

St. Patrick's Catholic Primary School



Progression in Geographical Knowledge

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During **Key Stage 1** we challenge and support our children to carry out a number of geographical investigations through the Connected Geography learning programme which enable them to use and apply basic and appropriate subject vocabulary, subject tools (including maps, aerial photographs and graphical data and fieldwork skills) to recognise, identify, describe, observe, reason and begin to explain in simple terms the interaction of people with their environments.

Through **Key Stage 2 (Years 3 and 4)** in geography, learning and teaching builds on the knowledge and understanding, skills and attitudes outcomes at Key Stage 1 and the pupils make progress through being provided with opportunities to reach explanations (which means that their understanding is based on the clear use of evidence e.g. from data they have collected and presented in a graph) and reach conclusions about topics, places and issues they have studied through the Connected Geography learning programme. Another important aspect of geography at Key Stage 2 (Years 3 and 4) is that our pupils begin to be able to see the world through the perspective of different stakeholders i.e. people and things that have an interest in or are connected to an issue or place. To this end during Key Stage 2 (Years 3 and 4) we challenge and support our children to undertake geographical investigations from Connected Geography which enable them to use and apply appropriate and increasingly specialised subject vocabulary, subject tools (such as satellite imagery and GIS) and fieldwork skills to recognise, identify, describe, observe, reason, explain and reach basic conclusions about the interaction of people with their environments.

At **Key Stage 2 (Years 5 and 6)** Connected Geography focuses on topics and big questions that extend the children's subject skills so that they are able to make judgements about things they learn both from their own personal perspective and through empathising with the position of others. In addition opportunities are provided for the children to evaluate what they have learned and how they have learned it and to come up with their own questions to investigate. Higher outcomes in geography also involve children being able to apply what they have learned in one context to another and to understand concepts as well as more discrete areas of knowledge which they learned and understood e.g. being aware of the fact that a seaside beach is only one example of how the land meets the sea and that 'coast' (a concept or generalised set of information) refers to anywhere where the land meets the sea which may be a beach but also could well be a cliff, port, estuary, mud flat or marsh. To achieve this during Key Stage 2 (Years 5 and 6) we challenge and support our pupils to undertake Connected Geography investigations which enable them to use and apply specialised subject vocabulary, subject tools (such as GIS) and fieldwork skills to recognise, identify, describe, observe, reason, explain, reach conclusions and make judgements, evaluate, apply and hypothesise about the interaction of people with their environments.

Units of study

	Autumn	Spring	Summer
Y1	What is the geography of where I live?	How does the weather affect our lives?	Why do we love being beside the seaside?
Y2	Why does it matter where our food comes from?	<i>History focus</i>	How does the geography of Lagos compare to London?
Y3	Beyond the Magic Kingdom (study of Florida)	<i>History focus</i>	Why do so many people in the world live in Mega Cities?
Y4	How can we live more sustainably?	<i>History focus</i>	Why are jungles so wet and deserts so dry?
Y5	How do Volcanoes affect the lives of people?	What is a river?	Why are mountains so important?
Y6	How is climate change affecting the world?	Why is fair trade fair?	Who are Britain's National Parks for?

	Cycle A
	Cycle B

KS1

National Curriculum coverage Geography

Pupils should be taught to:

Locational knowledge

- Name and locate the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

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.

Human and physical geography

- Use basic geographical vocabulary to refer to key physical and human features.

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.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- Use simple observational skills to study key human and physical features of environments.
- 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.

Year 1

Topic	Expectations	Key words
<i>Rationale explained</i> What is the geography of where I live? <i>Key NC links</i> - Name and locate the world's seven continents and five oceans. - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - 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 and human features. - 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. - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. - Use simple observational skills to study key human and physical features of environments. - 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.	- Identify and describe physical and human geographical features of a range of environments and understand that geography is the study of how people are connected with these environments; - Use a number of GIS layers of Google Earth to identify and observe familiar physical and human geographical features of the immediate vicinity of their school; - Identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe; - Using a range of layers in Google Earth GIS imagery, identify, describe and offer reasons for changes in land use they can observe and record in the local area of the school; - Understand that the many different uses of land observed in the local area can be grouped into a small number of categories; - Through fieldwork observe and record in a variety of ways, significant examples of physical and human geographical features of the local area;	Place; People; Environment; Landscape; Community; Natural; Physical geography; Human geography; Global; United Kingdom; Country; Nation; City; Capital; Continent; Ocean; Europe; Equator; Sea; Tree; Wood; Forest; Tropical; Buildings; Landslide; Beach; Wave; Motorway; Canyon; Mountain; Snow; Cliff; Town; Moor; Train; Offices; Service; Hotel; Departmental Store; Fishing; Boat; Farm; Ice; Freeze; Plough; Field; Road; Bridge; Safari; Holiday; Sport; Timber; Railway; Geo tagged; Geographical Information System (GIS); Annotated; Local area; Stadium; Change; Construction; Land use; Scale; Street; Transport; Recreation; Economic; Residential.
Why do we like to be beside the seaside?	- Identify and describe the main physical and human features of seaside environments; - Provide reasons as to why it is important to protect living things at the seaside;	Seaside; Countryside; Town; City; Urban; Rural; Flats; Sand; Beach; Pebbles; Mountain; Rocks; Field; High Street; Sea; Shops; Road; Street;

<i>Key NC links</i> • Name and locate the world's seven continents and five oceans. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Identify daily and seasonal 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. • Use basic geographical vocabulary to refer to key physical and human features. • 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. • Use simple compass directions and locational and directional language to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Use simple fieldwork and observational skills to study key human and physical features of environments.	• Describe popular activities undertaken at the seaside; • Understand the interdependence of living things in seaside environments; • Identify, describe and categorise living things within a rock pool habitat; • Identify, categorise and begin to explain the distribution of sea shells on a beach; • Identify, describe and offer reasons for the presence of pollution on a beach; • Describe and explain how people can take greater care of the seaside environment; • Describe and explain reasons why seaside holidays have changed in living memory; • Identify, describe and offer reasons for European flight destinations from their nearest regional airport; • Compare and contrast modern day experiences of the seaside with those of older members of their families or the Victorians.	Heath; Trees; Wood; Crops; Farming; Cliff; Houses; Hill; Traffic; Habitat; Environment; Adaptation; Camouflage; Nutrition; Food chain; Plankton; Pollution; Continent; Ocean; Country; North Pole; South Pole; North America; South America; Europe; Africa; Africa; Australia; Antarctica; Ocean; Pacific Ocean; Indian Ocean; Arctic Ocean; Southern Ocean; Atlantic Ocean; Compass; Map; River; Mountain; Desert; Island; Capital; Resort; Region.
How does the weather affect our lives? <i>Key NC links</i> • Name and locate the world's seven continents and five oceans. • Identify daily and seasonal 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. • Use basic geographical	• Identify and describe the basic atmospheric elements of the weather; • Observe, measure and record the elements of daily weather by using a variety of simple instruments and devices; • Present, describe and offer reasons for some of the ways in which the weather has changed during the period of measurement; • Identify, describe and begin to explain ways in which great artists depict elements of the weather and the techniques they use to convey noise, smell and emotional feelings; • Observe how weather conditions change during the four seasons of the year and offer reasons for	Weather; Rainfall; Temperature; Sunshine; Wind; Fog; Snow; Tornado; Drought; Cloud; Thermometer; Anemometer; Rain gauge; Weather vane; Compass; Season; Winter; Spring; Summer; Autumn; Thunderstorm; Ice; Country; City; Lagoon; Canal; Island; Equator; North Pole; South Pole; Key; Solar; Desert; Continent; Ocean; Sahara; Antarctica; Blizzard; Expedition; Environment;

vocabulary to refer to key physical and human features. • Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Use simple fieldwork and observational skills to study key human and physical features of environments.	changes which occur; • Recognise and describe how Vivaldi in his concerto The Four Seasons is able to create an evocative picture of changes in the weather from one season to another; • Observe and offer reasons for the distribution of hot and cold places in the world; • Explain in simple terms why the temperature of places decreases with distance from the Equator towards the north and south poles; • Compare and contrast the environments of Antarctica and the Sahara Desert and begin to explain through reasoning the similarities and differences; • Understand why Captain Robert Scott and his team wanted to be the first human beings to reach the South Pole, the reasons for their failure and empathise with the emotions they would have felt as a result; • Locate the Amazon Basin on a labelled world map, describe its typical daily weather, suggest reasons for why it's so hot and wet and explain why it's so different from the Sahara Desert and Antarctica;	Atmosphere.
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Year 2

Topic	Expectations	Key words
<i>Rationale explained</i> Why does it matter where my food comes from? <i>Key NC links</i> - Name and locate the world's seven continents and five oceans. - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - Identify daily and seasonal 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. - Use basic geographical vocabulary to refer to key physical and human features. - 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. - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. - Use simple observational skills to study key human and physical features of environments. - 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.studied at this key stage.	- Recognise that all the food we eat comes from either plants or animals and that a farm is an area of land and buildings where those plants and animals are produced; - Identify, describe and offer reasons for the main features of a dairy farm and observe how milk is used as a raw material in a wide range of dairy products; - Identify and describe the main geographical features of the physical landscape of Devon and compare and contrast these with some of the human features of its towns and cities; - Offer reasons and begin to explain why the weather in Devon makes it a good place for dairy farming; - Compare and contrast the average annual weather conditions in Devon with those of the United Kingdom as a whole; - Describe how cheese is manufactured on one Devon farm and how it is exported; - Identify the top 10 most popular fruits in the United Kingdom and understand why half of these are imported; - Identify and describe the main stages in the harvesting, packaging and export of bananas from Costa Rica to the United Kingdom; - Explain why Costa Rica is a good location for farmers to grow bananas and how exported bananas reach the United Kingdom; - Identify and describe how sugar is refined from sugar beet on British farms; - Understand why being careful about how much added sugar we eat each day is important for maintaining a healthy lifestyle; - Identify and categorise fruit and vegetables sold at a high street greengrocer, their cost and whether they are locally produced, UK grown or imported; - Describe and explain some of the benefits of greengrocers and supermarkets buying fruit and vegetables from local farmers; - Identify the animals from which common meats sold at butcher shops and supermarkets derive and explain what 'free-range' means and why this is beneficial; - Identify ingredients of the top 10 dishes cooked at	Farm; Dairy products; Supermarket; Shop; Pasture; Grass; Jersey; Channel Islands; Economic activity; Business; Raw material; County; Devon; South West England; United Kingdom; Landscape; Wood; Hedgerow; Tree; Field; Lake; Weather; Average; Temperature; Growing season; Rainfall; Sunshine; Settlement; Town; City; Village; Industry; Airport; Motorway; Office; Factory; Railway; Cathedral; Aeroplane; Trade; Plantation; Harvest; Export; Costa Rica; South America; North America; Central America; Harvest; Container ship; Import; Tropical; Calories; Vegetable; Processing; Health; Butcher; Greengrocer; Locally produced; Free-range; Refining; Vitamins; Nutrition.

	home by people in Britain and explain whether these are home produced or imported.	
How does the geography of <i>Lagos</i> compare with the geography of where I live? (NB Geographical Area may change but Learning Objectives will not) <i>Key NC links</i> - Name and locate the world's seven continents and five oceans. - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - 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. - Identify daily and seasonal 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. - Use basic geographical vocabulary to refer to key physical and human geographical features. - 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. - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. - Use simple observational skills to study key human and physical features of environments. - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and	- Identify and describe the location of where they live in the UK, within Europe and the world and in relation to the Equator and north and south poles; - Compare their own location with the location of <i>Lagos in the country of Nigeria within Africa</i> and also both locations in relation to the Equator and the north and south poles; - Using maps at various scales and online websites, identify time differences and estimate distances between the UK and <i>Nigeria</i> and between the UK, <i>Nigeria</i> and other locations in the world; - Identify, describe and observe the types of traditional homes found in <i>Lagos</i> and compare and contrast these with their own homes and through fieldwork record and categorise types of homes found in the locality of their school; - Identify the key features of a traditional home in <i>Lagos</i> on a simple scale plan and construct a similar scale plan of their own home, offering reasons for any similarities or differences observed; - Identify and describe the main elements which make up the weather and understand that weather conditions change from one moment to the next; - Observe how, generally, temperature decreases towards the north and south poles and increases towards the Equator and suggest reasons for this pattern; - Describe the weather conditions experienced on one day in <i>Lagos</i> using online BBC weather forecast webpages; - Identify and describe appropriate forms of transport for particular journeys made. - Recognise, describe and suggest reasons for the similarities between a school/ school life in one school in <i>Lagos</i> and their own school; - Identify and describe the structure of typical tropical rainforest in <i>Nigeria</i>; - Describe, offer reasons and explain how living things in tropical rainforests are adapted to cope in extreme heat and rain; - Compare and contrast the structure of a tropical rainforest with a wood in the local area; - Use Google Earth to identify, locate and begin to explain the distribution of the human and physical geographical features of <i>Lagos</i> and compare these with the local area.	Location; Settlement; Country; Nation; Village; Town; City; Europe; World; Continent; Ocean; Capital; Globe; Map; Sea; United Kingdom; England; Scotland; Wales; Northern Ireland; Great Britain; Northern Hemisphere; Southern Hemisphere; Tropic of Capricorn; Tropic of Cancer; Equator; Africa; Nigeria; Borneo; Population; Scale; Italy; Canada; Zambia; Antarctica; Chile; New Zealand; Day; Night; Rain; Wind; Cloud; Temperature; Arctic Circle; Antarctic Circle; Climate; Polar; Temperate; Tropical; Transport; River; Commute; Economic activity; Boat; Profit; Religion; Muslims; Christians; Islam; Christianity; Imam; Vicar; Priest; Community; Tropical rainforest; Wood; Environment; Habitat; Adaptation; Satellite; Physical; Human.

physical features of its surrounding environment.		
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KS2

National Curriculum coverage Geography

Pupils should be taught to:

Locational knowledge

- 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
- name and locate counties 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
- 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 (including day and night)

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

Human and physical geography

- 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- 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.

Year 3

Topic	Expectations	Key words
<i>Rationale explained</i> Beyond the Magic Kingdom: what is the Sunshine State really like? <i>Key NC links</i> - 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. - 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 (including day and night). - 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. - 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, water. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use the eight points of a compass, four and six-figure grid references,	- Identify, describe and explain the function and attraction of theme parks around the world and in particular the Magic Kingdom in Florida; - Identify, locate, compare and contrast the constituent states of the United States of America and recognise and describe key geographical features of one state other than Florida; - Describe and explain the historical significance of the Maya civilisation and suggest reasons for its catastrophic end; - Observe, describe, explain and begin to draw conclusions about the geographical pattern of the origin of visitors to the Magic Kingdom from countries around the world; - Recognise and describe the key geographical features of a peninsula and compare and contrast the Floridian peninsula with a number of peninsulas at different locations around the world; - Recognise the key human and physical features and achievements of the Kennedy Space Centre in Florida and explain the geographical reasons for its location; - Describe and explain why sea turtles which live in the waters around Florida are endangered and reach a judgement as to how they might be conserved for the future; - Compare and contrast the climate of the United Kingdom and Florida and identify and explain the main differences particularly in relation to temperature and sunshine hours; - Reach a conclusion and make a judgement as to the best time climatically for British tourists to holiday in Florida; - Identify, describe and explain how hurricanes form and why they present such a threat to the people of Florida and understand the range of ways in which residents take measures to protect themselves and property from potential damage; - Locate, describe and explain why the Everglades are a National Park.	Theme park; Tourist; Florida; United States of America; North America; Atlantic Ocean; Gulf of Mexico; State; Leisure; Recreation; Plan; Location; Scale; Distance; Political map; Island; Ice sheet; Population density; Contiguous; Time zone; Pacific Ocean; Central America; Maya; Civilisation; Empire; City; Exploitation; Climate; Drought; Tropical rainforest; Trade; Astronomy; Environment; Choropleth map; Key; Quality of life; Reliability; Trustworthiness; Peninsula; Coast; Sea; Satellite; Physical features; Human features; Space; Exploration; Mission; Trajectory; Axis; Orbit; Rotation; Equator; Latitude; Gravity; Europe; South America; Endangered; Conservation; Preservation; Life cycle; Hazard; Pollution; Species; Predator; Conflict; Extinct; Management; Atmosphere; Zone; Region; Weather; Climate; Temperature; Precipitation; Sunshine; Intense; Shallow; Oblique; Hurricane; Evacuation; Tropical Storm; Caribbean; National Park; Everglades

Why do so many people in the world live in Megacities

Key NC links

- 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
 - understand geographical similarities and differences through the study of human and physical geography of a region within North or South America
- 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- Observe and describe the key features of cities and suggest reasons for why people live in cities of such high density;
- Describe and begin to explain the distribution of megacities across the continents of the world;
- Explain some of the reasons why Baghdad was the first city in the world with a million inhabitants;
- Identify and locate the top 10 cities in the United Kingdom with the largest populations and compare and contrast these with the top 10 fastest-growing cities in the country;
- Understand the main reasons why the population of any city can increase and explain why Milton Keynes in particular is the fastest-growing city in the United Kingdom;
- Recognise and locate the largest cities in South America;
- Describe and offer reasons for the features of the city of Brasília, capital of Brazil;
- Explain and conclude why the Brazilian government built a new capital city in 1960;
- Compare and contrast the benefits and disadvantages of city life and reach a judgement as to which is most significant;
- Identify, describe and explain some of the main geographical features of one of the top 40 megacities in the world.

Map; City; Megacity; Village; Town; Settlement; Urban; Rural; Distribution; Capital; Population; Population density; Human geography; Physical geography; High-rise; Continent; Key; Scale; Isodemographic; Islam; Civilisation; River; Trade; Bridge; District; Canal; Mountain; Employment; Economy; Migration; Housing; Services; Industry; Transport; Business; Accessibility; Communication; Political map; Capital city; Government; Parliament; Stock Exchange; Coast; Shanty; Favela; Pampas Grassland; Tropical rain forest; Culture; Historic; Architecture; Cost of living; Smog; Pollution; Homelessness; Crime; Congestion; Urbanisation.

symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Year 4

Topic • <i>Rationale explained</i>	Expectations	Key words
How can we live more sustainably? <i>Key NC links</i> - describe and understand key aspects of: - 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	- Describe and explain using examples what living sustainably means; - Identify, describe and explain the differences between renewable and non-renewable resources; - Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to identify and explain priorities to help the school become more sustainable; - Understand in basic terms how solar panels and wind turbines generate electricity; - Identify, describe and offer reasons for how sources of energy used to make electricity in the United Kingdom are changing; - Explain how electricity is generated in hydroelectric power stations; - Understand why creating new habitats for birds are good examples of sustainable development; - Describe, observe, explain and make a judgement as to why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable; - Recognise and explain ways in which their lives at home could be more environmentally sustainable.	
Why are jungles so wet and deserts so dry? <i>Key NC links</i> - 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 - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in	- Observe, describe and explain in basic terms the pattern of climate in the United Kingdom; - Identify, describe and begin to offer reasons for the distribution of different types of climate around the world; - Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world; - Construct a climate graph from temperature and rainfall data for their home location and compare and contrast this with climate graphs of other locations to reach conclusions and make judgements; - Understand how climate affects both the landscape of different biomes and the plants and animals that can live there; - Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall;	Weather; Climate; Temperature; Political map; Temperate; Council; Pattern; Location; North Pole; Equator; Location; Distribution; Country; Prevailing; Wind; Ocean; Climate graph; Classification; Key; Tropic of Cancer; Tropic of Capricorn; Polar; Continental; Mediterranean; Tropical; Equatorial; Drought; Annual; Winter; Summer; Mild; Season; Northern Hemisphere; Southern Hemisphere; Meteorological; Climate station; Average; Coniferous; Tropical; Rainforest; Savanna; Hot desert; Ice cap; Tundra; Mountain; Environment; Grassland; Shrubs; Trees;

a European country, and a region within North or South America ▪ describe and understand key aspects of: ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	• Describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world; • Identify, locate; describe and explain how plants and animals are adapted to the climate of either the coniferous forest or savanna biome.	Animals; Herbivores; Landscape; Lichens; Moss; Deciduous; Forest; Evergreen; Predators; Humid; Oxygen; Drought; Carnivore; Biome; South America; River; Amazon Basin; Amazonia; Nile; Andes; Tributary; Source; Mouth; Humid; Convection; Condensation; Cloud; Thunderstorm; Cumulonimbus; City; Inhabited; Polar; Sahara; Adaptation.
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Year 5

Topic	Expectations	Key words
<i>Rationale explained</i> How do volcanoes affect the lives of people on Hiemaey? <i>Key NC links</i> - The countries (including the location of Russia), major cities and key physical and human geography of Europe. - 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 region in a European country. Describe and understand key aspects of: - Physical geography including climate zones and volcanoes. - Human geography including economic activity and trade links, and the distribution of natural resources including energy. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	- Identify, recognise and describe, using appropriate subject vocabulary, where Saethor takes his dog Tiry for a walk each day; - Identify, describe and compare and contrast the countries of Europe; - Recognise, describe and explain the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular; - Compare and contrast, using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region; - Explain and reach a judgement, using appropriate and specialised subject vocabulary, why there are so few trees on Hiemaey; - Explain how volcanoes form, observe the global pattern of volcanoes correctly and suggest plausible geographical reasons for this distribution; - Understand how and why the environment of Hiemaey has changed over time and reach conclusions and make judgements about the positive and negative impact of these changes on the ways of life of the people of Hiemaey; - Understand the stages in the manufacture of an economic activity – fish processing – together with what export, import and trade entails; - Make a reasoned geographical judgement, using evidence and logical argument, as to whether earthquakes are more dangerous than volcanoes.	Volcano; Continent; Island; Europe; Latitude; Equator; Longitude; Hemisphere; Weather; Climate; Trade; Economic activity; Natural resources; Environment; Landscape; Eruption; Fire; Fjord; Magma; Evacuation; Lava; Cliff; Gulf Stream; Glacier; Mountain; Relief; Earthquake; Political; City; Urban; Rural; Region; Archipelago; Geyser; Port; Geothermal; Precipitation; Climate graph; Growing season; Distribution; Pacific Ring of Crust; Mantle; Refugees; Core; Tectonic plates; Igneous; Sedimentary; Tourism; Metamorphic; Economic activity; Processing; Colony; Transport; Market.
What is a river? <i>Key NC links</i> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North	- Identify and describe how physical features of rivers change from source to mouth; - Offer reasons to explain why the course of a river changes as it flows from higher to lower ground; - Use OS maps, aerial photographs and GIS to recognise, describe, compare and contrast and	River; Source; Mouth; Course; Channel; Meander; Stream, Waterfall; Bank; Flood plain; River island; Undercutting; Slip-off slope; Tidal, Marina, River cliff; Pebbles; Beach;

and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. - Name and locate counties 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. 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. - 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.	explain how physical features change along the course of a river; - Use a range of fieldwork techniques to measure, record and present and explain changes along a section of a local river and to reach a conclusion as to whether it constitutes a healthy habitat for living things; - Identify and describe the features of river estuaries and explain why they are such important ecosystems for wildlife; - Describe the components of the hydrological or water cycle and explain the important role that rivers play; - Recognise, describe and explain the reasons why the Isle of Dogs developed to become part of the busiest river port in the world and evaluate the evidence and make a judgement about the causes of its sudden decline and closure; - Interpret a range of geographical evidence to reach a conclusion as to why Bangladesh is at such a risk of serious annual river flooding; - Reflect upon and evaluate the techniques used by classical composers to portray the different stages and features of the course of a river and create and record a personal musical piece to evoke the features of a waterfall; - Understand climatically what the Little Ice Age refers to and how occasional severe winters impacted upon the River Thames and the people of London; - Explain why China built the Three Gorges Dam along the Chang Jiang (Yangtze River) and describe and evaluate some of its geographical impacts.	Waves; Spit; Coast; Estuary; Erosion; Farms, Village; Town; Settlement; Fields, Hedgerow; Tropical rainforest; Atacama Desert; Wood; Rapids;
Why are mountains so important? <i>Key NC links</i> 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	- Recognise, identify and explain what geographers define as mountains and understand how this can lead to disagreements; - Identify, locate and describe the location of the largest ranges of mountains in the world and the countries that they cover; - Explain how the movement of plates of the Earth's crust can form ranges of fold mountains; - Reflect upon, evaluate evidence and reach a conclusion and judgement regarding the success	Mountain; Rock; Landscape; Volcano; Crust; Mantle; Magma; Lava; River; Ocean; Hot spot; Summit; Sea level; Island; Planet; Solar System; Universe; Tectonic plate; Scale; Mountain range; Himalaya; Andes; Rockies; Alps; Atlas; Urals; Relief; Political; Country; Strata;

physical and human characteristics, countries and major cities. - Name and locate counties 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. - 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. 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	or failure of expedition of Mallory and Irvine to climb Mount Everest in 1924; - Demonstrate that they understand how fossils form and can explain why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953; - Identify, describe, compare and contrast and explain the differences between the Cambrian Mountains of Wales and the Himalaya Mountains; - Measure, record, compare and contrast climate data for Derek's farm with where they live and begin to offer reasons for their observations; - Explain and reach a conclusion as to why the mountains of the north and west of the United Kingdom are generally wetter and cooler than places in the south and east; - Identify, locate, describe and explain the tourist attractions of the Cambrian Mountains by interpreting and making judgements from evidence presented on Ordnance Survey maps; - Evaluate a range of evidence to make a judgement as to why reservoirs were constructed by the City of Birmingham in the mountains of central Wales over one hundred years ago; - Understand that even 'green' and 'renewable' energy schemes will have environmental costs, evaluate both sides of an argument and make a judgement about the most appropriate way forward; - Understand why Scotland is an attractive winter sports centre.	Continent; Ocean; fold mountains; Crinoids; Compression; Oxygen; Atmosphere; Blizzard; Glacier; Ridge; Summit; Col; Fossil; Sea; Animal; Rock; Ocean; Marine; Geology; Silt; Geologist; Temperature; Sedimentary; Igneous; Metamorphic; Sediment; Limestone; Tethys; Distribution; Pattern; Key; Direction; Peak; Erosion; Glacier; Settlement; Landscape; Woodland; Marsh; Valley; Fodder; Environment; Pasture; Minerals; Growing season; Silage; Slurry; Fertiliser; Diversify; Business; Tourists; Economic activity; Profit; Climate graph; Precipitation; Climate station; Growing season; Range of temperature; Frost; Co-ordinates; Ordnance Survey; Eastings; Northings; Grid square; Grid reference; Disease; Epidemic; Cholera; Contamination; Health; Hygiene; Medicine; Water; Victoria; Slum; Urban; Reservoir; Elevation; Impermeable; Gravity; Contour; Spot height; Hydroelectric; Turbine; Generator; Pylons; Transmission; Cost and benefit; Green; Planning; Government; Resort; Sustainable development; Sustainability.
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Year 6

Topic	Expectations	Key words
<i>Rationale explained</i> How is climate change affecting the world? <i>Key NC links</i> - 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. - Name and locate counties 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. - 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 (including day and night). 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use the eight points of a compass, four and six-figure grid references,	- Identify, describe and explain why communities in The Gambia are being affected by changes in weather patterns associated with climate change and evaluate the impact on people; - Evaluate a range of evidence, reach a conclusion and make judgements as to the impact on people of changing weather patterns in Victoria in Southeast Australia; - Understand why some coastal communities are having to make flood resilience plans in order to cope better with changes that are occurring in weather patterns and to sea levels and make judgements about what should be included in them; - Reflect upon and evaluate different viewpoints and reach a personal judgement about the implications of changing weather patterns on the people of Greenland; - Identify, describe, compare and contrast and explain how global warming is affecting weather patterns around the world and evaluate its impact in different places; - Understand how and why countries around the world have acted to reduce global warming and reach a judgement about how effective this might be; - Understand how as individuals, members of families and communities such as schools they can make a contribution to reducing greenhouse gas emissions; - Describe and explain how each of the main renewable sources of energy works, evaluate their advantages and disadvantages and make a judgement regarding which would be most suitable for the poorest countries in the world.	Africa; The Gambia; City; Capital city; Market; Senegal; Atlantic Ocean; River Gambia; Rainfall; Dry season; Wet season; Weather; Climate; Drought; Crop; Trade winds; Desertification; Erosion; Life expectancy; Tourists; Desert; Aid; Village; Well; Subsistence; Commercial; Millet; Maize; Groundnuts; Vegetables; Rice; Tropical; Sub-tropical; Hunger; Insurance; Australia; Victoria; State; Territory; Oceania; Town; Risk; Hazard; Bushfire; Wildfire; Natural disaster; Decade; Heatwave; Consecutive; Pattern; Settlement; Site; Situation; Conurbation; Megalopolis; Residents; Transport; Commuter; Infrastructure; Embankment; Rock armour; Tide; Storm; Flood plan; Resilient; Tidal surge; Flood defence; Management; Coast; North Pole; South Pole; Ice cap; Region; Climate graph; Weather station; Precipitation; Snow; Blizzard; Tundra; Glacier; Inuit; Migration; Indigenous; Economy; Culture; Global warming; Mountain range; Northern Hemisphere; Southern Hemisphere; Carbon dioxide; Disease; Season; Habitat; Coral; Observatory; Greenhouse gas; Climate change; Methane; Fossil fuel; Energy; Coal; Petroleum; Oil; Gas; Aerobic; Anaerobic; Pressure; Force; Rock; Sedimentary; Crust; Mantle; Core; Sustainability; Sustainable development; Renewable; Non-

symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.		renewable; Wind power; Geothermal heat; Hydroelectric power; Solar power; Biofuel.
Why is fair trade fair? <i>Key NC links</i> - 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. Describe and understand key aspects of: - 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. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	- Describe and explain why the Silk Road was the most important trading route in the history of the world; evaluate and reflect upon some of the changes that occurred as a result of the movement of people and commodities along it; - Explain why and how countries trade with each other, identify and describe the commodities that are most frequently traded and evaluate some benefits and disadvantages of trading; - Compare and contrast the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and describe and explain the differences; - Describe, explain and reflect on why the terms of international trade are not always fair for some producers of goods in other countries around the world; - Explain what Fairtrade is compare and contrast the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and evaluate and judge the benefits to be gained from Fairtrade certification; - Evaluate and judge the extent to which their school currently engages with Fairtrade, understand any constraints that exist; reflect and make recommendations for the future linked, perhaps, to ultimately achieving Fairtrade School status; - Understand what the ethical production and purchasing of clothes entails, evaluate and reach a judgement regarding the practice of popular clothing companies.	Merchant; Transport; Landscape; Environment; Commodities; Manufacture; Caravan; Silk Road; Silkworm; Mulberry; Cocoon; Larvae; Factory; Political map; Countries; Basin; Desert; Depression; Stream; River; Mountains; Arid; Drought; Profit; Trade; Trade route; Domestic trade; International trade; Import; Container; Container ship; Export; Brand; Company; Hectare; Caribbean; Tropical; Climate; Growing season; Drainage; Hurricane; Pesticide; Polyethylene; Irrigation; Profit; Plantation; Technology; Fertiliser; Farm; Smallholder; Shipping; Wholesaler; Retailer; Port; Berth; Dock; Quay; Crane; Dry dock; Ferry; Hydrofoil; River; Confluence; Pier; Refinery; Settlement; Heath; Estuary; Mud flat; Cruise; Cargo; Terminal; Hovercraft; Factory; Farm; Urban; Rural; Fairtrade; Premium; Community; Development; Co-operative; Market; Sustainable; Ethical.
Who are Britain's National Parks for? <i>Key NC links</i> 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.	- Identify, locate, describe and explain the distribution of the 15 National Parks in the UK; - Observe and record the common key natural features of the National Parks of the UK and explain why they are referred to as the country's 'breathing spaces'; - Recognise those other special qualities of National Parks which are referred to as 'cultural heritage' and reflect on the importance of their own cultural heritage in the context of this; - Recognise, describe and explain how National	National Park; Location; Distribution; Country; City; Landscape; Protection; Conservation; Fertiliser; Environment; Urban; Rural; Countryside; Theme park; Remote; Town; Canal; Mill; Fair; Castle;

▪ Name and locate counties 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. ▪ 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 (including day and night). 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. ▪ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ▪ Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Parks actively encourage visitors to enjoy and learn about what makes them special; • Identify and record the key physical and human geographical features of Southwest England and compare and contrast the proportion of protected land here with other regions of the UK; • Identify, describe through observation of the landscape of The Valley of Rocks in Exmoor National Park, and explain the attraction of this area for visitors such as artists; • Identify, describe and, through observation, offer reasons for the existence of the Bronze Age ceremonial landscape in Dartmoor National Park, evaluate the reflections of others and reach a judgement about its purpose; • Recognise, describe and explain the features of a hill or upland farm and why farmers are so important in helping to achieve the aims of National Parks in the UK; • Understand who looks after National Parks in the UK and reflect upon and evaluate the importance of the jobs that people do; • Compare and contrast the Everglades National Park with Dartmoor and Exmoor National Park and understand through explanation the main similarities and differences between National Parks in the UK and those in the USA; • Locate and describe the geographical features of an additional National Park in the USA and explain why it received designation.	
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