

Our Values



Love



Respect



Care



Resilience

Alice Ingham RC Primary School

Geography Progression Document

2025-26

Geography Long Term Plan 2025-2026

EYFS	<p>The most relevant statements for geography are taken from the following area of learning: Understanding the World. Children will 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 from the one in which they live.</p> <p>ELG: 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.</p>		
Year 1	Where do I live?	Around the World	The Four Seasons
Year 2	At the Farm	Let's go on Safari	My World and Me
Year 3	Countries of the World	In the Desert	Earning a Living
Year 4	Our European Neighbours	Village Settlers	Where does our food come from?
Year 5	Extreme Earth	Our Local Area	North America
Year 6	The United Kingdom	Investigating Rivers	South America

Key Stage 1 – National Curriculum Coverage

Objective	Year 1			Year 2		
	Where do I live?	Around the World	The Four Seasons	At the Farm	Let's go on Safari	My World and Me
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 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						
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						
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 [for example, 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						

Key Stage 1 – National Curriculum Coverage

KS1 Objectives	
Objective	Topic
<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans 	<ul style="list-style-type: none"> Where do I live? (Year 1 Autumn Term) Around the World (Year 1 Spring Term) Let's go on Safari (Year 2 Spring Term) My World and Me (Year 2 Summer Term)
<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> Where do I live? (Year 1 Autumn Term)
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Let's go on Safari (Year 2 Spring Term) My World and Me (Year 2 Summer Term)
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> The Four Seasons (Year 1 Summer Term) My World and Me (Year 2 Summer Term)
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Where do I live? (Year 1 Autumn Term) At the Farm (Year 2 Autumn Term) The Four Seasons (Year 1 Summer Term) Around the World (Year 1 Spring Term) Let's go on Safari (Year 2 Spring Term) My World and Me (Year 2 Summer Term)
<ul style="list-style-type: none"> use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> Where do I live? (Year 1 Autumn Term) At the Farm (Year 2 Autumn Term) Around the World (Year 2 Autumn Term) My World and Me (Year 2 Summer Term)
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Where do I live? (Year 1 Autumn Term) Around the World (Year 1 Spring Term) Let's go on Safari (Year 2 Spring Term) My World and Me (Year 2 Summer Term)
<ul style="list-style-type: none"> use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map 	<ul style="list-style-type: none"> At the Farm (Year 2 Autumn Term) Let's go on Safari (Year 2 Spring Term)
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> At the Farm (Year 2 Autumn Term) My World and Me (Year 2 Summer Term)
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Where do I live? (Year 1 Autumn Term) My World and Me (Year 2 Summer Term)

Key Stage 2 – National Curriculum Coverage

Objective	Year 3			Year 4			Year 5			Year 6		
	Countries of the World	Where does our food come from?	In the Desert	Our European Neighbours	Village Settlers	Earning a Living	The United Kingdom	Investigating Rivers	South America	Extreme Earth	Our Local Area	North America
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)												
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												
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												
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												

Key Stage 2 – National Curriculum Coverage

KS2 Objectives	
Objective	Topic
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Countries of the World (Year 3 Autumn Term) In the Desert (Year 3 Summer Term) Our European Neighbours (Year 4 Autumn Term) South America (Year 5 Summer Term) North America (Year 6 Summer Term) Where does our food come from? (Year 3 Spring Term)
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Village Settlers (Year 4 Spring Term) Earning a Living (Year 4 Summer Term) The United Kingdom (Year 5 Autumn Term) Our Local Area (Year 6 Spring Term)
<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Earning a Living (Year 4 Summer Term) South America (Year 5 Summer Term) Extreme Earth (Year 6 Autumn Term) North America (Year 6 Summer Term) Our Local Area (Year 6 Spring Term) Where does our food come from? (Year 3 Spring Term)
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Countries of the World (Year 3 Autumn Term) Our European Neighbours (Year 4 Autumn Term) Our Local Area (Year 6 Spring Term) North America (Year 6 Summer Term) Where does our food come from? (Year 3 Spring Term)
<ul style="list-style-type: none"> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<ul style="list-style-type: none"> Countries of the World (Year 3 Autumn Term) In the Desert (Year 3 Summer Term) Earning a Living (Year 4 Summer Term) The United Kingdom (Year 5 Autumn Term) Investigating Rivers (Year 5 Spring Term) South America (Year 5 Summer Term) Extreme Earth (Year 6 Autumn Term) North America (Year 6 Summer Term) Where does our food come from? (Year 3 Spring Term)
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> In the Desert (Year 3 Summer Term) Our European Neighbours (Year 4 Autumn Term) Village Settlers (Year 4 Spring Term) Earning a Living (Year 4 Summer Term) Investigating Rivers (Year 5 Spring Term) South America (Year 5 Summer Term) Where does our food come from? (Year 3 Spring Term)
<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> Countries of the World (Year 3 Autumn Term) In the Desert (Year 3 Summer Term) Our European Neighbours (Year 4 Autumn Term) Village Settlers (Year 4 Spring Term) The United Kingdom (Year 5 Autumn Term) South America (Year 5 Summer Term) North America (Year 6 Summer Term) Where does our food come from? (Year 3 Spring Term)
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Village Settlers (Year 4 Spring Term) Our Local Area (Year 6 Spring Term) North America (Year 6 Summer Term)
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Our Local Area (Year 6 Spring Term)

Knowledge & Skills Progression: Year 1 to Year 6

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
1	Aut	Where do I live?	<ul style="list-style-type: none"> I know that the world is split into seven land masses called continents. I know that there are oceans between the continents. I know the difference between a continent and a country. I can name the four countries of the UK. I can name the four capital cities of the UK and match them to their country. 		<ul style="list-style-type: none"> I can identify and describe some of the physical features of the UK, such as mountains, hills and lakes. I know what a settlements is. I can describe the basic differences between a village, town and city. 	<ul style="list-style-type: none"> I can locate the United Kingdom on a world map. I can locate the four countries of the UK on a map. I know where the capital cities of the UK are on a map. I can explore my local area, identifying basic human and physical features. I can explore a map of my local area and identify basic features, such as roads and rivers.
1	Spr	Around the World	<ul style="list-style-type: none"> I know that France is a country in Europe. I know that China is a country in Asia. I know that Australia is the name of both a country and a continent. I know that Kenya is a country in Africa. I know that the USA is a country in North America. I know that Brazil is a country in South America. I know that there are no countries in Antarctica. 		<ul style="list-style-type: none"> I can identify and describe some key human and physical features of countries in each of the continents. I can use words such as city, beach, mountain and lake to describe features of a place. I know that some countries are hot countries and some countries are cold countries. 	<ul style="list-style-type: none"> I can identify the UK and France on a map of Europe. I know that the lines within a map denote country borders. I can locate the seven continents on a world map.
1	Sum	The Four Seasons			<ul style="list-style-type: none"> I know what seasons are and how they relate to the months of the year. I can describe the features of each of the seasons using appropriate vocabulary to describe weather patterns. I can compare the four seasons. 	

Knowledge & Skills Progression: Year 1 to Year 6

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
2	Aut	At the Farm			<ul style="list-style-type: none"> I know the difference between arable, dairy and livestock farming. I know how the different seasons affect life on a farm and can explain what happens on a farm in the different seasons. I can describe how living on a farm is different from living in a town using vocabulary such as buildings, fields, shops and roads. 	<ul style="list-style-type: none"> I can use an aerial photo to identify features, such as buildings, fields and roads. I can use a map with a simple key to identify features of a farm, such as different buildings and fields. I know what the four points of a compass are. I can use the four compass points to navigate around a map, for example by identifying what is north of the hay barn or east of the chicken shed.
2	Spr	Let's go on Safari	<ul style="list-style-type: none"> I know that Nairobi is the capital city of Kenya. 	<ul style="list-style-type: none"> I can describe how the climate is different in Kenya to the UK. I can compare and contrast the landscapes and settlements of Kenya and the UK. 	<ul style="list-style-type: none"> I know that countries near the equator are hot countries and countries near the poles are cold countries. I know that Kenya is near the equator so it is a hot country. I can describe the physical features of Kenya, using vocabulary such as beach, volcano, mountains, savannah and valley. I know that there are lots of different groups of people in Kenya and that some live in traditional tribes and some live in modern cities. I can describe some of the cultural features of Kenya. 	<ul style="list-style-type: none"> I can describe which oceans surround the continent of Africa. I can navigate around a map using a grid and compass directions.
2	Sum	My World and Me		<ul style="list-style-type: none"> I can compare the climate of the UK and Ecuador. I can compare and contrast the physical features of the UK and Ecuador. I can compare and contrast the capital cities of Ecuador and the UK, considering physical and human features. 	<ul style="list-style-type: none"> I can describe the physical and human features of Ecuador. I can identify animals that live in hot and cold countries. 	<ul style="list-style-type: none"> I can locate the five oceans on a map. I can identify the equator and the poles on a world map. I can use aerial photos to describe a variety of landscapes and locations around the world. I can create a map of my route to school using a key.

Knowledge & Skills Progression: Year 1 to Year 6

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
3	Aut	Countries of the World	<ul style="list-style-type: none"> I can name the seven continents of the world independently. I can compare the seven continents by size, number of countries and population. I can name several different countries in each continent. I can name some major capital cities of the world. I know where the North and South Poles are. 	<ul style="list-style-type: none"> I can compare two different countries and state their similarities and differences. 	<ul style="list-style-type: none"> I know that places have different climate zones depending on where they are located, such as desert, arctic and tropical. I can describe what some of the climate zones of the world are like. I can identify key physical features of the seven continents, including the tallest mountain and longest river in each. I can describe the difference between human and physical geography. I can use a variety of sources to find out about the physical and human geography of a particular country. 	<ul style="list-style-type: none"> I can label each of the seven continents on a world map. I can locate countries in a particular continent on a world map. I can use given clues to help me locate a country on a world map. I know that I can use an atlas and the internet to find where countries are located in the world. I can use a climate zone map to identify what a country's climate is like. I can locate major capital cities of the world on a map.
3	Sum	Where does our food come from?	<ul style="list-style-type: none"> I know what the Northern and Southern Hemispheres are. I know which hemisphere each continent is in. I know what the Eastern and Western Hemispheres are. I can name some countries that are in the Northern and Southern Hemispheres. I know that the terms 'longitude' and 'latitude' are used to describe position on world maps and globes. I know that the tropic of Cancer and tropic of Capricorn are lines of latitude. I know that the tropics describes the area between the tropics of Cancer and Capricorn. I know what the prime meridian is. 		<ul style="list-style-type: none"> I can describe the basic features of some climate zones. I know what the terms 'import' and 'export' mean. I know that a lot of foods are imported and exported around the world. I can explain how land in tropical biomes is being changed to enable more food to be produced. I can describe what the term 'deforestation' means. I can describe ways farm land is used in Mediterranean climate zones. I can describe the difference between arable and pastoral farming. I can explain how land is used to produce food in the UK. I can gather and explain information about UK food trade links. 	<ul style="list-style-type: none"> I can use a climate zone map to identify where ice cap, tundra, boreal, temperate, subtropical and tropical climate zones are located. I can read a timezone map and use it to answer questions about two different locations.

Knowledge & Skills Progression: Year 1 to Year 6

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
3	Spr	In the Desert	<ul style="list-style-type: none"> I can locate the country and continent of deserts and desert cities. 		<ul style="list-style-type: none"> I can name and locate the major deserts of the world. I can use line graphs and charts to explore and compare climate data for deserts around the world. I can explain how erosion and other processes create different desert formations. I can describe some of the ways in which humans use deserts, such as mining, solar farms, military testing and recreation. I can describe some of the ways in which people use desert land to live. I can use independent research to find out about the human geography of a desert city. I can describe and discuss the causes and consequences of desertification. 	<ul style="list-style-type: none"> I can use a map with a key to identify deserts on a world map.

Knowledge & Skills Progression: Year 1 to Year 6

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
4	Aut	Our European Neighbours	<ul style="list-style-type: none"> I can name different countries in Europe. I can name the seas and oceans surrounding Europe. 	<ul style="list-style-type: none"> I can compare the human and physical geography of London and Paris. I can ask and answer questions to help me compare and contrast London and Paris. 	<ul style="list-style-type: none"> I can identify European countries based on human features, such as language, flag and currency. I can identify the capital cities of Europe. I can compare two European capital cities according to their human and physical features. I can use independent research to explore the human and physical features of a particular European country. 	<ul style="list-style-type: none"> I can locate the countries of Europe, including Russia, on a map of Europe. I can locate the capital cities of Europe on a map.
4	Spr	Village Settlers	<ul style="list-style-type: none"> I can identify modern settlements that have developed from an early settlement. I can explain how settlements have developed over time. 		<ul style="list-style-type: none"> I can suggest land features early settlers would need to consider when choosing a settlement location. I can design a village incorporating necessary human and physical features. 	<ul style="list-style-type: none"> I can identify map symbols and abbreviations on an Ordnance Survey map. I can use online mapping software and Ordnance Survey maps to identify different types of roads (A roads, B roads, etc.). I can use online mapping software and Ordnance Survey maps to describe and follow routes between settlements. I can create a map of a fictional village.

Knowledge & Skills Progression: Year 1 to Year 6

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
4	Sum	Earning a Living	<ul style="list-style-type: none"> I know that the UK's industries are dependent on geographical areas. 		<ul style="list-style-type: none"> I understand the concept of trade links. I understand the concept of an economy. I can identify a variety of jobs that belong to different sectors. I know what some of the UK's top industries are. I can describe how climate and landscape help determine a country's industries. I can explain how unemployment affects people in the UK and around the world. I can explain how child labour around the world affects the economy. 	<ul style="list-style-type: none"> I can use a map of the UK to identify where different industries are more prevalent. I can annotate a world map to show different industries in different countries.

Knowledge & Skills Progression: Year 1 to Year 6

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
5	Aut	The United Kingdom	<ul style="list-style-type: none"> I can describe key geographical features of the UK and its countries. I know that the UK can be split into regions and that each region contains several counties. I can identify and name the counties of the UK. 		<ul style="list-style-type: none"> I can explore the human and physical features of a particular town or city in the UK. I know the difference between a hill and a mountain. I can describe how different mountains are formed. I can name and locate mountain ranges of the UK. I know the difference between a sea and an ocean. I can identify, locate and describe different coastal areas of the UK, using vocabulary such as erosion, coastal stacks and cliffs. I can name and locate the major rivers of the UK. I know that rivers start their journey at the source and end their journey at the mouth. 	<ul style="list-style-type: none"> I can place the four countries and capital cities of the UK on a map, along with other places, such as the Isle of Wight and Shetland Islands. I can use given clues to locate the counties of England on a map. I can use a map to answer true or false questions about the location of a county. I can locate the major towns and cities of the UK on a map.

Knowledge & Skills Progression: Year 1 to Year 6

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
5	Spr	Investigating Rivers			<ul style="list-style-type: none"> • I can explain the process of the water cycle using appropriate vocabulary, such as precipitation, condensation, evaporation and transpiration. • I can describe the role rivers play in the water cycle. • I can explain the journey of a river from source to mouth in detail, including vocabulary such as delta, tributary and meander. • I can explain the processes of erosion, transportation and deposition in relation to rivers. • I can describe why rivers are useful, such as for transportation, wildlife habitats, energy, farming and leisure. • I can describe the causes of river pollution and its effect on the environment. • I can generate geographical questions about a particular river and use a variety of sources to find the answers. 	<ul style="list-style-type: none"> • I can use a world map to identify major rivers around the world.

Knowledge & Skills Progression: Year 1 to Year 6

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
5	Sum	South America	<ul style="list-style-type: none"> I can name the countries of South America. I can use my understanding of the Tropics of Cancer and Capricorn, and the equator, to predict what the climate in South America might be like. 	<ul style="list-style-type: none"> I can use a variety of geographical sources, including maps, to compare an area of the UK with an area of South America. I can compare and contrast the human and physical features of Brazil and the UK. 	<ul style="list-style-type: none"> I can identify and describe the different climate zones of South America. I know that the Andes are the major mountain range of South America. I can use plate tectonics to describe how mountains are formed. I know what a volcano is and how they are formed. I know the differences between the three types of volcanos. I know how humans use the Andes for things like natural resources, hydroelectric dams and tourism. I can compare and contrast aspects of the human geography of South America, such as population, life expectancy, language, religions and currency. I know that the main industries of South America are agriculture and timber. I can name some key industries in different South American countries. I can use independent research to find out key details of the human and physical geography of a particular South American country. 	<ul style="list-style-type: none"> I can locate the countries of South America on a map. I can use political maps and climate maps to identify the climate zones of South America. I can use a topographical map to locate the mountain ranges of South America. I can use a map of plate tectonics to identify the location of the Andes. I can create a colour key on a map of South America to denote key industries.

Knowledge & Skills Progression: Year 1 to Year 6

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
6	Aut	Extreme Earth	<ul style="list-style-type: none"> I know where some places of extreme temperature are located. 		<ul style="list-style-type: none"> I know that the first layer of the Earth's atmosphere is called the troposphere and that it is here that weather occurs. I can use data to create a graph showing the hottest and coldest inhabited places on Earth, before comparing them. I can explain what a drought is and some of the causes and effects. I can explain why some areas get more rain than others in relation to the water cycle. I can describe some extreme weather phenomena around the world, including tornados, tropical storms, hail storms and blizzards. I can describe the effects of extreme weather phenomena on the environment and people affected. I can use plate tectonics to describe what earthquakes are and why they happen. I know what the Richter scale is. I can describe the effects of earthquakes on the environment and people affected. I know that tsunamis occur when there are earthquakes on the ocean floor. I can describe what happens when a volcano erupts. 	

Knowledge & Skills Progression: Year 1 to Year 6

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
6	Spr	Our Local Area	<ul style="list-style-type: none"> I know that there are lots of different types of settlements, that they all have different purposes and that these purposes can change over time. I know that settlements can be split into different zones, including commercial, residential, industrial, educational, forests, parks and commons. 		<ul style="list-style-type: none"> I know the difference between high-order and low-order services in a settlement. I know which products are exported from the UK, their value, their share of UK exports and the main importer countries. I can name many of the natural resources that are found in the UK. I can identify UK commodities that are made or produced in my local area. I can describe land use around my school, explaining how I feel about different areas and what I would change. I can compare local climate data with climate data for other parts of the UK. I know how different winds can affect the climate of different parts of the UK. 	<ul style="list-style-type: none"> I can use fieldwork to observe where some of the UK's natural resources can be found. I can use fieldwork to identify different examples of land use in my local area. I can use fieldwork to take photos and make notes about my local area, then use this information to make a corresponding map or model. I can use four-figure and six-figure grid references to locate major rivers in the UK and find the river most local to me. I can use fieldwork to gather information about the vegetation and wildlife of a local river. I can use fieldwork to gather weather data about my local area. I can use fieldwork to gather information about rock type, vegetation and wildlife on a local hill or mountain. I can use a topographical map to identify the major mountain ranges of the UK.

Knowledge & Skills Progression: Year 1 to Year 6

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
6	Sum	North America	<ul style="list-style-type: none"> I can identify the countries of North America. I can match North American capital cities with their correct country. 	<ul style="list-style-type: none"> I can compare my local area with an area in North America by generating and answering questions about the human and physical geography of both places. 	<ul style="list-style-type: none"> I can compare the climates of different parts of North America using graphs. I can match a description of a climate to a corresponding bar graph. I can describe some of the main geographical features of North America, such as the Grand Canyon, Niagara Falls and the Hubbard Glacier, and how they were formed. I can compare the features of North American capital cities, and order cities by population and area. I can use independent research to find out about the human and physical geography of a particular North American country. 	<ul style="list-style-type: none"> I can use given information about the location of North American countries to label a map of North America. I can use a time zone map to state what the time would be in different places in North America compared to the UK, and vice versa.

Where do I live? – Geography Autumn – Year 1

	Learning Objective	Overview	Assessment Questions
Lesson 1	To be able to name the seven continents of the world and locate the UK on a world map.	Children will learn about the seven continents and five oceans of the world and identify each one on a world map. They will locate the UK on a world map and identify it as being a country within Europe.	<ul style="list-style-type: none"> Do children know what a continent is? Can children name and locate the seven continents? Can children identify the UK on a world map?
Lesson 2	To be able to identify the countries and capital cities of the UK.	Children will find out how the UK is split into four countries and that each country has its own capital city. They will use photos of each capital city to describe what they can see. They will also identify the national flag of each UK country and start to consider the idea of national identity.	<ul style="list-style-type: none"> Do children know that the United Kingdom is made up of different countries? Can children name the countries and capital cities of the UK? Can children identify the national flags of each of the countries of the UK?
Lesson 3	To be able to identify features and characteristics of the countries of the UK.	Children will recap the names and locations of each of the four countries of the UK and their capital cities. They will learn about some of the human and physical features of each country and identify the national flowers and flags.	<ul style="list-style-type: none"> Can children name the four countries of the UK? Can children name the capital cities of the UK? Can children identify some features and characteristics of the UK?
Lesson 4	To explore the town we live in.	Children will identify the difference between villages, towns and cities, and learn what the terms 'urban' and 'rural' mean. They will then locate their local area on a map and think about what kind of settlement they live in. They will then use different sources to explore their local area, using appropriate vocabulary to describe what it is like.	<ul style="list-style-type: none"> Do children know the difference between a village, town and city? Can children locate their local area on a map of the UK? Can children use a variety of sources, including maps, to help them explore the local area?
Lesson 5	To be able to describe where you live.	Children will consolidate their understanding of where they live and extend this to thinking about the road and house they live in. They will learn what an address is and why it is useful, before working out what their own address is. They can then answer the question, 'Where do I live?' in detail using everything they have learnt.	<ul style="list-style-type: none"> Do children know what addresses are used for? Can children write their own address? Can children describe where they live?

Where do I live? – Geography Autumn – Year 1

Knowledge & Skills

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
1	Aut	Where do I live?	<ul style="list-style-type: none"> • I know that the world is split into seven land masses called continents. • I know that there are oceans between the continents. • I know the difference between a continent and a country. • I can name the four countries of the UK. • I can name the four capital cities of the UK and match them to their country. 		<ul style="list-style-type: none"> • I can identify and describe some of the physical features of the UK, such as mountains, hills and lakes. • I know what a settlements is. • I can describe the basic differences between a village, town and city. 	<ul style="list-style-type: none"> • I can locate the United Kingdom on a world map. • I can locate the four countries of the UK on a map. • I know where the capital cities of the UK are on a map. • I can explore my local area, identifying basic human and physical features. • I can explore a map of my local area and identify basic features, such as roads and rivers.

Around the World – Geography Spring – Year 1

	Learning Objective	Overview	Assessment Questions
Lesson 1	To be able to locate Europe on a world map and identify some of its countries and features.	Children will name and identify the location of each of the seven continents of the world. They will be introduced to Buddy the Bee who sets off on a journey to discover a different country in each continent over the course of the next lessons. Children will identify that France is a country in Europe and identify some of its key features.	<ul style="list-style-type: none"> Do children know that the world is split into seven continents? Can children locate Europe on a world map? Can children describe some of the geographical features and characteristics of France?
Lesson 2	To be able to locate Asia on a world map and explore the features and characteristics of China.	Children will recap where the seven continents are, focusing particularly on Asia. They will identify and describe some of the key features and characteristics of China and recognise it as a country in the continent of Asia.	<ul style="list-style-type: none"> Can children locate Asia on a world map? Can children identify China on a world map? Can children identify and describe some of the features and characteristics of China?
Lesson 3	To be able to locate Australia on a world map and identify some of its features and characteristics.	Children will recap where the seven continents are, noting that Australia is both the name of a continent and a country within that continent. They will identify and describe some of the key features and characteristics of Australia and express what they have found out in a variety of ways.	<ul style="list-style-type: none"> Can children locate Australia on a world map? Do children know that Australia is a country and a continent? Can children identify and describe some of the features and characteristics of Australia?
Lesson 4	To be able to locate Africa on a world map and explore the features and characteristics of Kenya.	Children will identify the position of Africa on a world map and identify Kenya as a country within Africa. They will identify and describe some of the key characteristics and features of Kenya, as well as comparing urban and rural life.	<ul style="list-style-type: none"> Can children locate Africa on a world map? Can children identify Kenya on a world map? Can children identify and describe some of the features and characteristics of Kenya?
Lesson 5	To be able to identify North America on a world map and explore the characteristics and features of the USA.	Children identify the position of the USA on a world map and identify it as a country within North America. They will find out how it is organised into states and identify some of the major landmarks of the country, as well as looking at how 4th July is celebrated.	<ul style="list-style-type: none"> Can children locate North America on a world map? Can children locate the United States of America on a world map? Can children identify and describe some of the features and characteristics of the USA?
Lesson 6	To be able to locate South America on a world map and explore the features and characteristics of Brazil.	Children will identify the location of South America on a world map and identify Brazil as a country within this continent. Your class will identify some key landmarks of Brazil before using pictures to identify a variety of geographical features, such as rivers and mountains.	<ul style="list-style-type: none"> Can children locate South America on a world map? Can children locate Brazil on a world map? Can children identify and describe some of the features and characteristics of Brazil?
Lesson 7	To be able to locate Antarctica on a world map and identify some of its features and characteristics.	Children will identify Antarctica on a world map. They will find out that it has no countries or people living there, apart from researchers. They will explore what these researchers do in Antarctica and find out about some of the animals that live there. They can then recap everything they have learnt about the seven continents and some of the countries within them.	<ul style="list-style-type: none"> Can children locate Antarctica on a world map? Can children identify some of the characteristics and features of Antarctica? Can children locate the seven continents of the world on a map and identify a country in each one?

Around the World – Geography Spring – Year 1

Knowledge & Skills

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
1	Spr	Around the World	<ul style="list-style-type: none"> • I know that France is a country in Europe. • I know that China is a country in Asia. • I know that Australia is the name of both a country and a continent. • I know that Kenya is a country in Africa. • I know that the USA is a country in North America. • I know that Brazil is a country in South America. • I know that there are no countries in Antarctica. 		<ul style="list-style-type: none"> • I can identify and describe some key human and physical features of countries in each of the continents. • I can use words such as city, beach, mountain and lake to describe features of a place. • I know that some countries are hot countries and some countries are cold countries. 	<ul style="list-style-type: none"> • I can identify the UK and France on a map of Europe. • I know that the lines within a map denote country borders. • I can locate the seven continents on a world map.

The Four Seasons – Geography Summer – Year 1

	Learning Objective	Overview	Assessment Questions
Lesson 1	To find out how the seasons are linked with the months of the year.	Children will find out how a year is split into the four seasons and how each season lasts for three months. They will learn or recap the months of the year and identify which months belong to which season. They will begin to think about what each season is like.	<ul style="list-style-type: none"> Do children know that weather patterns change throughout the year? Do children know that there are four seasons in a year? Can children name the months of each season?
Lesson 2	To find out what the weather is like in spring.	Children will recap when spring is before looking at what the weather is like in spring. They will find out what effects the spring weather has, such as the birth of baby animals due to warmer and longer days, and the growth of new flowers.	<ul style="list-style-type: none"> Do children know when spring is? Can children describe what the weather is like in spring? Do children know that spring is a time of new life for plants and animals?
Lesson 3	To find out what the weather is like in summer.	Children will recap when summer is before finding out what the weather is like in summer. They will consider activities associated with summer and how different seasons affect what people can do or wear.	<ul style="list-style-type: none"> Do children know when summer is? Can children describe what the weather is like in summer? Can children identify appropriate clothing and activities for the summer?
Lesson 4	To find out what the weather is like in autumn.	Children will recap when autumn is before using photos to consider what happens in autumn. They will learn about autumn weather and the changes that come about with autumn.	<ul style="list-style-type: none"> Do children know when autumn is? Can children describe what the weather in autumn is like? Can children use appropriate vocabulary to describe autumn?
Lesson 5	To find out what the weather is like in winter.	Children will recap when winter is before finding out about the weather in winter. They will think about some of the other changes that happen in winter, such as shorter days, and consider how weather affects human activity.	<ul style="list-style-type: none"> Do children know when winter is? Can children describe what the weather is like in winter? Do children understand how weather can affect human activities?
Lesson 6	To review knowledge and compare the four seasons.	Children will recall the names and months of each of the seasons and identify the characteristics and features of each one. They will use what they have learnt to express their knowledge in a variety of ways using appropriate facts and vocabulary.	<ul style="list-style-type: none"> Can children name the four seasons? Can children identify the different characteristics of each season in terms of weather? Can children express their knowledge of seasons in a variety of ways?

The Four Seasons – Geography Summer – Year 1

Knowledge & Skills

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
1	Sum	The Four Seasons			<ul style="list-style-type: none"> • I know what seasons are and how they relate to the months of the year. • I can describe the features of each of the seasons using appropriate vocabulary to describe weather patterns. • I can compare the four seasons. 	

At the Farm – Geography Autumn – Year 2

	Learning Objective	Overview	Assessment Questions
Lesson 1	To explore what farms are and why they are important.	Children will find out what a farm actually is before looking at some of the different types of farms, namely arable, livestock and dairy. They will explore what happens on each type of farm and consider why farms are so important.	<ul style="list-style-type: none"> Do children know what a farm is? Do children understand that different types of farms are used for different purposes? Can children explain why farms are important?
Lesson 2	To explore the features of a farm.	Children will identify why farms are found in rural as opposed to urban areas. They will identify some of the main buildings in a farm, such as the pig sty, hen house and office, and think about how the land around the farm is used for pasture and crops. Children will use appropriate vocabulary to discuss each feature, identifying what each is used for.	<ul style="list-style-type: none"> Do children know that farms are in rural as opposed to urban areas? Can children identify some of the features of farms? Can children match the features of a farm to their functions?
Lesson 3	To be able to use a map and symbols to navigate around a farm.	Children will identify what the four points on a compass mean and learn how to use them to navigate around a map of a farm. They will describe where places are in relation to each other and find out how keys and symbols are used on maps to make them easier to read. They can also construct their own farm map.	<ul style="list-style-type: none"> Do children know the four compass points? Can children use compass points and appropriate locational language to navigate around a map? Can children use symbols in a map?
Lesson 4	To explore how the seasons affect life on a farm.	Children will identify the four seasons of the year and identify their features. They will explore and describe what typically happens on a farm during each of the four seasons in terms of animal and crop care.	<ul style="list-style-type: none"> Do children know what the four seasons of the year are? Can children describe what happens on a farm during each of the seasons? Can children identify differences in weather patterns throughout the year?
Lesson 5	To explore the differences between life on a farm and life in a town.	Children will identify the difference between urban and rural areas. They will use what they have found out to describe what a farm is like to a city dweller before thinking about ways in which towns and farms are different to each other in terms of both their human and physical features.	<ul style="list-style-type: none"> Can children describe differences between urban and rural areas? Can children identify geographical features typical to towns and farms? Can children identify ways in which towns and farms are different?

At the Farm– Geography Autumn – Year 2

Knowledge & Skills

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
2	Aut	At the Farm			<ul style="list-style-type: none"> • I know the difference between arable, dairy and livestock farming. • I know how the different seasons affect life on a farm and can explain what happens on a farm in the different seasons. • I can describe how living on a farm is different from living in a town using vocabulary such as buildings, fields, shops and roads. 	<ul style="list-style-type: none"> • I can use an aerial photo to identify features, such as buildings, fields and roads. • I can use a map with a simple key to identify features of a farm, such as different buildings and fields. • I know what the four points of a compass are. • I can use the four compass points to navigate around a map, for example by identifying what is north of the hay barn or east of the chicken shed.

Let's Go on Safari – Geography Spring - Year 2

	Learning Objective	Overview	Assessment Questions
Lesson 1	To locate Africa on a world map and identify the country of Kenya.	Children will identify the seven continents and five oceans of the world on a world map. They will also identify the location of the UK and Kenya. They will be introduced to the idea of a safari and think about what they might see on a Kenyan safari.	<ul style="list-style-type: none"> Can children identify the seven continents and five oceans of the world? Can children identify the continent of Africa on a world map? Can children identify the country of Kenya on a world map?
Lesson 2	To explore the climate and weather of Kenya.	Children will recap the continents and oceans before looking at how different places around the world have different climates based on the location of the poles and the equator. They will learn about Kenya's wet and dry seasons and compare Kenya's climate to the UK climate.	<ul style="list-style-type: none"> Do children know that countries near the equator are hotter than those nearer the North and South Poles? Can children describe what the climate in Kenya is like? Can children describe some of the differences between the climate in Kenya and the UK?
Lesson 3	To explore the animals of Kenya.	Children will identify a variety of animals that live in Kenya. They will identify their features and find out facts about them, including where some of the geographical features the animals need, such as bodies of water or trees for shade.	<ul style="list-style-type: none"> Can children identify some animals that live in Kenya? Can children use directional language to describe where things are on a map? Can children use the four compass points to describe where things are on a map?
Lesson 4	To be able to use compass points to navigate around a map.	Children will identify the four points of a compass and find out how we can use them to navigate around a map. They will describe how a variety of safari animals can get from one place to another and use grids on a map to travel a given number of places in different directions.	<ul style="list-style-type: none"> Do children know what the four points of a compass are? Can children describe how to get from one place to another using compass points? Can children locate features on a map using compass points?
Lesson 5	To explore the landscapes of Kenya.	Children will use photos to identify some different land features of Kenya, such as savannahs, valleys, mountains and beaches, and describe their features. They will compare large cities and small villages. They will use appropriate vocabulary to describe the different landscapes of Kenya.	<ul style="list-style-type: none"> Can children use appropriate vocabulary to describe the physical geography of Kenya? Can children identify features such as mountains, valleys, volcanoes, fields, towns, villages and cities? Can children use adjectives to describe various features?
Lesson 6	To find out about the people and culture of Kenya.	Children will find out that there are many different groups of people who live in Kenya. They will compare people who live in large cities with those who live in more rural areas. They will also find out about the Maasai tribe and start to consider the differences between Maasai life and life in the UK.	<ul style="list-style-type: none"> Do children know that there are different lifestyles and cultures within Kenya? Can children describe the lifestyle and culture of some Kenyan people? Can children identify similarities and differences between life in the Maasai tribe and life in the UK?
Lesson 7	To identify similarities and differences between Kenya and the UK.	Children will use photos and their prior knowledge to identify ways in which Kenya is similar to or different from the UK. They will compare areas such as landscapes, towns, villages, food, clothing and lifestyles.	<ul style="list-style-type: none"> Can children identify differences between Kenya and the UK? Can children identify similarities between Kenya and the UK? Can children identify ways in which their life is similar to and different from the life of a Kenyan child?

Let's go on Safari – Geography Spring – Year 2

Knowledge & Skills

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
2	Spr	Let's go on Safari	<ul style="list-style-type: none"> I know that Nairobi is the capital city of Kenya. 	<ul style="list-style-type: none"> I can describe how the climate is different in Kenya to the UK. I can compare and contrast the landscapes and settlements of Kenya and the UK. 	<ul style="list-style-type: none"> I know that countries near the equator are hot countries and countries near the poles are cold countries. I know that Kenya is near the equator so it is a hot country. I can describe the physical features of Kenya, using vocabulary such as beach, volcano, mountains, savannah and valley. I know that there are lots of different groups of people in Kenya and that some live in traditional tribes and some live in modern cities. I can describe some of the cultural features of Kenya. 	<ul style="list-style-type: none"> I can describe which oceans surround the continent of Africa. I can navigate around a map using a grid and compass directions.

My World and Me – Geography Summer – Year 2

	Learning Objective	Overview	Assessment Questions
Lesson 1	To find out where the UK, the equator and the poles are on a world map.	Children will identify the seven continents and five oceans of the world on a world map. They will locate the UK on a world map and find out about the equator and the poles. They will start to identify that countries near the equator are hot countries and those by the poles are cold countries.	<ul style="list-style-type: none"> Can the children identify the seven continents and the five oceans? Can the children locate the UK on a world map? Can the children say where they would find hot countries and cold countries on a map?
Lesson 2	To compare the land features and climate of the UK and Ecuador.	Children will use a world map to identify the location of the UK and Ecuador. They will use photos to help them identify a variety of physical features and compare examples of these features in Ecuador and the UK.	<ul style="list-style-type: none"> Can the children identify the seven continents and the five oceans? Can the children locate the UK on a world map? Can the children name a variety of land features?
Lesson 3	To compare the capital cities of the UK and Ecuador.	Children will identify Quito as the capital of Ecuador and London as the capital of the UK. They will explore ways in which the two cities are similar to and different from each other in terms of buildings, jobs, schools, food and more.	<ul style="list-style-type: none"> Can the children locate the UK and Ecuador on a world map? Can the children say how Quito and London are similar? Can the children say how Quito and London are different?
Lesson 4	To find out where different animals live in the world.	Children will recap where the equator and poles are on a globe and world map. They will explore a variety of wild animals and identify where in the world they live and whether they are found in a hot or a cold climate.	<ul style="list-style-type: none"> Can the children locate the UK, poles and equator on a world map? Can the children say which animals they would expect to find in a hot climate? Can the children say which animals they would expect to find in a cold climate?
Lesson 5	To identify physical and human features in aerial photos.	Children will identify a variety of geographical features, such as cliffs, valleys, mountains, rivers and lakes. They will use aerial photos of different cities around the world to identify geographical features and landmarks.	<ul style="list-style-type: none"> Can the children name and recognise some geographical physical features in the aerial photos? Can the children name and recognise some geographical human features in the aerial photos? Can the children recognise landmarks in aerial photos?
Lesson 6	To create a map with a key.	Children will recap the features of maps and identify the importance of using a key. They are then challenged to create a map of their own to show their journey to school or to show a given journey.	<ul style="list-style-type: none"> Can the children draw their own maps? Can the children use a map key? Can the children navigate around a map?

My World and Me– Geography Summer – Year 2

Knowledge & Skills

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
2	Sum	My World and Me		<ul style="list-style-type: none"> • I can compare the climate of the UK and Ecuador. • I can compare and contrast the physical features of the UK and Ecuador. • I can compare and contrast the capital cities of Ecuador and the UK, considering physical and human features. 	<ul style="list-style-type: none"> • I can describe the physical and human features of Ecuador. • I can identify animals that live in hot and cold countries. 	<ul style="list-style-type: none"> • I can locate the five oceans on a map. • I can identify the equator and the poles on a world map. • I can use aerial photos to describe a variety of landscapes and locations around the world. • I can create a map of my route to school using a key.

Countries of the World – Geography Autumn – Year 3

	Learning Objective	Overview	Assessment Questions
Lesson 1	To be able to identify the continents of the world.	Children will recap the names of the seven continents of the world and locate them on a world map. They will then identify each continent from a given clue and learn some facts about each continent.	<ul style="list-style-type: none"> • Do children know what a continent is? • Can children name each of the 7 continents? • Can children locate the 7 continents on a map?
Lesson 2	To be able to locate countries on a world map.	Children will recap the location of the seven continents of the world before defining what the difference between a country and a continent is. They will then use a world map to locate countries in different continents around the world.	<ul style="list-style-type: none"> • Can children locate the 7 continents on a map? • Can children use a map to locate different countries around the world? • Can children state which continent a particular country is in?
Lesson 3	To find out about some of the key geographical features of each continent.	Children will discover the tallest mountain and longest river in each of the seven continents. They will also find out where the hottest, coldest, largest and smallest countries are and which continents they can be found in.	<ul style="list-style-type: none"> • Can children identify and name some of the highest mountains in different continents? • Can children identify and name some of the longest rivers in different continents? • Can children use a variety of sources to find out about key geographical features of the 7 continents?
Lesson 4	To be able to locate major capital cities of the world.	Children will understand what a capital city is. They will then name and locate some of the major capital cities in the world across the continents. They can also find out some information about some of the cities they have identified.	<ul style="list-style-type: none"> • Do children know what a capital city is? • Can children use maps to locate capital cities? • Can children use a variety of sources to find out about geographical features of a particular capital city?
Lesson 5	To be able to use a variety of sources to identify human and physical features in a particular country.	Children will find out the difference between human and physical geography. They will be given some information about different countries around the world before being challenged to carry out their own research into a particular country.	<ul style="list-style-type: none"> • Do children understand the difference between human and physical geography? • Can children use appropriate sources of information to find out about a particular country? • Can children locate countries, continents and cities on a map?
Lesson 6	To be able to find similarities and differences between different countries.	Children will identify ways in which two countries can be similar to or different from each other. They will then choose two countries to compare in terms of both human and physical features.	<ul style="list-style-type: none"> • Can children identify similarities between different countries? • Can children identify differences between countries? • Do children understand that all countries have different features and characteristics?

Countries of the World – Geography Spring – Year 3

Knowledge & Skills

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
3	Aut	Countries of the World	<ul style="list-style-type: none"> I can name the seven continents of the world independently. I can compare the seven continents by size, number of countries and population. I can name several different countries in each continent. I can name some major capital cities of the world. I know where the North and South Poles are. 	<ul style="list-style-type: none"> I can compare two different countries and state their similarities and differences. 	<ul style="list-style-type: none"> I know that places have different climate zones depending on where they are located, such as desert, arctic and tropical. I can describe what some of the climate zones of the world are like. I can identify key physical features of the seven continents, including the tallest mountain and longest river in each. I can describe the difference between human and physical geography. I can use a variety of sources to find out about the physical and human geography of a particular country. 	<ul style="list-style-type: none"> I can label each of the seven continents on a world map. I can locate countries in a particular continent on a world map. I can use given clues to help me locate a country on a world map. I know that I can use an atlas and the internet to find where countries are located in the world. I can use a climate zone map to identify what a country's climate is like. I can locate major capital cities of the world on a map.

Where does our food come from? – Geography Spring – Year 3

	Learning Objective	Overview	Assessment Questions
Lesson 1	To understand that the food we eat comes from many different places around the world.	Children will locate the UK as being in the Northern Hemisphere. They will think about breakfast foods that come from Britain and recognise that many other common foods come from different places around the world. They will find out about the origins of some breakfast foods, as well as how they are traded and transported around the world.	<ul style="list-style-type: none"> Do children know that the United Kingdom is in the Northern Hemisphere? Do children understand that our food comes from different places around the world? Can children explain some of the ways in which food is processed and transported around the world?
Lesson 2	To know how land in temperate climate zones is used to produce food.	Children will find out about some of the different climate zones around the world. They will look particularly at temperate climate zones. They will look at farms in Kansas, USA to explore how farmers in temperate climates grow and harvest wheat and other crops before distributing them around the world.	<ul style="list-style-type: none"> Can children describe some of the conditions in temperate climate zones? Do children know some of the foods that are produced in temperate climate zones? Can children explain how these foods are transported long distances?
Lesson 3	To know how land in tropical climate zones is used to produce food.	Children will locate the tropics as being between the Tropics of Cancer and Capricorn. They will find out about tropical climates and discover that bananas grow well in this climate. They will find out how bananas are grown before being exported to the UK. They will also find out about fair trade.	<ul style="list-style-type: none"> Do children know where the tropics are? Can children describe the conditions of tropical climate zones? Can children explain how buying fair trade produce benefits food growers?
Lesson 4	To describe the way in which land in tropical biomes is being changed to enable more food to be produced.	Children will identify Indonesia as being in a tropical climate and will start to understand the term 'biome'. They will look at the process of rice production in Indonesia and how farmers change land use. They will consider the consequences of this and start to understand deforestation as a result.	<ul style="list-style-type: none"> Do children know what a biome is? Can children explain how land is changed to enable more food to be produced? Do children understand some of the consequences of changing the way land is used?
Lesson 5	To explore how food is produced in mediterranean climate zones.	Children will locate areas in the world that have a mediterranean climate zone and identify the features of this biome. They will find out about Italy and the produce that can be grown and reared there thanks to the climate.	<ul style="list-style-type: none"> Do children know where in the world mediterranean climate zones are found? Can children describe the conditions in mediterranean climate zones? Can children describe some ways in which land is used for farming in mediterranean climate zones?
Lesson 6	To explain how land is used to produce food in the United Kingdom.	Children will recap what lines of longitude and latitude are and locate the UK on a map. They will go on to find out about the crops that are grown and livestock that are raised in the UK for food.	<ul style="list-style-type: none"> Do children know what longitude and latitude lines are? Can children describe the climate in the United Kingdom and other temperate climate zones? Can children explain some ways in which land is used by farmers to produce food in the United Kingdom?
Lesson 7	To understand and describe the trade links that enable food from around the world to be sold in the United Kingdom.	Children will recap everything they have learnt about food production and distribution around the world. They will recap climate zones and their locations, and describe what different foods can be produced in each biome. They will find out what an infographic is and consider how they present the information they have learnt.	<ul style="list-style-type: none"> Can children use hemisphere, longitude and latitude to describe locations? Can children describe some differences between climate zones? Do children know that some food sold in the United Kingdom comes from other parts of the world?

Where does our Food Come From? – Geography Spring – Year 3

Knowledge & Skills

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
3	Spr	Where does our food come from?	<ul style="list-style-type: none"> • I know what the Northern and Southern Hemispheres are. • I know which hemisphere each continent is in. • I know what the Eastern and Western Hemispheres are. • I can name some countries that are in the Northern and Southern Hemispheres. • I know that the terms 'longitude' and 'latitude' are used to describe position on world maps and globes. • I know that the tropic of Cancer and tropic of Capricorn are lines of latitude. • I know that the tropics describes the area between the tropics of Cancer and Capricorn. • I know what the prime meridian is. 		<ul style="list-style-type: none"> • I can describe the basic features of some climate zones. • I know what the terms 'import' and 'export' mean. • I know that a lot of foods are imported and exported around the world. • I can explain how land in tropical biomes is being changed to enable more food to be produced. • I can describe what the term 'deforestation' means. • I can describe ways farm land is used in Mediterranean climate zones. • I can describe the difference between arable and pastoral farming. • I can explain how land is used to produce food in the UK. • I can gather and explain information about UK food trade links. 	<ul style="list-style-type: none"> • I can use a climate zone map to identify where ice cap, tundra, boreal, temperate, subtropical and tropical climate zones are located. • I can read a timezone map and use it to answer questions about two different locations.

In the Desert – Geography Summer – Year 3

	Learning Objective	Overview	Assessment Questions
Lesson 1	To find out what deserts are and where in the world they are located.	Children will define what a desert actually is and discover that there can be deserts in cold climates as well as hot climates. They will use a world map with a key to identify the major deserts of the world. They will also find out some interesting facts about different deserts around the world.	<ul style="list-style-type: none"> Do children know what a desert is? Can children locate some of the world's major deserts on a world map? Do children know that not all deserts are hot and sandy?
Lesson 2	To investigate the weather and climate of deserts.	Children will identify that deserts all have arid climates but that some can be hot and some cold. They will further explore and compare the climates of various major deserts around the world, using graphs and charts to find, present and interpret information.	<ul style="list-style-type: none"> Do children know that deserts are characterised by extremely low rainfall? Can children describe the weather and climate of deserts around the world? Can children analyse data to find out about desert climates?
Lesson 3	To find out about desert formations.	Children will explore some different types of desert formations, such as sand dunes, salt flats, pillars and arches, and find out how they were formed. They can then express their understanding through a variety of different activities.	<ul style="list-style-type: none"> Do children know that deserts change over time? Do children know how sand dunes are formed? Can children describe the process of erosion to create various rock formations?
Lesson 4	To find out how deserts are used by humans.	Children will learn that even though deserts are very inhospitable for human habitation, there are many ways in which deserts are used by humans. They will identify some of the natural resources that can be found in desert, such as diamonds, salt and oil, as well as how humans can use desert areas for a variety of different things such as filming, leisure and military testing.	<ul style="list-style-type: none"> Do children know that much of the desert is too hostile to be lived in by humans? Can children name some of the ways in which deserts are used by humans? Can children list some of the natural resources of the desert, such as oil?
Lesson 5	To find out about people who live in deserts.	Children will think about some of the challenges faced by people living in deserts. They will find out how people find water in the desert and the effects that a lack of water can have on people and animals living in a desert. They will also explore how large desert cities get the water they need.	<ul style="list-style-type: none"> Do children know that many people live in deserts? Can children describe some of the challenges faced by desert dwellers? Do children know how cities grow and survive in deserts?
Lesson 6	To find out about the causes and effects of desertification.	Children will define what desertification is before looking at some of the factors that cause it. They will also look at the effects of desertification, particularly for poorer farmers, and consider how the problem can be tackled.	<ul style="list-style-type: none"> Can children describe what desertification is? Do children know why desertification is happening? Can children describe the effects of desertification?

In the Desert – Geography Summer – Year 3

Knowledge & Skills

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
3	Sum	In the Desert	<ul style="list-style-type: none"> I can locate the country and continent of deserts and desert cities. 		<ul style="list-style-type: none"> I can name and locate the major deserts of the world. I can use line graphs and charts to explore and compare climate data for deserts around the world. I can explain how erosion and other processes create different desert formations. I can describe some of the ways in which humans use deserts, such as mining, solar farms, military testing and recreation. I can describe some of the ways in which people use desert land to live. I can use independent research to find out about the human geography of a desert city. I can describe and discuss the causes and consequences of desertification. 	<ul style="list-style-type: none"> I can use a map with a key to identify deserts on a world map.

Our European Neighbours – Geography Autumn – Year 4

	Learning Objective	Overview	Assessment Questions
Lesson 1	To be able to locate Europe on a world map and find out about its features.	Children will identify the seven continents of the world before looking more closely at a map of Europe. They will compare Europe with other continents in terms of its size and features, and identify the seas and oceans surrounding Europe. Children will use facts they have learnt to answer questions and annotate maps.	<ul style="list-style-type: none"> • Can children locate Europe on a world map? • Do children know that the UK is a country in Europe? • Can children describe some of the geographical features of Europe?
Lesson 2	To be able to identify and locate countries in Europe.	Children will identify Europe on a world map before locating the UK within Europe. They will then go on to explore the names and locations of other European countries. They will annotate maps of Europe with the names of countries.	<ul style="list-style-type: none"> • Can children locate Europe on a world map? • Can children identify European countries? • Can children use a map to identify European countries?
Lesson 3	To be able to identify European countries according to their features.	Children will recap the location of a variety of European countries. They will then explore some human features of different European countries, including flags, currencies and governments. Children can then identify a country from given clues, complete information in a table or match countries to their flags.	<ul style="list-style-type: none"> • Can children match European flags to their countries? • Do children know that there are a variety of currencies in Europe, including the euro? • Can children describe ways in which European countries are different from each other?
Lesson 4	To be able to identify the major capital cities of Europe.	Children will identify the difference between a continent, country and capital city before identifying the capital cities of a variety of European countries. They will use maps to locate capital cities and start to explore features of some major cities.	<ul style="list-style-type: none"> • Can children describe what a capital city is? • Can children identify the capital cities of some European countries? • Can children locate European capital cities on a map?
Lesson 5	To be able to compare two European capital cities.	Children will recap some major capital cities in Europe before choosing two to compare. They will generate questions to help them compare the physical and human features of London and Paris, or choose two capital cities they would like to explore and compare for themselves.	<ul style="list-style-type: none"> • Can children identify landmarks belonging to different European cities? • Can children use a variety of sources to find out about the geographical features of cities? • Can children compare and contrast two different European cities?
Lesson 6	To find out about the human and physical features of a European country.	Children will choose one European country to research in detail. They will generate questions they can ask to help them find out information, and use a variety of sources of information to find answers. Children will consider both the human and physical geography of their chosen country, presenting the information in a variety of ways.	<ul style="list-style-type: none"> • Do children understand the difference between human and physical geography? • Can children use a variety of sources of information to find out about a particular country? • Can children present the information they have found out appropriately?

Our European Neighbours – Geography Autumn – Year 4

Knowledge & Skills

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
4	Aut	Our European Neighbours	<ul style="list-style-type: none"> I can name different countries in Europe. I can name the seas and oceans surrounding Europe. 	<ul style="list-style-type: none"> I can compare the human and physical geography of London and Paris. I can ask and answer questions to help me compare and contrast London and Paris. 	<ul style="list-style-type: none"> I can identify European countries based on human features, such as language, flag and currency. I can identify the capital cities of Europe. I can compare two European capital cities according to their human and physical features. I can use independent research to explore the human and physical features of a particular European country. 	<ul style="list-style-type: none"> I can locate the countries of Europe, including Russia, on a map of Europe. I can locate the capital cities of Europe on a map.

Village Settlers – Geography Spring - Year 4

	Learning Objective	Overview	Assessment Questions
Lesson 1	To find out about the needs of early settlers and the origins of place names.	Children will think about early settlers in Britain and what resources they would have needed when setting up a village. They will consider why certain places were chosen for settlements and discover how some of our place names originate from these early settlers.	<ul style="list-style-type: none"> Can children explain who some early settlers were and why they settled in Britain? Can children describe the needs of early settlers? Do children know what some of the origins of place names are?
Lesson 2	To be able to identify settlements and reasons for their original siting.	Children will recap some of the name endings that came from village names given by early settlers, such as places ending in -don, -chester, -stow or -wick, and find out what they mean. They will then use a map to identify some modern towns, cities and villages that have these suffixes, seeing if they can identify the reason it was named as it was.	<ul style="list-style-type: none"> Can children use a map to identify early settlements? Can children suggest reasons for the original siting of these settlements? Can children suggest reasons why some areas developed more than others over time?
Lesson 3	To be able to identify a range of mapping symbols and know their meanings.	Children will look at an Ordnance Survey map to identify some common map symbols. They will then go on to look at some further map symbols and identify their meanings. They will use map symbols to compare towns and villages.	<ul style="list-style-type: none"> Can children identify mapping symbols? Can children explain what different mapping symbols mean? Can children compare different villages?
Lesson 4	To understand and describe how settlements are connected.	Children will identify different types of roads in the UK, such as motorways, 'A' roads and 'B' roads. They will start to understand how the road system works and use what they have found out to navigate from one settlement to another.	<ul style="list-style-type: none"> Can children identify different kinds of roads on a map? Can children use grid references accurately? Can children describe how settlements are connected?
Lesson 5	To be able to design a village settlement influenced by physical features and personal choice.	Children will consolidate what they have learnt about villages to design their own village settlement. They will use symbols and keys in their designs and maps, and consider what human and physical features they will need to include in their villages.	<ul style="list-style-type: none"> Can children create a map that includes both physical and human features? Can children create a key? Can children create grids and grid references?

Village Settlers– Geography Spring – Year 4

Knowledge & Skills

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
4	Spr	Village Settlers	<ul style="list-style-type: none"> I can identify modern settlements that have developed from an early settlement. I can explain how settlements have developed over time. 		<ul style="list-style-type: none"> I can suggest land features early settlers would need to consider when choosing a settlement location. I can design a village incorporating necessary human and physical features. 	<ul style="list-style-type: none"> I can identify map symbols and abbreviations on an Ordnance Survey map. I can use online mapping software and Ordnance Survey maps to identify different types of roads (A roads, B roads, etc.). I can use online mapping software and Ordnance Survey maps to describe and follow routes between settlements. I can create a map of a fictional village.

Earning a Living – Geography Summer – Year 4

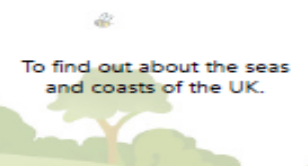
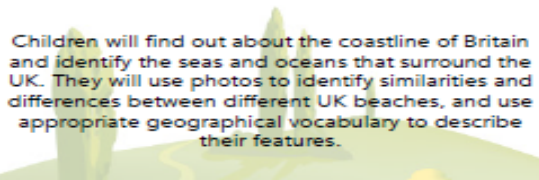
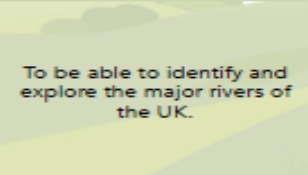
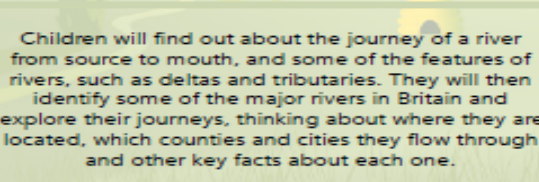
	Learning Objective	Overview	Assessment Questions
Lesson 1	To explore jobs and why they are important.	Children will explore the reasons people work and some of the different types of jobs people have, such as full-time or part-time work. They will then look at a variety of different jobs and identify what each job entails. They will be challenged to match a job to its description.	<ul style="list-style-type: none"> Can children explain some of the reasons why people work? Can children identify a variety of different jobs and their roles? Can children describe which jobs they would and wouldn't like to do?
Lesson 2	To be able to group jobs into sectors.	Children will understand what a job sector is. They will be given a brief overview of the types of jobs that can be found across a wide range of job sectors before considering which sector they think they would like to work in when they are older. They will also start to understand that some jobs get paid more than others.	<ul style="list-style-type: none"> Can children identify the main job sectors? Can children match a variety of jobs to their sectors? Do children know that not all jobs are paid equally?
Lesson 3	To explore industries of the UK.	Children will find out what terms such as 'business', 'industry' and 'economy' mean. They will name some industries and notice that different countries have different industrial strengths. They will also identify some of the major industries of the UK.	<ul style="list-style-type: none"> Do children know what the economy is? Can children name some of the main industries in the UK? Can children identify areas on the UK on a map?
Lesson 4	To find out how people earn a living in other parts of the world.	Children will recall some of the UK's largest industries before exploring in further detail how a country's climate and resources affect its industry and economy. They will find out about some of the different jobs people can do in other places around the world, focusing particularly on jobs relating to trade.	<ul style="list-style-type: none"> Do children know that different parts of the world have different industries? Can children describe some of the ways in which people in other countries earn a living? Do children know that a lot of jobs involve the manufacture and trade of items?
Lesson 5	To find out about unemployment and its effects.	Children will identify some of the reasons adults don't work including retirement and unemployment. They will find out about the help given to the unemployed in the UK and compare this to other countries around the world. They will start to consider the effect unemployment on family and friends.	<ul style="list-style-type: none"> Do children know some of the reasons why some adults are unemployed? Can children describe some of the effects unemployment has on people? Do children know that the government supports unemployed people financially?
Lesson 6	To find out children around the world who help earn a living for their families.	Children will explore the reasons why children in other parts of the world have to work instead of going to school. They will look at some examples of jobs children around the world do before thinking about the link between education and employment.	<ul style="list-style-type: none"> Do children know that some children in poorer countries have to work to support their families? Do children understand the link between education and employment? Can children express their own ideas about the sort of job they would like in the future?

Earning a Living – Geography Summer – Year 4

Knowledge & Skills

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
4	Sum	Earning a Living	<ul style="list-style-type: none"> I know that the UK's industries are dependent on geographical areas. 		<ul style="list-style-type: none"> I understand the concept of trade links. I understand the concept of an economy. I can identify a variety of jobs that belong to different sectors. I know what some of the UK's top industries are. I can describe how climate and landscape help determine a country's industries. I can explain how unemployment affects people in the UK and around the world. I can explain how child labour around the world affects the economy. 	<ul style="list-style-type: none"> I can use a map of the UK to identify where different industries are more prevalent. I can annotate a world map to show different industries in different countries.

The United Kingdom – Geography Autumn – Year 5

	Learning Objective	Overview	Assessment Questions
Lesson 1	To be able to identify and describe key geographical features of the United Kingdom.	Children will recap and learn some key facts about the UK. They will locate the UK on a world map and identify the four countries and capital cities. They will find out information about aspects such as area, life expectancy and population.	<ul style="list-style-type: none"> • Can children locate the United Kingdom on a world map? • Can children name and locate the countries and capital cities of the United Kingdom? • Do children know some facts about the human geography of the United Kingdom, such as population and life expectancy?
Lesson 2	To be able to identify and locate the counties of the United Kingdom.	Children will learn what a county is and find out how the counties of England can be split into regions. They will then undertake a variety of activities to help them locate and identify different counties of the UK.	<ul style="list-style-type: none"> • Do children know what a county is? • Can children identify the counties of the UK? • Can children place counties of the UK on a map?
Lesson 3	To be able to locate and identify towns and cities in the UK.	Children will learn the difference between a town and a city before going on to locate some of the UK's major cities on a map. They will describe where different towns and cities are in relation to one another. There is also the chance to explore a particular UK city in detail.	<ul style="list-style-type: none"> • Can children describe what a city is? • Can children identify cities of the UK? • Can children locate UK cities on a map?
Lesson 4	To find out about the hills and mountains of the UK.	Children will start to understand the difference between a hill and a mountain and are given a brief explanation of how mountains are formed. They will go on to explore some of the hills and mountains of the UK and identify their features and key facts.	<ul style="list-style-type: none"> • Do children know how mountains and hills are formed? • Can children identify major hill and mountain ranges of the UK? • Can children use a variety of sources to find out about hills and mountains, and communicate their findings appropriately?
Lesson 5	 To find out about the seas and coasts of the UK.	 Children will find out about the coastline of Britain and identify the seas and oceans that surround the UK. They will use photos to identify similarities and differences between different UK beaches, and use appropriate geographical vocabulary to describe their features.	<ul style="list-style-type: none"> • Can children identify the oceans and seas that surround the UK? • Do children know that the UK has a varied coastline? • Can children use and understand vocabulary relating to seas and coasts?
Lesson 6	 To be able to identify and explore the major rivers of the UK.	 Children will find out about the journey of a river from source to mouth, and some of the features of rivers, such as deltas and tributaries. They will then identify some of the major rivers in Britain and explore their journeys, thinking about where they are located, which counties and cities they flow through and other key facts about each one.	<ul style="list-style-type: none"> • Can children understand and describe the journey of a river from source to sea? • Can children name some of the major rivers of the UK? • Can children find out and analyse information about rivers of the UK?

The United Kingdom – Geography Autumn – Year 5

Knowledge & Skills

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
5	Aut	The United Kingdom	<ul style="list-style-type: none"> I can describe key geographical features of the UK and its countries. I know that the UK can be split into regions and that each region contains several counties. I can identify and name the counties of the UK. 		<ul style="list-style-type: none"> I can explore the human and physical features of a particular town or city in the UK. I know the difference between a hill and a mountain. I can describe how different mountains are formed. I can name and locate mountain ranges of the UK. I know the difference between a sea and an ocean. I can identify, locate and describe different coastal areas of the UK, using vocabulary such as erosion, coastal stacks and cliffs. I can name and locate the major rivers of the UK. I know that rivers start their journey at the source and end their journey at the mouth. 	<ul style="list-style-type: none"> I can place the four countries and capital cities of the UK on a map, along with other places, such as the Isle of Wight and Shetland Islands. I can use given clues to locate the counties of England on a map. I can use a map to answer true or false questions about the location of a county. I can locate the major towns and cities of the UK on a map.

Investigating Rivers – Geography Spring - Year 5

	Learning Objective	Overview	Assessment Questions
Lesson 1	To understand and explain the water cycle.	Children will explore what the water cycle is and why it is important. They will learn to describe each process of the water cycle using appropriate vocabulary. They can then express their understanding of how the water cycle works independently.	<ul style="list-style-type: none"> Do children understand why the water cycle is an important process on our planet? Do children understand the steps involved in the water cycle? Can children explain the water cycle in their own words?
Lesson 2	To find out about rivers and how they erode, transport and deposit materials.	Children will learn how rivers are formed by explaining the processes of erosion and deposition. They will then find out about the journey of a river from source to mouth, and learn about the features of rivers, including deltas, tributaries and meanders.	<ul style="list-style-type: none"> Can children explain what a river is? Do children know some of the features of a river? Can children explain the processes of erosion, transportation and deposition?
Lesson 3	To find out why rivers are important.	Children will find out about some of the human uses for rivers under the headings of water, transport, habitat, energy, farming and leisure. They will be given some brief information for each category before using a variety of sources to find out some more information for themselves.	<ul style="list-style-type: none"> Can children describe some river uses? Can children use secondary sources to find out information? Can children support their points with statistics and specific data?
Lesson 4	To find out about the causes of river pollution and the effect it has on the environment.	Children will explore some of the causes of river pollution and the effects this has on the environment. They will find out about some of the most polluted rivers in the world, as well as thinking about river pollution closer to home. They will consider ways in which river pollution can be prevented.	<ul style="list-style-type: none"> Do children understand some of the causes of water pollution? Do children understand the effect water pollution has on the environment? Are children able to think about water pollution on local and global scales?
Lesson 5	To investigate a river in detail including the effects on the environment and landscape.	Children will ask questions they would like to find the answer to about the River Nile. They will consider different ways in which they could find the answers to their questions. They will present what they have found out about the River Nile in a variety of ways.	<ul style="list-style-type: none"> Can children ask geographical questions? Can children use secondary sources of information to find out answers to specific questions? Can children use the internet to help them with a geographical enquiry?
Lesson 6	To be able to conduct a geographical enquiry.	Children will find out how to generate a main question as the focus for a geographical enquiry. Children will then choose their own focus for an enquiry and use a variety of sources of information to carry out research. They will think about the best way of presenting the information they have found out.	<ul style="list-style-type: none"> Can children choose a line of enquiry for an investigation? Can children use secondary sources to find answers to geographical questions? Can children choose a suitable way to present their findings?

Investigating Rivers– Geography Spring – Year 5

Knowledge & Skills

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
5	Spr	Investigating Rivers			<ul style="list-style-type: none"> • I can explain the process of the water cycle using appropriate vocabulary, such as precipitation, condensation, evaporation and transpiration. • I can describe the role rivers play in the water cycle. • I can explain the journey of a river from source to mouth in detail, including vocabulary such as delta, tributary and meander. • I can explain the processes of erosion, transportation and deposition in relation to rivers. • I can describe why rivers are useful, such as for transportation, wildlife habitats, energy, farming and leisure. • I can describe the causes of river pollution and its effect on the environment. • I can generate geographical questions about a particular river and use a variety of sources to find the answers. 	<ul style="list-style-type: none"> • I can use a world map to identify major rivers around the world.

South America – Geography Summer – Year 5

	Learning Objective	Overview	Assessment Questions
Lesson 1	To find out about the location and countries of South America.	Children will identify South America as a continent and start to identify some of its features. They will identify the twelve countries and two territories that comprise South America and locate them on a map.	<ul style="list-style-type: none"> Can children locate the continent of South America on a world map? Can children name the countries of South America? Can children identify the countries of South America on a map?
Lesson 2	To find out about the climate in South America.	Children will use climate zone maps to explore climate zones around the world before taking a closer look at the various climate zones in South America. They will learn about different climates, such as temperate, arid and subtropical, and describe the features of these climates.	<ul style="list-style-type: none"> Do children know that different parts of the world have different climates? Can children name and locate some of the different climates in South America? Can children describe some of the different climates in South America?
Lesson 3	To find out about the major mountain ranges of South America.	Children will identify the Andes of South America as the largest mountain range in the world. They will locate the Andes on a map and discover how the Andes were formed. They will also identify some facts about this mountain range and explore how it is used by the people who live on or near the mountains.	<ul style="list-style-type: none"> Do children know that the Andes run the length of South America? Do children know how the Andes were formed? Do children know some of the ways in which the Andes are used?
Lesson 4	To find out about the human geography of South America.	Children will recap the difference between human and physical geography before generating questions they could ask about the human geography of South America. They will use facts to find out about the human geography of various countries and use what they have found out to compare and contrast countries.	<ul style="list-style-type: none"> Can children describe the difference between human and physical geography? Can children describe some aspects of the human geography of South America? Can children present their findings in a variety of ways?
Lesson 5	To find out about trade and industry in South America.	Children will consider the concept of world trade and recognise some of the products we use that may come from South America. They will identify some of the biggest exports of South America and recognise some of their strongest industries.	<ul style="list-style-type: none"> Do children know what world trade is? Can children name some of the biggest exports of South America? Can children identify some of the main industries in various South American countries?
Lesson 6	To be able to carry out an in-depth study of a South American country.	Children will recap the names of the countries and territories of South America. They will then choose one country as a focus of study, using what they already know and carrying out their own research to collate and present information about a South American country.	<ul style="list-style-type: none"> Can children use a variety of sources of information to find out about a specific South American country? Can children select appropriate facts, figures and images to include in their work? Can children present geographical information in a variety of ways?
Lesson 7	To compare an area of South America with the UK.	Children will use what they have learnt about South American countries in the previous lessons to compare human and physical features of a region of South America with the UK. They will research different facts about the two regions and use this research to draw out similarities and differences as well as attempting to use their previous knowledge to explain these similarities and differences.	<ul style="list-style-type: none"> Can children name a key difference or similarity between the UK and a region of South America's human geography? Can children name a key difference or similarity between the UK and a region of South America's physical geography? Can children provide a feasible explanation of one of these similarities or differences?

South America – Geography Summer – Year 5

Knowledge & Skills

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
5	Sum	South America	<ul style="list-style-type: none"> I can name the countries of South America. I can use my understanding of the Tropics of Cancer and Capricorn, and the equator, to predict what the climate in South America might be like. 	<ul style="list-style-type: none"> I can use a variety of geographical sources, including maps, to compare an area of the UK with an area of South America. I can compare and contrast the human and physical features of Brazil and the UK. 	<ul style="list-style-type: none"> I can identify and describe the different climate zones of South America. I know that the Andes are the major mountain range of South America. I can use plate tectonics to describe how mountains are formed. I know what a volcano is and how they are formed. I know the differences between the three types of volcanos. I know how humans use the Andes for things like natural resources, hydroelectric dams and tourism. I can compare and contrast aspects of the human geography of South America, such as population, life expectancy, language, religions and currency. I know that the main industries of South America are agriculture and timber. I can name some key industries in different South American countries. I can use independent research to find out key details of the human and physical geography of a particular South American country. 	<ul style="list-style-type: none"> I can locate the countries of South America on a map. I can use political maps and climate maps to identify the climate zones of South America. I can use a topographical map to locate the mountain ranges of South America. I can use a map of plate tectonics to identify the location of the Andes. I can create a colour key on a map of South America to denote key industries.

Extreme Earth – Geography Autumn – Year 6

	Learning Objective	Overview	Assessment Questions
Lesson 1	To find out about the Earth's climate and areas of extreme temperatures.	Children will identify different climate zones around the world and look at how climates change around the poles and the equator. They will identify countries in the world that have extreme weather conditions, including temperature and precipitation.	<ul style="list-style-type: none"> Do children know that places in the world near the equator are generally hot? Do children know that the coldest places in the world are by the poles? Can children describe how climates and weather conditions vary around the world?
Lesson 2	To find out about the water cycle and the distribution of water across the world.	Children will learn about the water cycle and how water moves around the planet. They will explore why droughts occur and what effects droughts can have on a local and global scale.	<ul style="list-style-type: none"> Do children know that all the water in the world moves in a continuous cycle? Can children describe the different stages of the water cycle? Can children describe what a drought is and how they are caused?
Lesson 3	To find out about extreme weather conditions across the world.	Children will identify examples of extreme weather conditions around the world, including lightning, floods, typhoons, hurricanes, blizzards and hail storms. They will define each of these occurrences and think about the effects these can have on people and landscapes.	<ul style="list-style-type: none"> Can children identify and name examples of extreme weather? Can children explain why some of these examples of extreme weather occur? Can children communicate their knowledge of extreme weather in a variety of ways?
Lesson 4	To find out about earthquakes and what causes them.	Children will learn about tectonic plates and how the movement of these can cause earthquakes. They will identify areas around the world that are more susceptible to earthquakes and understand the reasons for this. They will explore the effects on earthquakes on people and landscapes.	<ul style="list-style-type: none"> Do children know what causes earthquakes? Do children know that some places in the world are more prone to earthquakes than others? Can children use maps to identify areas that are prone to earthquakes?
Lesson 5	To find out about tsunamis and how they are caused.	Children will learn what a tsunami is, as well as why and how they occur. They will study pictures of the effects of various tsunamis on people and landscapes, and think about how they can describe the devastation they cause.	<ul style="list-style-type: none"> Do children know that a tsunami is caused by movement of tectonic plates? Can children describe the effects of a tsunami? Can children identify areas of high risk on a world map?
Lesson 6	To find out what volcanoes are and how they are formed.	Children will identify the difference between a volcano and a mountain before looking at how volcanoes are formed and what happens when they erupt. They will find out the difference between active, dormant and extinct volcanoes.	<ul style="list-style-type: none"> Do children know why volcanoes erupt? Can children convey their knowledge of volcanoes in a variety of ways? Can children describe volcanoes using geographical and descriptive language?

Extreme Earth – Geography Autumn – Year 6

Knowledge & Skills

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
6	Aut	Extreme Earth	<ul style="list-style-type: none"> I know where some places of extreme temperature are located. 		<ul style="list-style-type: none"> I know that the first layer of the Earth's atmosphere is called the troposphere and that it is here that weather occurs. I can use data to create a graph showing the hottest and coldest inhabited places on Earth, before comparing them. I can explain what a drought is and some of the causes and effects. I can explain why some areas get more rain than others in relation to the water cycle. I can describe some extreme weather phenomena around the world, including tornados, tropical storms, hail storms and blizzards. I can describe the effects of extreme weather phenomena on the environment and people affected. I can use plate tectonics to describe what earthquakes are and why they happen. I know what the Richter scale is. I can describe the effects of earthquakes on the environment and people affected. I know that tsunamis occur when there are earthquakes on the ocean floor. I can describe what happens when a volcano erupts. 	

Our Local Area (Greater Manchester) – Geography Spring - Year 6

	Learning Objective
Lesson 1: Economic activity	To explore economic activity as part of a local area study.
Lesson 2: Land use	To explore land use as part of a local area study.
Lesson 3: Settlements	To explore settlements as part of a local area study.
Lesson 4: Climate zones	To explore climate zones as part of a local area study.
Lesson 5: Rivers	To explore rivers as part of a local area study.
Lesson 6: Upland areas	To explore mountains and hills as part of a local area study.

Our Local Area (Greater Manchester)– Geography Spring – Year 6

Knowledge & Skills

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
6	Spr	Our Local Area	<ul style="list-style-type: none"> I know that there are lots of different types of settlements, that they all have different purposes and that these purposes can change over time. I know that settlements can be split into different zones, including commercial, residential, industrial, educational, forests, parks and commons. 		<ul style="list-style-type: none"> I know the difference between high-order and low-order services in a settlement. I know which products are exported from the UK, their value, their share of UK exports and the main importer countries. I can name many of the natural resources that are found in the UK. I can identify UK commodities that are made or produced in my local area. I can describe land use around my school, explaining how I feel about different areas and what I would change. I can compare local climate data with climate data for other parts of the UK. I know how different winds can affect the climate of different parts of the UK. 	<ul style="list-style-type: none"> I can use fieldwork to observe where some of the UK's natural resources can be found. I can use fieldwork to identify different examples of land use in my local area. I can use fieldwork to take photos and make notes about my local area, then use this information to make a corresponding map or model. I can use four-figure and six-figure grid references to locate major rivers in the UK and find the river most local to me. I can use fieldwork to gather information about the vegetation and wildlife of a local river. I can use fieldwork to gather weather data about my local area. I can use fieldwork to gather information about rock type, vegetation and wildlife on a local hill or mountain. I can use a topographical map to identify the major mountain ranges of the UK.

North America – Geography Summer – Year 6

	Learning Objective	Overview	Assessment Questions
Lesson 1	To identify the countries of North America.	Children will identify the continent of North America on a map and learn how it is organised into areas, such as the Caribbean and Central America. They will identify the 23 countries that comprise North America and locate them on a map.	<ul style="list-style-type: none"> Can children locate the continent of North America on a world map? Can children name the countries of North America? Can children locate North American countries on a map?
Lesson 2	To investigate and compare climates in North America.	Children will look at a global climate zone map to identify climate patterns around the world. They will then explore some of the different climate zones in North America, using graphs and charts to examine and compare the climate in different locations around the continent.	<ul style="list-style-type: none"> Can children identify some different climate zones in North America? Can children investigate the climate of a particular area? Can children compare climates in North America?
Lesson 3	To explore the geographical features of North America.	Children will identify some of the famous features of North America, including natural features such as the Grand Canyon and Niagara Falls, finding out how they were formed. They will also explore some human features and landmarks, such as the Panama Canal and the Hoover Dam.	<ul style="list-style-type: none"> Do children know the difference between human and physical geographical features? Can children identify and describe some geographical features of North America? Can children describe how certain geographical features are formed?
Lesson 4	To explore the capital cities of North America.	Children will define what a capital city is before finding out the names of some North American capital cities. They will think about questions they could ask to find out information about a particular city, as well as matching capitals to their countries.	<ul style="list-style-type: none"> Do children know what a capital city is? Can children identify North American capital cities and match them to their countries? Can children explore features of different capital cities, such as language and population?
Lesson 5	To explore the various time zones of North America and how these compare to other time zones around the world.	Children will identify why different parts of the world have different time zones. They will use time zone maps to work out time differences between various locations in North America, as well as locations in North America and the rest of the world.	<ul style="list-style-type: none"> Can children explain why different parts of the world have different time zones? Can children calculate the time at different locations in North America based on GMT? Can children calculate corresponding times within different locations in North America?
Lesson 6	To compare the a region in the UK with a region in North America.	Children will describe their local area in detail, using appropriate geographical vocabulary. They will then compare their local area with specific areas in North America, considering how both physical and human features are similar and different.	<ul style="list-style-type: none"> Can children compare the physical geography of a region in the UK and a region in North America? Can children compare the human geography of a region in the UK and a region in North America? Can children use a variety of appropriate sources to find out about the human and physical geography of a region?
Lesson 7	To research the human and physical geography of a particular North American country.	Children will recap everything they have learnt about North America. They will then move on to researching a particular North American country, generating questions they want to find the answer to and using a variety of sources of information to find the answers. They will present what they have found out in a variety of ways.	<ul style="list-style-type: none"> Can children use a variety of sources of information to find out about a specific North American country? Can children select appropriate facts, figures and images to include in their work? Can children present geographical information in a variety of ways?

North America – Geography Summer – Year 6

Knowledge & Skills

Year	Term	Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
6	Sum	North America	<ul style="list-style-type: none"> I can identify the countries of North America. I can match North American capital cities with their correct country. 	<ul style="list-style-type: none"> I can compare my local area with an area in North America by generating and answering questions about the human and physical geography of both places. 	<ul style="list-style-type: none"> I can compare the climates of different parts of North America using graphs. I can match a description of a climate to a corresponding bar graph. I can describe some of the main geographical features of North America, such as the Grand Canyon, Niagara Falls and the Hubbard Glacier, and how they were formed. I can compare the features of North American capital cities, and order cities by population and area. I can use independent research to find out about the human and physical geography of a particular North American country. 	<ul style="list-style-type: none"> I can use given information about the location of North American countries to label a map of North America. I can use a time zone map to state what the time would be in different places in North America compared to the UK, and vice versa.