GEOGRAPHY Skills Progression Document

Nursery

Nursery GEOGRAPHY Vocabulary					
Road	Forwards	Next to	Season	Hot	Journey
Street	Backwards	In front of	Spring	Cold	Short
House	Turn	Behind	Summer	Rain	Long
Map	Left	Above	Autumn	Sun	Near
	Right	Under	Winter	Snow	Far
				Wind	

	Skill/EYFS Framework Statement
Maths	Understand position through words alone. For example, “The bag is under the table,” – with no pointing.
	Describe a familiar route.
	Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
UTWEAD	Use all their senses in hands-on exploration of natural materials.
	Begin to understand the need to respect and care for the natural environment and all living things.
	Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.

GEOGRAPHY Skills Progression Document

Reception

Reception Core GEOGRAPHY Vocabulary					
Road	Forwards	Next to	Season	Hot	Journey
Street	Backwards	In front of	Spring	Cold	Short
House	Turn	Behind	Summer	Rain	Long
Map	Left	Above	Autumn	Sun	Near
	Right	Under	Winter	Snow	Far
				Wind	

	Skill/EYFS Framework Statement
U T W	Draw information from a simple map.
	Recognise some similarities and differences between life in this country and life in other countries.
	Explore the natural world around them.
	Recognise some environments that are different to the one in which they live.
E L G - U T W	*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.*
	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
	Understand some important processes and changes in the natural world around them, including the seasons.

EYFS GEOGRAPHY Experiences		
Learn and know their home address (House Number, Street Name & Area) Follow a simple map around the school. Explore and talk about pictures fo famous landmarks	Read and talk about stories set in a range of different countries Celebrate and talk about a range of festivals from around the world *(Chinese New Year, Diwali etc)* Go for a walk around the perimeter of the school	Use Google Earth to 'visit' and explore different places

GEOGRAPHY Skills Progression Document

Key Stage 1 (Yrs 1 & 2)

KS1 Core GEOGRAPHY Vocabulary					
Near	North	Map	Location	Landscape	Symbol
Far	South	Globe	Feature	Environment	Key
Local	East	Atlas	Human	Climate	
Distant	West	Plan	Physical	Weather	
Country	Compass	Aerial View	Landmark	Similar	
Continent	Point	Route		Different	
Equator				Compare	

	Skill/NC Statement
S & F	Ask simple geographical questions e.g. What is it like to live in this place?
	Use simple observational skills to study the geography of the school and its grounds
	Use simple maps of the local area e.g. large scale, pictorial etc
	Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes
	Make simple maps and plans e.g. pictorial place in a story.
	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 (North, South, East and West) and locational and directional language e.g. near and far; left and right, 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; devise a simple map; and use and construct basic symbols in a key.
	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
L K	Understand how some places are linked to other places e.g. roads, trains
	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
	Name, locate and identify characteristics of the seas surrounding the United Kingdom.
P K	Describe seasonal weather changes
	Name, describe and compare familiar places
	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.

H & P	Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
	Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
P K	Link their homes with other places in their local community
	Know about some present changes that are happening in the local environment e.g. at school.
	Suggest ideas for improving the school/local environment.
	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

Year 1 Topics			
	(Let's Play Together) **Local Area & Streets**	(No Place Like Home) **Hot & Cold Places**	(We Are Britain – Rights, Rules & Rulers) **The UK – Countries & Capitals**
Know	● That they live in Newbury Park/Hainault and where this is n England ● Some of the landmarks in our local area and if they are human (manmade) or physical (natural) ● Simple Directional Language, inc 4 compass points ● What a map of our local area looks like and how to read it - *aerial view of the school* - *school floor plan* ● Describe how they get from home to school/the park	● That different locations have different climates ● That we can measure climate –(Temperature and rainfall) ● Where Hot & Cold Places are in the World (linked to equator) ● Features of a HOT Place (Weather, Landscape & Animals) ● Features of a Cold Place (Weather, Landscape & Animals) ● How differing climates impact on lifestyles (Clothes & Houses)	● That the UK is made of 4 separate countries ● England – Flag, Landmarks & Population ● Scotland – Flag, Landmarks & Population ● Wales – Flag, Landmarks & Population ● Northern Ireland – Flag, Landmarks & Population
Skill	● Ask simple geographical questions e.g. What is it like to live in this place? ● Use simple observational skills to study the geography of the school and its grounds ● Use simple maps of the local area e.g. large scale, pictorial etc ● Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes ● Make simple maps and plans e.g. pictorial place in a story. ● Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map	● Ask simple geographical questions e.g. What is it like to live in this place? ● Make simple maps and plans e.g. pictorial place in a story. ● 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	● Ask simple geographical questions e.g. What is it like to live in this place? ● Make simple maps and plans e.g. pictorial place in a story. ● *Use world maps, atlases and globes to identify the United Kingdom and its countries* ● Understand how some places are linked to other places e.g. roads, trains ● Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom ● Name, locate and identify characteristics of the seas surrounding the United Kingdom. ● Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

	● Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ● Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. ● Understand how some places are linked to other places e.g. roads, trains ● Link their homes with other places in their local community ● Suggest ideas for improving the school/local environment		
Outcome	School Treasure Hunt – Pupil to follow simple maps to navigate the school (indoor and out)	Location study comparing different locations with different climates	Illustrated map of the UK featuring 4 countries and capitals and a fact about each country

Year 2 Topics			
	(Maybe it's because I'm a Londoner) **Local Area – London**	(Into the Unknown) **Oceans & Continents**	(We are the World – How to Change the World) **Countries of the World**
Know	● That London is made up of different boroughs ● Some key London landmarks and if they human or physical ● That we can travel around London in different ways ● That we can understand a place by exploring and observing it ● That we can understand a place by looking at Maps and Pictures	● How to look up locations in an atlas ● The names, shapes and locations of the 7 continents ● The names and locations of the 5 Oceans ● The names and locations of some major physical landmarks across the 7 continents - *Mt Everest (Asia)* - *Sahara Desert (Africa)* - *The Grand Canyon (North America)* - *Amazon River (South America)* - *Great Barrier Reef (Australasia)* - *Mount Etna (Europe)* ● The names and locations of major human landmarks across the 7 continents ● The names and locations of some major human landmarks across the 7 continents	● How to look up locations in an atlas ● Locations of major countries around the world (continent and location (N/E/S/W/Central within Continent) ● How to explore a country (???) through looking at maps ● How to explore a location (???) using aerial photos ● Compare and contrast Redbridge with a location in another (non-European country) (???)

		- *Burgh Khalifa (Asia)* - *The Pyrmaids (Africa)* - *Golden Gate Bridge (North America)* - *Machu Pichu (South America)* - *Sydney Opera House (Australasia)* - *Eiffel Tower (Europe)*	
Skill	● Ask simple geographical questions e.g. What is it like to live in this place? ● Use simple maps of the local area e.g. large scale, pictorial etc ● Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes ● Make simple maps and plans e.g. pictorial place in a story. ● Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, 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; devise a simple map; and use and construct basic symbols in a key. ● Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. ● Understand how some places are linked to other places e.g. roads, trains ● Know about some present changes that are happening in the local environment e.g. at school.	● Make simple maps and plans e.g. pictorial place in a story. ● *Use world maps, atlases and globes to identify the continents and oceans studied at this key stage* ● Name and locate the world's seven continents and five oceans. ● Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	● Make simple maps and plans e.g. pictorial place in a story. ● *Use world maps, atlases and globes to identify the countries studied at this key stage* ● 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
Outcome	Draw a map of London featuring major landmarks (including River Thames)	Create labels for class display (linked to Art World Map Collage)	Draw own maps of a country of the world listing major cities, landmarks and features.

GEOGRAPHY Skills Progression Document

Lower Key Stage 2 (Yrs 3 & 4)

LKS2 Core GEOGRAPHY Vocabulary					
Physical Map	North East	Settlement	Fieldwork	Hemisphere	Community
Political Map	South East	Rural	Sketch	Tropical	Resource
Topographical Map	North West	Urban	Diagram	Polar	Trade
Economic Map	South West	Hamlet	Record	Biome	Industry
Grid Reference	Degree	Town	Instruments	Vegetation	Transport
Scale		City	Measurements		Population

	Skill/NC Statement
G S & F	Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing ? What do you think about that? What do you think it might be like if...continues?.
	Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.
	Recognise that different people hold different views about an issue and begin to understand some of the reasons why
	Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc
	Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.
	Make more detailed fieldwork sketches/diagrams
	Use fieldwork instruments e.g. camera, rain gauge.
	Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features
	Use four figure grid references
	Use the 8 points of a compass
	Make plans and maps using symbols and keys.
	Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc
	Measure straight line distances using the appropriate scale.
	Explore features on OS maps using 6 figure grid references
	Draw accurate maps with more complex keys.
	Plan the steps and strategies for an enquiry

L K	Identify where counties are within the UK and the key topographical features
	Name and locate the cities of the UK
	Recognise the different shapes of continents.
	Demonstrate knowledge of features about places around him/her and beyond the UK
	Identify where countries are within Europe; including Russia.
	Recognise that people have differing quality of life living in different locations and environments.
	Know how the locality is set within a wider geographical context.
H & P	Identify physical and human features of the locality.
	Explain about weather conditions / patterns around the UK and parts of Europe
	Describe human features of UK regions, cities and /or counties.
	Understand the effect of landscape features on the development of a locality.
	Describe how people have been affected by changes in the environment
	Explain about key natural resources e.g. water in the locality.
	Explore weather patterns around parts of the world
P K	Recognise there are similarities and differences between places
	Develop an awareness of how places relate to each other
	Know about the wider context of places - region, country
	Understand why there are similarities and differences between places.

Year 3 Topics			
	(Where we all began) **Settlements***	(Life is a Journey) **Rivers**	(We Are Britain – Out with the Old, In with the New) **The UK – Counties & Cities**
Know	● How to read physical maps ● Types of settlements based on size - *Hamlet* - *Village* - *Town* - *City* ● What early settlers looked for in settlement sites - *Shelter* - *Water* - *Land* - *Materials* ● How settlements change/grow over time ● Why people choose to live in our area now	● How rivers are formed – inc physical features of rivers - *River Bank* - *River Bed* - *Source* - *Tributaries* - *Meanders* - *Delta* - *Estuary* - *Mouth* ● How rivers erode, transport and deposit materials ● Locations of major rivers around the world (Nile, Amazon, Thames, Volga, etc) ● How rivers influence settlements and life around them ● How the Thames supports life in London	● How to locate places on a map using 4 fig grid references - *E.g. London is at 27,16* ● That the UK is split into different counties ● Names of locations of major UK Cities ● Compare & Contrast a Rural Location in the UK (??) with an Urban Location (??)

Skill	● Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing ? What do you think about that? What do you think it might be like if...continues? ● Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. ● Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features ● Make plans and maps using symbols and keys. ● Demonstrate knowledge of features about places around him/her and beyond the UK ● Recognise that people have differing quality of life living in different locations and environments. ● Know how the locality is set within a wider geographical context. ● Identify physical and human features of the locality. ● Explore weather patterns around parts of the world ● Recognise there are similarities and differences between places ● Understand why there are similarities and differences between places.	● Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing ? What do you think about that? What do you think it might be like if...continues? ● Make more detailed fieldwork sketches/diagrams ● Use fieldwork instruments e.g. camera, rain gauge. ● Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features ● Make plans and maps using symbols and keys. ● Identify physical and human features of the locality. ● Understand the effect of landscape features on the development of a locality. ● Explain about key natural resources e.g. water in the locality. ● Know how rivers erode, transport and deposit materials.	● Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing ? What do you think about that? What do you think it might be like if...continues? ● Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. ● Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features ● Use four figure grid references ● Use the 8 points of a compass ● Make plans and maps using symbols and keys. ● Measure straight line distances using the appropriate scale ● Identify where counties are within the UK and the key topographical features ● Name and locate the cities of the UK ● Recognise that people have differing quality of life living in different locations and environments. ● Know how the locality is set within a wider geographical context. ● Identify physical and human features of the locality. ● Explain about weather conditions / patterns around the UK ● Describe human features of UK regions, cities and /or counties. ● Recognise there are similarities and differences between places ● Develop an awareness of how places relate to each other ● Know about the wider context of places - region, country
Outcome	**'**I'd live here' Challenge (pupils choose and explain where they'd build a settlement on a given map)	Make a model river with water and sand *Epping Forest River Trip & Field work (FSC Workshop)*	

Year 4 Topics			
	(Myths, Legends & Monsters) **Europe – Countries, Capitals & Features**	(When Disaster Strikes) **Natural Disasters**	(We Are the World – Global Connections) **Trade & Natural Resources**
Know	● How to read/understand political maps ● Location and Capitals of Major European Countries ● Features and definition of Mountains ● Climate Zones across Europe ● Compare and Contrast – UK & Greece	● How the water cycle functions ● How to read/understand topographic maps (elevation) & link to flooding ● That the world is made of tectonic plates ● What causes Earthquakes ● Why/How Volcanoes form anderupt ● How living in an area prone to natural disasters shapes life in that area (Flood defences, Building design, Farming Land)	● What Natural Resources are ● That not all countries have access to the same natural resources and reasons as to why (Climate etc) ● That countries trade resources to get all the things we need (Energy, Food, Minerals & Water) ● How to read economic maps ● Places the UK trades with (Imports) ● Places the UK trades with (Exports) ● That trade/lifestyles between different places aren't always equal ('Fair Trade Concept)
Skill	● Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing ? What do you think about that? What do you think it might be like if...continues? ● Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. ● Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features ● Draw accurate maps with more complex keys. ● Measure straight line distances using the appropriate scale ● Recognise the different shapes of continents. ● Demonstrate knowledge of features about places around him/her and beyond the UK ● Identify where countries are within Europe; including Russia. ● Recognise that people have differing quality of life living in different locations and environments. ● Know how the locality is set within a wider geographical context. ● Identify physical and human features of the locality. ● Explain about weather conditions / patterns around parts of Europe ● Recognise there are similarities and differences between places	● Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing ? What do you think about that? What do you think it might be like if...continues? ● Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features ● Draw accurate maps with more complex keys. ● Explore features on OS maps using 6 figure grid references ● Plan the steps and strategies for an enquiry ● Use fieldwork instruments e.g. camera, rain gauge ● Recognise the different shapes of continents. ● Describe how people have been affected by changes in the environment ● *Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle*	● Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing ? What do you think about that? What do you think it might be like if...continues? ● Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. ● Recognise that different people hold different views about an issue and begin to understand some of the reasons why ● Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features ● Draw accurate maps with more complex keys. ● Recognise the different shapes of continents. ● Demonstrate knowledge of features about places around him/her and beyond the UK ● Recognise that people have differing quality of life living in different locations and environments. ● Identify physical and human features of the locality. ● Explain about key natural resources e.g. water in the locality. ● Recognise there are similarities and differences between places ● Develop an awareness of how places relate to each other

	● Develop an awareness of how places relate to each other ● Know about the wider context of places - region, country ● Understand why there are similarities and differences between places.		
Outcome	Tourism Leaflet – Visit Greece!	News Report about a Natural Disaster *Thames Barrier Visit & Trip*	Where my dinner came from map *World Fair Trade Dav Event (14th May)*

GEOGRAPHY Skills Progression Document

Upper Key Stage 2 (Yrs 5 & 6)

Year 5 Core GEOGRAPHY Vocabulary				
Contour Lines	Meridian	Sustainable	Pollution	Survey
Terrain	Greenwich	Unsustainable		Questionnaire
Sea Level	Prime	Natural Resources		Results
Elevation	Longitude	Man-Made Resources		Data
	Latitude	Renewable		
	Time Zone			

	Skill/NC Statement
G S & F	Understand and use a widening range of geographical terms e.g. specific topic vocabulary - 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 his/her 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
	Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.
	Use maps, charts etc. to support decision making about the location of places e.g. new bypass.
L K	Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night.
	Recognise the different shapes of countries
	Identify the physical characteristics and key topographical features of the countries within North America.
	Know about the wider context of places e.g. county, region and country.
	Know and describe where a variety of places are in relation to physical and human features.
	Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent.
	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).
H	Understand about weather patterns around the world and relate these to climate zones
&	*Know how rivers erode, transport and deposit materials.*
P	Know about the physical features of coasts and begin to understand erosion and deposition
	Understand how humans affect the environment over time.
	Know about changes to world environments over time
	Understand why people seek to manage and sustain their environment.
	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
	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
P	Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences.
K	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

Year 5 Topics			
	(Conflict & Compromise) **Climate Zones, Biomes & Land use**	(Explorers or Intruders) **The Americas**	(We Are Britain – What Makes Britain Great) **Mapping & Exploring Migration to the UK**
Know	● Map concepts – Longitude, Latitude, Equator, Hemisphere and Tropics + links to climate. ● How to read climatic maps ● How Climate effects Physical Geography (inc Biomes) ● How Climate effects Physical Human Geography (inc Land Use) ● How we can explore land use via maps (Economic Maps) ● How land is used in our local area (Arable, Residential, Commercial, Industrial and 'Green Belt')	● How to use digital maps (inc 3D) to explore a location ● Locations Major Countries and Cities in America (USA, Canada, Mexico, Brazil, Argentina etc) ● Climate Zones and Biomes across the Americas ● Key Human & Physical features of the Americas ● Detailed Study of the Amazon Rainforest	● What Migration and Immigration Are ● Causes of human migration (push factors) ● Causes of human migration (pull factors) ● Locations of major UK migrant populations (and reasons why) ● Locations of major points of origin for UK migrants ● How to plot a route from another country to the UK ● How to describe location using a 4 figure grid reference
Skill	● Use maps, charts etc. to support decision making about the location of places e.g. new bypass. ● 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). ● Understand about weather patterns around the world and relate these to climate zones ● Understand how humans affect the environment over time ● Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.	● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ● Recognise the different shapes of countries ● Identify the physical characteristics and key topographical features of the countries within North America. ● Know about the wider context of places e.g. county, region and country. ● Know and describe where a variety of places are in relation to physical and human features. ● Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. ● Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences. ● Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America	● 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 his/her knowledge of the United Kingdom and the wider world ● Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night. ● Know about the wider context of places e.g. county, region and country. ● Know location of: capital cities of countries of British Isles and U.K., seas around U.K.
Outco	**Identify an area in the local area for redevelopment and make the case for this (what and why)**	In depth Display/Presentation about an American Country based on research and investigation carried out by pupils	World Map detailing countries with high levels of migration to the UK and routes to the UK *Immersive Drama Experience – What it like to be a refugee*

m **e**			

Year 6 Topics			
	Our Ever-Changing World **Local Area Study**	Light in the Darkness **Europe in Detail**	(We Are The World – Take a Stand, Make a Change) **Climate Change**
Know	● Compare and contrast historical and modern maps of local area – differences and similarities ● Detailed study of human geography in the local area (land use) ● Detailed study of human geography in the local area (population) ● How to conduct and record detailed field work ● How to use information collected/gathered to make predictions about future changes	● What the European Union is and which countries are members ● Key Landmarks and Human/Physical Features across Europe ● How to describe location using a 6-figure grid reference ● In depth (independent) study of a European Country - Demographic/Population - Wider Context - Time Zone(s) - Major Cities - Climate - Economic Activity - Traditions & Culture	● What climate change is and how we know about it – inc that we can explore geographical/climate changes through data ● The causes of climate change (human activity) ● The impact of climate change - Extreme weather (Primary and Secondary impacts) ● The impact of climate change - Rising sea levels (Primary and Secondary impacts) ● How people are trying to live more sustainably to prevent climate change
Skill	● 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 ● Know about the wider context of places e.g. county, region and country. ● Know and describe where a variety of places are in relation to physical and human features. ● 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 how humans affect the environment over time. ● Know about changes to world environments over time ● Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom	● 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 his/her knowledge of the United Kingdom and the wider world ● Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night. ● Recognise the different shapes of countries ● Know about the wider context of places e.g. county, region and country. ● Know and describe where a variety of places are in relation to physical and human features. ● Know location of: European Union countries with high populations and large areas and the largest cities in each continent. ● Locate the world's countries, using maps to focus on Europe (including the location of Russia) 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 in a European country.	● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ● Know and describe where a variety of places are in relation to physical and human features. ● Know location of the largest cities in each continent. ● Know about the physical features of coasts and begin to understand erosion and deposition ● Understand how humans affect the environment over time. ● Know about changes to world environments over time ● Understand why people seek to manage and sustain their environment.

Outcome	In depth Display/Presentation about how the Geography of the local area has changed over time, based on field work conducted by pupils	In depth Display/Presentation about a European Country based on research and investigation carried out by pupils	Organise a Climate Change Campaign & Protest