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.

Key Ideas: Places, Patterns and Communication. (i.e. *Physical features, Human features, Knowledge of continents, countries, oceans and seas, Geographical similarities and differences, Understanding maps, Fieldwork and research).*

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

	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Breath of study	**Bright Lights, Big City.** Our United kingdom. **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, identify the equator and climate zones of the world.) **Australia.** **Part 2:** Compare/ contrast UK area with small area of a non-European Island. **Street Detectives. The local area.** Simple map/ basic symbols fieldwork. (school grounds/ land use in local area.)	**Where in the world…**(Locating countries in Europe/ Rivers/ Mountains) plus: **Our European Neighbours, spotlight on the Alps.** Compare 2 European regions: **Rivers and waterfalls around the world. (RGS- Niagara Falls/ Thames/Local Rivers)**	**Antarctica and why does Antarctica matter? (RGS)** Environmental Regions: **USA- -The United States of America and the Americas** (In depth country study) **Mediterranean Italy/Greece and Bath.** (Similarities/ differences two contrasting places)	**Rainforest in Brazil and the Congo** **Misty Mountain Sierra.** Mountains and Water Cycle **World Kitchen: Global Trade. (RGS)** (Fair Trade/food location/supply chains/import and export)	**Kenya - A changing country.** (Main countries in Africa, Asia and Australasia -In depth study (Climate/Impact of tourism/ conservation and urban migration) **The UK.** (Urban and rural land use. Trade, farming and economic activity Compare changes in land use in Birmingham/ Local areal) **Volcanoes and Earthquakes.**

Locational and Place Knowledge	That their home country is The United Kingdom that is a union of England, Wales, Scotland and Northern Ireland. They should identify the locations of those individual countries and some of the major cities, including their nearest city and the capital city, London. That the United Kingdom is a country which is part of the continent of Europe. The British Isles is surrounded by the North Sea, the Irish Sea, The English Channel and The Atlantic Ocean. The location of the North and South Poles and Equator. The location of their home town/village and the Island of Coll. Location of Hong Kong in the country of China in the continent of Asia. It is along the east coast of mainland China, and is bordered by mainland China. Know that China is East of the UK The difference between a continent, a country and a city, and urban and rural environment.	Location of poles and the Equator The location and names of the world's continents, oceans and largest seas. That Oceana is the continent and the location of the country Australia. That places may be described using terms such as continent, country, city and the nearest oceans or seas Discovering why people choose to settle in specific places and the geographical characteristics of Australia's coastal cities. (example) Sydney is the state capital of New South Wales and has a population of 4.3 million. It is the largest city in Australia. It is located on Australia's east coast. The city surrounds the world's largest natural harbour. Climate is temperate.	Our European Neighbours Focus on Europe: Locate Europe and European countries (including the location of Russia). Locate the main physical geography including rivers and mountains ranges in Europe. Locate the major cities and countries in the continent of Europe. Know the geographical location of the main rivers in the UK. Location of the longest rivers in the World and of Angel Falls in Venezuela	Antarctica's place on the Earth and on a map, position and significance of latitude and longitude. Antarctic ice types and fauna Polar Regions, Antarctica's size, makeup and surrounding oceans Location of London, Buenos Aires, South Georgia and Elephant Island. Location of the Mediterranean basin within Europe Geographical similarities and differences in locations within the Mediterranean. Location of Naples/ Pompei and other major Italian Mediterranean / or other Mediterranean cities. Name and locate the main places in the USA, key physical and human characteristics. Describe and understand the population characteristics of different settlements in the USA and how this compares to their own locality Understanding the location of New York City, recognising key features and characteristics of the city.	Case studies of the USA/ UK and African country to demonstrate the impact of geography on what a country exports to other countries. To locate vegetation belts around the world. To identify the position and significance of latitude and longitude Tropical rainforests lie in the tropics (The part of the Earth's surface between the Tropic of Cancer and the Tropic of Capricorn); characterized by a hot climate. Location of the world's main tropical rainforests and their importance. The impact of deforestation. Name and locate the mountain ranges Himalayas, Rockies, Alps. Andes, highest peaks in the UK and in the world. Understand geographical similarities and differences through the study of the physical geography of a region of the United Kingdom (Snowdonia) and another mountain range (Andes and Himalayas) Interpret a range of geographical information and communicate geographical information through maps.	Name and locate the main cities in Kenya, the climate and main topographical features. Know the main types of farming , industries and changes in the urban environment in UK over time Name and locate key topographical features of the UK including hills, mountains, coasts and rivers. Describe and understand key aspects of the physical geography including climate zones, weather patterns, vegetation belts, rivers and mountains in the UK . Name and locate UK cities and industrial land use and understand how these aspects have changed over time. Compare these to changes in the local area over time. Location of the Earth's plates and the Earth's main volcanoes, earthquake zones and

						areas of geothermal activity. .

Human & Physical Geography	Know the difference between a human and physical feature Identify some well-known physical and human landmarks in the UK- such as Big Ben, Snowdonia, Stonehenge Identify seasonal and daily weather patterns in the United Kingdom, compare 2 locations- including their own location Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to local and familiar features: key physical features,: *forest, hill, bay, ocean, mountain, valley, vegetation*, *port, .* key human features, including: *city, town, village, factory, farm, house, apartment, port, business, office, factory, transport.*	Use basic geographical vocabulary to refer to a less familiar area. key physical features, including: *Focusing on the four major landform regions of Australia, (island, plateau, lake, gorge, desert, mountain ranges).* *The three climate zones of Australia are: temperate, arid, and tropical. Describe the characteristics of these climates and their impact on human activity:* key human features, including: coast, *city, factory, farm, house, office, port, harbour, Human geography of Australia's coastal cities (Population, nationalities, tourist attractions)...*	Describe & understand key aspects of physical geography including climate zones, rivers & mountains in Europe. Describe and understand human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources in Europe. Know types of settlement and land use, economic activity including trade links. In a case study of two European Countries, know their environmental regions, key physical and human characteristics, and major cities Physical geography including: *Understanding of the water cycle, Knowledge of a river system, from its source, through the meanders of flatter land, to the estuary and its mouth. Understand the process of flooding and why and how rivers breach their banks. Know the causes and consequences of flooding. Understand how the use of the River Thames*	Antarctica as a polar region, seasonal/geographical variations in time, different forms of land and terrain. Visual Identification of features of Antarctic geomorphology. Physical geography: *hot and cold climate zones and the influence of the earth's orbit on climate zones Antarctica's mountainous terrain, oceans and their effects, Interactions between physical geography and everyday life, physical features of Earth's orbit and its effects upon the weather..* Interdependence of natural and human processes in the context of Europe Key aspects of physical geography in two contrasting Mediterranean locations including, *climate zones, biomes and vegetation belts, rivers, mountains fault lines. Types of settlement and land use in the region, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.* Link to history- Romans and Pompei	Describe and understand key aspects of physical geography, including how natural resources and climate determine where our food comes from. Describe and understand key aspects of human geography, including how trade connects different countries and their populations, trade links, the role of workers in different countries along the supply chain and comparing the wealth and level of development of different countries. Describe and understand aspects of *physical geography of the UK that determines what we export.* Key aspects of human geography, including *the types of goods we export and trade links.* Human geography: Describe and understand key aspects of human geography, including *fairtrade, and how global trade affects the lives of workers in less economically developed countries.* Describe and understand key aspects of human geography, *including level of development, education, skills and industry.* Physical geography *climate zones, biomes and vegetation belts*,	Describe and understand key aspects of the human geography of the UK including the distribution of *farming types and traditional food products.* Describe and understand key aspects of the physical geography of the UK *including climate zones and distribution of soils.* Describe and understand key aspects of human geography including *types of settlement interdependence, economic activity, trade links and the distribution of natural resources including energy and minerals.* Explain the location, growth and changes in *settlements (case study Blackpool and Birmingham).* Describe and understand key aspects of human geography including *migration, multiculturalism and ethnicity.* Describe and understand key aspects of physical geography, *including earthquakes and volcanoes.* Describe and understand key aspects of human

			has changed over time, Understand more about the physical and human geography of waterfalls (Angel Falls, Niagara) Human geography, including: *trade, farming, export, import, ports, economy, business, city, districts...*	(Naples) and Greek history (Athens) Describe and understand the location and formation of key physical features of the landscape in the USA including the Grand Canyon. Investigation of different physical features and processes related to climate. Understand the impact of the environment on humans, *particularly drought and floods*. Knowledge of the impact of physical features and processes on agricultural production. Human geography: *Understanding of the different factors that affect farming livelihoods in the USA.*	*rainforest regions, name, locate, describe and understand key topographical features and aspects of physical geography of tropical rainforests in Brazil and land-use patterns and understand how some of these aspects have changed over time.* Understand key aspects of physical geography, *how mountains are formed, types of mountains*	geography, including *types of settlement and land use, economic activity… and the distribution of natural resources including energy, food, and minerals in earthquake zones.* Describe and understand how *tourism and urbanisation have changed life in Kenya.* Describe and understand how *climate change has changed life in Kenya in the Maasai.* Describe and understand key aspects of human geography, including *types of settlement and land use, economic activity and the distribution of natural resources, education, skills and migration to urban areas in Kenya*

Interpretation, communication and investigations	Use world maps, atlases and globes to identify the United Kingdom and its countries. Understand basic symbols on weather maps and interpret simple information about weather, such as rainfall. Use maps, atlas and globe to locate Hong Kong. Use photographs to deduce human and physical features. 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.	Use maps, atlases and data on weather to describe climate, location and features Know the 4 points of a compass and 2 figure grid references. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 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. Devise a simple map; and use and construct basic symbols in a key. Move onto location language.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of the compass, 2 figure grid reference some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the local rivers. Use fieldwork to observe and record rivers in the local area using a range of methods, including sketch maps, plans and graphs. Analyse and compare images/maps and give views on their effectiveness.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Geographical Skills and fieldwork: Longitude and Latitude and visual understanding of Polar Landscapes via photographic analysis. Mapping, graphing and data presentation, 4-figure grid references. Using different secondary data sources for geographical investigation. Interpreting climate graphs to understand population changes and climate across the USA. Analysis of historical maps to examine urban change in New York.	Use atlases, globes (and digital/computer mapping) to locate countries and calculate the distance travelled by products using map scales. Interpreting data related to global trade in table and graph form, and draw conclusions on the data on fairtrade and non-fairtrade products. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Interpret a range of geographical information and communicate geographical information through maps. Extend to 6 figure grid references.	Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied. Six figure grid references with teaching of *latitude and longitude* in depth and build their knowledge of the wider world. Use of maps, atlases, compasses, aerial photographs; observational and questioning skills; fluency in geographical enquiry (data collection, interpretation, presentation, analysis); understanding of interdependence and contemporary issues in society and the environment.

Threshold Concepts (schema)and composite 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 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 **Physical features**: key physical features of the UK , islands, beaches, cliffs , coasts , cliffs,	**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 areas, grasslands and plateau . 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 own location. **Physical features** Key features of Australia's landform regions: plateau, lake, gorge, desert, mountain ranges**.** **Climate**	**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 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 country. 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	**Location** South Pole. Antarctica. Antarctic Circle. Southern Ocean. Major cities, largest lake, longest river, highest mountain in the US. Mountain ranges and neighbouring countries. Location of the region around Athens and/or Naples/Pompeii, from global to local **Human features** Global warming. Land use, urban development and population density. 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. Compare 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,	**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 of 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.	**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, 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 Nairob and land use in cities. Population and population distribution of the UK and local area. Settlement, land use, trade and economic activity in 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

	beaches, forests, hills,lakes and mountains ,seas, rivers, Physical features of Hong Kong's Islands: harbours, villages, forests, beaches and mountains. **Climate** The **weather** as the conditions of the atmosphere, including **temperature, wind and rain**. The seasons of the Northern Hemisphere and how they affect the weather **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	Concept of climate, climate zones, hot and cold places and tropical climates. Three climate zones in Australia: arid, temperate, and tropical Causes of extreme weather events of **bushfires, cyclones and drought.** The impact of climate on where people live and everyday life in Australia. **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. Know grid references and scales on a map. Know the main OS map symbols relating to the local area.	range and a biome. Know what a glacier is. **Environments** Understand the term Biome and the particular topography, climate, and ecosystems of the Alpine region. Alpine plans have adapted and the ecosystem is unique **Climate** Europe is in the temperate climate zone, but weather varies. Alpine climates are colder, with snow in winter and colder temperatures at higher altitudes. **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 river is used for washing, fishing and irrigation on the River Zambezi.	earthquakes and mountains of the Meditternean region and the impact of the sea on Athens and Naples. **Environments** Antarctica as a biome and the bird and sea life of the continent 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 longitude, from subtropical to sub-polar **Physical processes** The formation of glaciers, ice shelves and icebergs in 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.	The structure of a mountain and mountain range , summit, slope, valley ,altitude The natural resources of countries determine the types of exports and imports. **Environments** 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. 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** A rich and diverse provider of food for humans. The rainforests are used by humans to develop agriculture and use mineral resources. Amazon rainforest	migration, multiculturalism and ethnicity in the UK Farming types, arable, dairy, market and hill sheep farming and main produce of the UK's regions 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 Environments The Masai Marae ecosystem with one of the largest annual animal migrations The ecosystem of British moorlands Climate

			Maps, data and information Know 4-figure grid references and standard OS map symbols.	**Resources:** Know the main economic activity in a Meditterean city (fishing, shipping and tourism in Athens) and compare to economic activity in Bath. **Maps, data and information** Use satellite images, photographs and thermal imaging to interpret Antarctic conditions. Use of topographical maps of the US, know where the Equator, tropics, hemispheres and North American countries are located on a map.	produces one- fifth of the world's oxygen. Mountain communities use fertile land and natural resources The interdependence of gloal trade and that more developed countries export valuable manufactured goods and import less valuable, primary products **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 to investigate Snowdonia	Regional climates in the UK and differences in climate in mountainous and coastal areas **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 phtographs
Conceptual 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, vegetation capital, cliff, coast, landmark, North, South	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, Latitude Mountain range, Plateau: Population Grid reference, scale aerial	Capital city, country, hemisphere, continent, country, city, equator, North Pole. South Pole. 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.	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	Tropics, latitude, longitude, habitat, deforestation, emergent, canopy, shrub layer. Trade, import, export, developed, developing country, global, local, communication, transportation, primary, secondary, tertiary industry, supply chain Landscape, altitude, peak, ridge, glacier, moraine, 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, climatic area, urban, migration, environmental footprint, sustainable, development. Plate tectonics, plate boundaries,

			Weather, climate, climate zones, alpine, climate change, global warming, vegetation belt, topography, import, export. Weather, climate, biome, habitat, grid reference.	distribution. Trade, industry, agriculture, tourism,		Transform plate boundary Dormant Active, extinct Magma Focus, epicentre Magnitude
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).

POP tasks	Write a postcard from each of the UK's capital cities Create a weather guide for each month of the year, with symbols for someone planning a visit to the UK. Postcard from Hong Kong describing simple physical and human features , how it is different from home.	Letter from Sydney describing physical and human features. A detailed description. Compare the locations of 2 continents- Australia and one other - create a quiz to help others learn the location of continents and oceans. Map task: Design a map of a new school grounds with OS symbols, grid references.	**Europe :** Annotate world map with continents and main European countries , capital cities and some natural features (using vocabulary list). Explain how two contrasting European countries have developed natural resources as a source of trade or income. Rivers: Explain how a river system works, describe their field study findings using correct terminology.	Antarctica - why is Antarctica important? Write a detailed description of the environment based on a range of sources. Mediterranean How does the city I have studied compare to where I live/ Bath/ Bristol? Write a multiple choice quiz about locations and features of the US Write a letter to the new ambassador to the US about what they know.	Write to the Secretary of State for the Environment to describe the biodiversity of the rainforest and why it should be protected. Describe how mountains are formed and how a detailed description of a mountain environment in Asia or South America. Explain why consumers should buy fair trade products. End of unit recall quiz	What are the advantages and disadvantages of the Maasai moving to cities? Should tourism to the Maasia Mara be stopped? dEscribe how how the local areas sha grown and developed over time. Make sure you mention physical and human factors – Explain the benefits and disadvantages of living in volcano and earthquake zones in contrasting locations around the world. Explain why some choose to stay.