the UK equator, poles, hot and cold places Recap on **EY** learning about seasonal changes/ hot cold **Local area/ Hong Kong** Recall the **location** of 4 countries of the UK and the continent of Europe . Recall points of the compass from **UK maps, data and information.** **Recall** definition of a **physical** and **human** feature from UK topic, and some examples	**Continents and Oceans:** recap the **location** of the UK, and Europe , North and South poles and equator. **Australia:** **Location** of the continents and oceans, poles and equator. Definition of **physical and human features** and some examples. Understanding of the concept of **weather** and compare with **climate** Recap compass points and simple map keys from Hong Kong **Maps Data and information** **Street Detectives:** Recall NSWE and the meaning of weather symbols. Recall the meaning of symbols and keys from previous topics content on **maps data and information**	**Europe** **Location** of the continents and oceans, poles and equator. Recall the concept of **climate,** climate zones and the tropics from Australia topic (should know tropical, polar and desert climate zones) Know the difference between weather and climate. Recall the concept of **physical and human features** and some examples from previous topics. **Rivers:** Recall **physical features** from previous topics and **locations** of the longest rivers in the UK/ Europe. Recall use of OS maps and keys in Y2 in **maps data and information**	**Antarctica** **Location** of continents and oceans, poles, equator . Recall world **climate** zones and the why the seasons occur from Y1/2 **USA: Location** of world continents, oceans, location of largest capital cities in Europe. Recall key **human features** and landmarks from Europe. Recall **physical features** from Y3 locations, and the concept of a biome. Recall features of **climate zones** from Y3 Know the **physical processes** which underpin lines of latitude and longitude from **Antarctica** topic, build on this to understand time zones **Mediterranean location study** Recall **location** of European countries and cities	**Rainforest** Recall **location** continents, equator, tropics Recall **climate zones** Recall definition of a biome as a **physical feature** associated with a climate zone. **Misty Mountain SIerra** Recall **physical process** of water cycle **Misty Mountain Sierra** Name and **Location** of mountain ranges in Europe and US **Physical process** of water cycle Recall features of mountain **climate** and **biome** from Alps Y3 Recall and compare **human features** with human activity in the rainforest. Compare natural **resources** with rainforest **World Kitchen**	**Kenya:** Recall all **locational** knowledge to date Recall and compare **human features** including population density and urban spread with NYC in US Recall and compare **interdependence** in mountain and rainforest locations to the African Savannah **UK:** Recall **location** of countries, cities, European capitals, rivers, mountain ranges Recall types of industry and trade as **human features** (fair trade) Recall **physical features** of previous locations studied and how some of these are a natural resource for a country to use or trade (USA, Fair trade) Recall climate and **climate** in mountainous location

				Recall key **physical** and **human** features of previous location studied (Alps) Recall **interdependence** in Antarctica and US topics, how life adapts Recall use of topographical and political maps, satellite and aerial imagery, weather graphs and population data in **maps data information**	Recall **locational** knowledge including mountain ranges, longest rivers Recall and compare natural **resources** of mountain and rainforest locations with crop and food sources. Recall and compare **interdependence** from US/ Antarctica/ Mountains topic Recall grid references and compass points	Recall and compare **interdependence** with Mountains/Antarctica **Volcanoes and Earthquakes** Recall **location** of tectonic plates, world mountain ranges Recall **physical process** of the formation of fold mountains and volcanoes
Sticky Knowledge	**Location-** **The location of** England, Scotland, Wales, N Ireland, the names of capital cities, the English channel, North and Irish seas, capital cities in the UK. Location within continent of Europe Location of Hong Kong and the continent of Asia	**Location** Pupils know and can name **the world's continents and oceans**. Location of Australia in the Southern **Hemisphere.** Australia's location in relation to its surrounding **countries, continents and oceans**. The main landform regions of Australia, namely desert, coastal	**Location** Locate Europe's countries and capitals. Locate the world climate zones and Europe's position within them. Locate the Alpine region, River Volga, Rhine River Thames. Know the location of Mt Etna and Vesuvius, Mediterranean Sea, Pyrenees.	**Location** South Pole. Antarctica. Antarctic Circle. Southern Ocean. Countries of North America . Major cities, largest lake, longest river, highest mountain in the US. Mountain ranges and neighbouring countries.	**Location** Location of the world's rainforests and the location of the Amazon Rainforest within South America Know where the tropics are in relation to the Equator, **Tropic of Cancer** and **Tropic of Capricorn**. Location of the World's tectonic plates	**Location** Location of Kenya and the Masia Mara reserve. Location of worlds' tectonic plates, fault lines, concentration of volcanoes. Location of the "Ring of Fire", Vesuvius and the San Andreas fault. Location of the UK's major cities and towns,

	Location of the Earth's poles and equator The 4 points of the compass. **Human features:** The definition of a human feature and the meaning of : urban**,** city, town, village, factory, farm, house, flat, office, port, harbour and shop, transport Location of the main human landmarks in the Uk: Stonehenge, the London Eye, Houses of Parliament, Edinburgh Castle**.** Comparison of human features of Hong Kong, city, town, transport, homes, port Human features of their own town or village and some well known ones in the local area. **Physical features**: key physical features of the UK , islands, beaches, cliffs , coasts , , beaches, forests, hills,lakes and mountains ,seas, rivers. Physical features of Hong Kong's Islands: harbours, villages, forests, beaches and mountains. Physical features of their own town or village and some in the	areas, grasslands and . Location of the **Equator and tropics. Location of the tropics Location of world climate zones**. Pupils locate Australia's **largest cities** and most **populated areas** **Human features** The growth of **population** in Australia's cities**.** The reasons for settlement in coastal areas and the types of homes built in densely populated areas. Compare human features with their own location. **Physical features** Key features of Australia's landform regions: lake, desert, mountain ranges**.** **Climate** Concept of climate, climate zones, significance of the the equator on climate, the definition of a desert Two climate zones in Australia: arid, and tropical. Causes of extreme weather events of **bushfires and drought.** The impact of climate on where people live and everyday life in Australia, such as in Townsville Australia.	Location of the world's longest rivers, the River Severn and the Thames in the UK. Location of the Angel Falls in Venezuela **Human features** Key landmarks of Europe. The population of Europe's largest capital cities. The main traded goods of the UK and other European countries. Understand terms import and export. Humans have used/adapted rivers for energy, water, transportation (trade and leisure) and tourism. **Physical features** Understand the term **topography.** Know what rivers, lakes, mountains and volcanoes are, know the definition of a mountain range and a biome. Know what a glacier is. Understand the term biome and the particular topography, climate, and ecosystems of the Alpine region and the Russian Taiga Forest . Alpine plans have adapted and the ecosystem is unique	Location of the region around Athens and/or Naples/Pompeii, from global to local **Human features** Global warming in Antarctica Land use, urban development and population density in NYC The distribution of population towards coastal states and in cities in the US. Intensive farming in the Midwest US states. The impact of human processes of tourism, migration and agriculture impact on the Meditterean regions. Compared to own locality. **Physical features** Ice shelves, glaciers and icebergs. The mountainous environment of Antarctica and its size and depth. The impact of physical geography, volcanoes, and coastal features volcanic activity in the Bay of Naples. Antarctica as a biome and the bird and sea life of the continent	Location of the world's main mountain ranges and those in the UK. Location of the Himalayas in Asia and Nepal. Location of the world's developed and developing countries Location of Liberia as a case study **Human features** Logging, deforestation. **Population increase** and agriculture in the rainforest Terracing in the mountain valleys of Nepal. Trade, primary, secondary and tertiary industry. Local and global trade technology, transport and communications import and export .Developed and developing countries **Physical features** The structure of the rainforest, canopy, emergent layer. The ecosystems of the rainforest. . The structure of a mountain and mountain range , summit, slope, valley ,altitude The natural resources of countries determine the types of exports and imports.	population distribution, major transport hubs, rail and road routes. Location of main agricultural regions of the UK and their produce. Location of the UK's mountain ranges and largest rivers. **Human features** **Tourism and mass urbanisation** have changed life in Kenya.Spread of the city of Nairobi and land use in cities. Population and population distribution of the UK and local area. Settlement, land use, trade and economic activity in the local area and contrasting locality in the North/ Midlands. Shifts from primary and secondary industries to tertiary and changes in land use. Changes over time in industry and land use in local area migration, multiculturalism and ethnicity in the UK Farming types, arable, dairy, market and hill sheep farming and main produce of the UK's regions

	local are such as Wookey Hole caves, Cheddar Gorge **Climate** The **weather** is the conditions of the atmosphere, including **temperature, wind and rain**. The seasons of the Northern Hemisphere and how they affect the weather, how seasons are caused by earth moving around the sun. **Maps, data and information** Compass points NSEW on a world map. Recognise transport links in a city centre map . Recognise the meaning of weather symbols. Interpret rainfall charts and log weather conditions	**Maps, data and information** Use globes, atlases and google earth. Identify and label the continents, oceans and climate zones on a world map. Label land regions, main cities and physical features on a map of Australia. Interpret climate an population density maps from Digimaps.	**Climate** Much of Europe is in the temperate climate zone, but weather varies. Alpine climates are colder, with snow in winter and colder temperatures at higher altitudes. The Taiga is a sub polar climate with a permafrost. **Physical processes** The formation and movement of glaciers, and impact of glaciation. Water cycle. Stages of a river. Erosion, transportation, deposition. **Interdependence** Know the human impact that flooding has and the negative impact of pollution on rivers. Know how the river is used for washing, fishing and irrigation on the River Zambezi. **Maps, data and information**	The Grand Canyon as a desert biome. **Climate** Antarctica is a frozen desert with very low precipitation. Climate zones in the US vary with latitude and from subtropical in Florida l to subpolar in Alaska. The US has desert regions. Know the tropics of Cancer and Capricorn. **Physical processes** The formation of glaciers, ice shelves and icebergs in Antarctica. The significance of lines of latitude and longitude and time zones in US and Antarctica The formation of the Grand Canyon. The definition of hurricanes and droughts **Interdependence** The importance of Antarctica in providing a habitat for sea life and birds, and regulating the Earth's temperature. The impact of droughts and flooding on farming. The human impact of hurricanes in the US	Know that rainforests are biomes. Some are temperate, others are tropical. **Climate** Tropical rainforests are located in the tropics, i.e. close to the Equator. Know the tropics of Cancer and Capricorn. Mountain climate cold and higher altitude means less oxygen **Physical processes** Water cycle and rainfall in the rainforest The structure of the world's tectonic plates The formation of fold, dome fault-block, volcano Formation of glaciers and avalanches. **Interdependence** Rainforest is a rich and diverse provider of food for humans. The rainforests are used by humans to develop agriculture and use mineral resources. Amazon rainforest produces one- fifth of the world's oxygen.	Home building in earthquake and volcano zones, infrastructure, agriculture. **Physical features** Features of the African savannah Topographical features of the UK, rivers, mountains, coasts Main vegetation belts of the UK, moorlands, forests Relief and soil zones of the UK Fault lines, tectonic plates, volcanic and seismic activity. Savannah in Kenya , a grassland with few trees The Masai Marae ecosystem with one of the largest annual animal migrations The ecosystem of British moorlands **Climate** Regional climates in the UK and differences in climate in mountainous and coastal areas

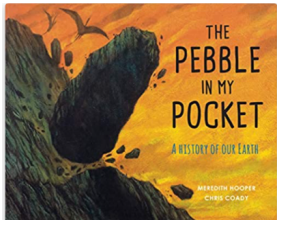
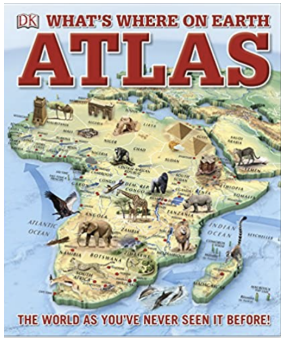
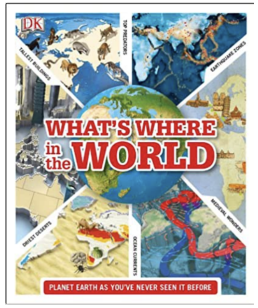
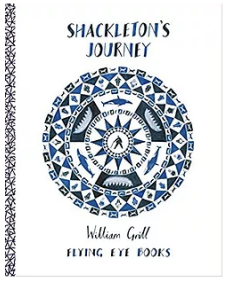
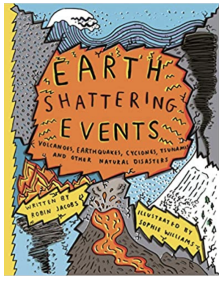
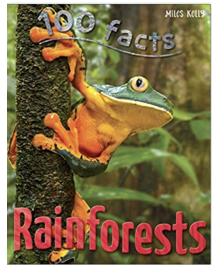
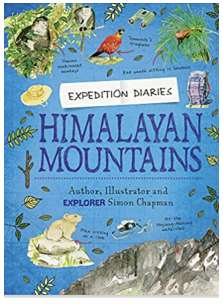
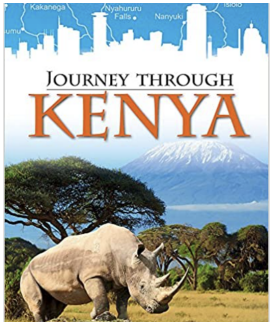
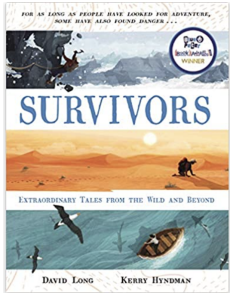
			Know 4-figure grid references and standard OS map symbols.	**Resources:** Know the main economic activity in a Mediterean city (agriculture, shipping and tourism in Naples) and compare it to economic activity in Bath. **Maps, data and information** Use satellite images, photographs and thermal imaging to interpret Antarctic conditions. Use topographical maps of the US, know where the Equator, tropics, hemispheres and North American countries , mountain ranges and main rivers are located on a map.	Mountain communities use fertile land and natural resources The interdependence of global trade and that more developed countries export valuable manufactured goods and import less valuable, primary products. Disadvantages of globalisation for developing countries. **Resources:** Mountain environments provide precious minerals for mining. Land around mountains can be fertile. The location and distribution of natural food resources around the world, the global supply chain for cotton, coffee, tea and other food products The ethics of global and fair trade. **Maps, data and information** 8-point compass points 6 figure grid references, and OS Map symbols	**Climate change** has changed life in Kenya in the Maasai. Kenya lies on the Equator and has a tropical climate. Rainfall patterns threaten crops and cause drought and humber. **Physical processes** Global warming as a result of increased CO2 emissions The formation of volcanoes and causes of earthquakes. **Interdependence** How drought and climate change impact urbanisation in Kenya How relief, climate and soil zones affect farming activity in the UK The interdependence on the natural environment for farming and settlements in the UK **Resources** The protection of natural resources and environments in the UK

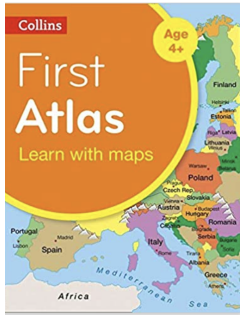
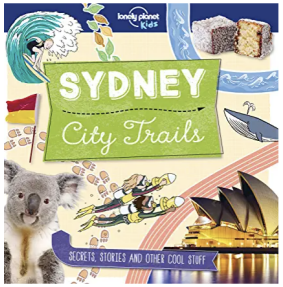
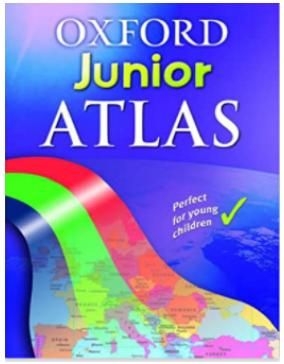
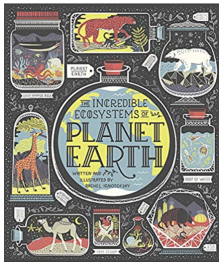
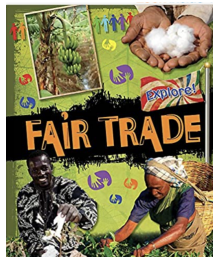
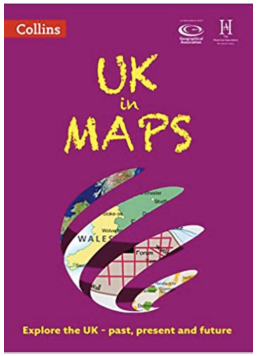
						Sources of energy, renewable energy , wind, solar, nuclear, fossil fuels **Maps, data and information** Understand 6 figure grid references, scales and 8 figure compass points. Interpret line graphs, aerial photographs
Mapping, data analysis and fieldwork	Use world maps, atlases and globes to identify the United Kingdom and its countries. (p5 Oxford first Atlas) Understand basic symbols on weather maps and interpret simple information about weather, such as rainfall. (p15 Oxford first Atlas) Use maps, atlas and globe to locate Hong Kong. Use photographs to deduce human and physical features. Understand that a map has a key (Oxford First Atlas p36) (p36 Oxford First Atlas, google earth)	Use maps, atlases and data on weather to describe climate, location and features of Australia (Oxford First Atlas p 16-17) Know the 4 points of a compass. Recognise simple features on maps such as buildings, roads and fields. Recognise that maps need a title.Use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality (digimaps, Where do I live ?) Devise a simple map; and use and construct basic symbols in a key. Draw	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. (Collins Junior Atlas p 30-33, 'What's Where in the World' p30) **Digital mapping :** Search for places Search for places Zoom in and out (larger scale to smaller scale maps) Select different types of world maps i.e. Atlas (physical) and World Boundaries (political) Add markers and labels to digital maps Describe features on the map using the key Investigate map	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. (Digimaps , p33 Collins Junior Atlas) Understand longitude and latitude, and topography on a on world and OS map (landscape, landforms and relief) (Collins Junior Atlas p3, Digimaps) Interpret satellite images of Antarctica (google earth) **Mapping and Digital Mapping**	Use atlases, globes (and digital/computer mapping) to locate countries and calculate the distance travelled by products using map scales. Plot distances travelled by their own products and use scale to measure distance (Digimaps - The World Came to my place today) **Digital Mapping:** Search for places • Zoom in and out (larger scale to smaller scale maps) • Select different types of world maps i.e. Atlas (physical) and World Boundaries (political) • Add markers and labels • Describe features on the map using the key • Investigate map overlays	Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied. (Google Earth Kenya) Enquiry, using maps, knowing how to locate places and identify features, using geographical vocabulary, describing landscape features and characteristics. Reading different scales, 8 cardinal compass points, map keys and 6 figure grid references.

	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of places and routes on a map. Label a route on a map of the world. (Oxford First Atlas p6 -7) **Fieldwork:** Observe physical and human features in school grounds	objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on).Use large scale, vertical aerial photographs. Know that when you 'zoom in' you see a smaller area in more detail. (Classroom plan) **Digital mapping :** Find their location using the postcode. Add simple information to maps such as markers. Draw around simple shapes and explain what they are on the map, for example, houses. I can use the measuring tool with support to show distance-for example, their house to school, to the shops (Digimaps- Where do I live, and What is the quickest way to school?) **Interpretation of geographical data** Extract information about temperature and	layers i.e. latitude, longitude and time zones • Use measurement tools m in and out (larger scale to smaller scale maps) Use measurement tools (Digimaps: where in the world is Russia?) Learn the eight points of the compass, 4 figure grid reference some basic symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the course of local and well known rivers. Use the scale bar to estimate distance. (Digimaps/ Journey of a River) **Interpretation of geographical data** Extract information about climate and human processes (e.g. trade) from a variety of charts including pie charts and bar graphs.	Give direction instructions up to 8 cardinal points. Use 4-figure coordinates to locate features. Know that 6 figure Grid References can help you find a place more accurately than 4- figure coordinates. Add a range of annotation labels and text to a map to help explain features and places.. Measure distances, interpret scale on OS maps. (Digimaps: Locality detectives) Interpreting climate charts and charts to understand population changes and climate across the USA. (Collins Junior Atlas p62-65 , ' What's Where in the World p 76) **Interpretation of geographical data** Extract information about climate and human & physical processes (e.g.Antarctic ice melt, trade and tourism) from a variety of charts including pie charts and bar graphs **Fieldwork:** Investigation of features in the local area,	i.e. latitude and longitude • Use measurement tools. Read maps according to scale and lines of lat and longitude (Digimaps- The Americas) Read 6 figure OS grid references (Digimaps - picture detectives - standalone lessons) **Interpretation of geographical data** Extract information about climate and human & physical processes (e.g trade) from a variety of charts including pie charts and bar graphs **Fieldwork:**	(Digimaps - Map detectives) **Digital mapping:** Find 6-figure grid references and check using the Grid Reference Tool. Combine area and point markers to illustrate a theme. I can use maps at different scales to illustrate a story or issue . Use maps to research factual information about locations and features. I can use linear and area measuring tools accurately to show patterns of land use in the local area. (Digimaps: Patterns of land use) **Interpretation of geographical data** Extract information about climate and human & physical processes (e.g trade and tourism) from a variety of charts including pie charts and bar graphs **Fieldwork**: Investigate land use in the local area and changes over time. Investigate a local farm or

		precipitation from simple bar charts and line graphs. **Fieldwork** Follow maps in the local area. Then plan a route to school and photograph landmarks for a digital map.	**Fieldwork** Visit parts of a local river identified on their OS maps Observe stages and draw diagrams to show the physical process.	physical and human, map and compare to contrasting locality in Europe (link to mapping skills see Digimaps 'Locality Detectives')		business and how it has changed over time. REcord the results as a report with diagrams and data

Vocabulary	Human feature, physical feature, rural, urban, Weather, seasons, axis, sun, temperature, rainfall, wind. North, South, West, East Country, continent, city, equator, North Pole. South Pole, island, forest, harbour, mountain, port, capital, cliff, coast, landmark, beach	Names of continents and five oceans. Compass points North, South, East and West. Arid, Bush fire, Coastal, Cyclone, City, Climate, Desert, Drought, Equator, Gorge: Hemisphere: Landmark, Mountain range, Population Grid reference, scale aerial	Capital city, country, hemisphere, continent, country, city, equator, North Pole. South Pole. Taiga forest, alpine Source, drainage basin, upper, middle, lower course, channel, tributary, erosion, transportation, deposition, meander oxbow lake, floodplain, mouth, estuary, delta, dam, weir, hydro-electric dams, precipitation, throughflow, water cycle, precipitation, irrigation, Settlement, land use, trade, tourism, transport, natural resources, tourism. Weather, climate, climate zones, alpine, climate change, global warming, vegetation belt, topography, import, export. Weather, climate, biome, grid reference.	Poles, ice, shelf, glacier, tributary glacier, time zone, climate change. Sea, continent, region. Biome, canyon, climate, delta, drought, geology, latitude, longitude, population density, population distribution, climate. Erosion, flood plain, gorge, canyon, latitude, mountain, mountain range, plateau. Latitude, longitude, mountain, mountain range, plateau, population density, population distribution, trade, industry, agriculture, tourism .	Tropics, latitude, longitude, habitat, deforestation, emergent, canopy, shrub layer. Tropic of Cancer, Tropic of Capricorn. Interdependence Trade, import, export, developed, developing country, global, local, communication, transportation, primary, secondary, tertiary industry, supply chain landscape, altitude, peak, ridge, glacier, fold, fault, dome, mountain, plate, convergence, water cycle	Urban, rural, crops, import, export, primary secondary tertiary industry, migration, climate, rocks, relief and soils, trade, topography, physical and human, ethnic diversity, population, transport, network. Equator, industries, crops, primary and secondary industry, urban, environmental footprint, sustainable development. Plate tectonics, plate boundaries, Dormant Active, extinct Magma focus, epicentre magnitude
Etymology of key words	**continent:** from the French continere - to contain **physical:** from the Greek root 'phys' meaning from nature	**hemisphere:** from Greek hemi meaning half and sphere meaning ball **climate:** from old French climat meaning region part of the earth	**deposition:** from Latin deponere meaning to lay aside or deposit. **precipitation:** from Latin meaning falling from a height	**agriculture:** from Latin root agri meaning field and cultura meaning cultivation **latitude:** from Latin latitudo meaning breadth width or size	**interdependence:** from Latin inter meaning between and dependence form old French dependere meaning to hang from or to depend on	**migration**: from Latin migrationem meaning a removal or change of place **diversity:** from old French diversite meaning difference or uniqueness

Non fiction reading	 	**Population:** from Latin populus meaning people. **Equator:** from the Latin aequare meaning make equal  	**erosion:** from Latin erosinem meaning gnawing away **hydro-electric-** from Greek hydro meaning water **transport:** from Latin trans meaning beyond/ across and portare to carry 	**longitude:** from Latin longitudo- a measured length **geology:** from Greek word root geo meaning earth **distribution:** from Latin distribute meaning to divide up  	**primary** : from Latin primus meaning first **secondary:** from Latin secundarius meaning second, less important **tertiary:** from Latin tertiarius meaning third  	**dormant:** from French dormer meaning to sleep **magnitude:** from Latin *magnitudo* meaning greatness or size  

						
POP tasks	Write a postcard from each of the UK's capital cities Table to compare London to home area, using maps, photographs, aerial photos Create a weather guide for each season of the year, with symbols for someone planning a visit to the UK. Use weather symbols. Postcard from Hong Kong describing simple physical and human features , how it is different from home. **Table to compare features of own location to Hong Kong city**	Compare climate zones across the world- tropical and polar and relation to poles and equator Letter from Sydney describing physical and human features. A detailed description. Written comparison of the outback and Sydney, compare population, climate and features, use language learnt in the unit Map task: Design a map of a new school grounds with OS symbols, grid references. Using an aerial photo, draw as a map with OS symbols, use 2 figure grid references	**Europe :** Annotate world map with continents and main European countries , capital cities and some natural features (using vocabulary list). - use an atlas Explain how a region in a European country has developed natural resources as a source of trade or income. How do European countries rely upon each other for goods and trade? Rivers: Explain how a river system works, describe their field study findings using correct terminology.	Antarctica - why is Antarctica important? Explain how climate change is affecting Antarctica How have Antarctica's physical features changed over time and why is this important? Mediterranean How do people in the Bay of Naples use physical features of the environment and land? How is that different to where we live? How does the city I have studied compare to where I live/ Bath/ Bristol? Compare 2 locations in the US, using maps showing population	Write to the Secretary of State for the Environment to describe the biodiversity of the rainforest and why it should be protected. Explain threats and the impact of the use palm oil. Describe how mountains are formed and how a detailed description of a mountain environment in Asia or South America. Write explaining the benefits and disadvantages of living in a mountainous environment. Explain why consumers should buy fair trade products. Advantages and disadvantages of global trade. How can we be more responsible consumers?	What are the advantages and disadvantages of the Maasai moving to cities? Should tourism to the Maasia Mara be encouraged and why? Describe how the local areas have grown and developed over time. Make sure you mention physical and human factors How have jobs people do changed over time in out local area and why? How has land use changed over time in our village or town? Explain the benefits and disadvantages of living in volcano and earthquake

			Story of a pebble on the course of a river	density, climate, topography, human and physical features		zones in contrasting locations around the world. Explain why some choose to stay. What are the advantages and disadvantages of living on a plate boundary, and how can the effects be managed?
Milestones- Composite Outcomes	**To investigate places:** • Ask and answer geographical questions (such as: What is this place? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans.		**To investigate places:** • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics.		**To investigate places:** • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and	

			understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.
	To investigate patterns: • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school.	**To investigate patterns:** • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time.	**To investigate patterns:** • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.

	To communicate geographically: • Use basic geographical vocabulary to refer to: • **key physical features**, including: beach, coast, forest, hills, mountains, oceans, rivers, soil, valley, vegetation and weather. • **key human features**, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).	**To communicate geographically:** • Describe key aspects of: • **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements and land use. • Use the eight points of the compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	**To communicate geographically:** • Describe and understand key aspects of: • **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of the compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).