

# Geography

## Lesson Objective Map

Subject cultural capital: To be able to use geography skills and identify countries in the world.

Differentiation by task activity - See weekly planning for additional demand for talented geographers/also GDS pupils and for SEND pupils refer to SEND passport targets.

AFL minimum expectations during each lesson - modelling by teacher; peer and self-assessment; targeted questioning.

Long term memory development strategies - Last lesson/this lesson/next lesson and KWL grids.

Curriculum links - See red words or phrase in topic sections where appropriate.

Prior learning (PL) and future learning (FL) indicated where relevant.

Each topic to be taught in chronological order using these lesson objectives.

Year Group	Autumn	Spring	Summer
Pre-school	<p><b>Pre-School and home life</b>  <b>Journeys to other places</b></p> <ol style="list-style-type: none"> <li>(UA) Make connections between the features of their family and other families.</li> <li>(UA) Notice differences between people.</li> <li>(UA) Explore and respond to different natural phenomena in their setting and on trips</li> <li>(UA) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ol> <p>FL - Our families and homes (Nursery)</p> <p>NC English link - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>		
Nursery	<p>PL - Journeys to other places (Pre-school)</p> <p>Our families and homes Stories around the world Geographical skills and fieldwork Songs from other countries</p> <p>Transport &amp; Holidays Trains, planes and boats Flags and decorations around the world</p> <ol style="list-style-type: none"> <li>(UA) Talk about what they see using a wide vocabulary.</li> <li>(UA) Show interest in different occupations.</li> <li>(UA) Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>(UA) Know that there are different countries in the world and talk about the differences they have experienced themselves or in photos.</li> </ol> <p>FL - Summer 1 - Transport (Year 1)</p> <p>NC English link - use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>NC Music link - Creating and improvising songs around one they already know.</p> <p>NC Music link - Remember and sing entire songs.</p>		
Rec	<p>PL - Begin to understand the need to respect and care for the natural environment and all living things (Nursery)</p> <p>Our School Building Finding our way around our school People who help us</p> <p>Winter and the Seasons</p> <p>Our Local Area Life in this country and others Globe Food Weather</p> <ol style="list-style-type: none"> <li>(UA) Draw information from a simple map.</li> <li>(UA) Recognise some similarities and differences between life in this country and life in other countries.</li> <li>(UA) Explore the natural world around them.</li> <li>(UA) Describe what they see, hear and feel whilst outside.</li> </ol>		

	<p>5. (UA) (Recognise some environments that are different to the one in which they live. 6. Understand the effect of changing seasons on the natural world around them. FL - Spring 1 School environment (Year 1)</p> <p>NC English link - use phonic knowledge to write words in ways which match their spoken sounds.</p>		
<p>1</p>	<p>PL - Our School Building Finding our way around our school (Rec) Autumn 1 - Me - My route to school</p> <ol style="list-style-type: none"> <li>1. Identify the key features of a location in order to say whether it is a city, town, and village, coastal or rural area.</li> <li>2. 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.</li> <li>3. Identify land use around the school.</li> <li>4. Name, locate and identify characteristics of the local area (ask and answer questions such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> </ol> <p>FL - Spring 1 - School environment (Year 1)</p> <p>NC Maths link - Travel to school - counting</p> <p>PL - Our Local Area Life in this country and others Globe (Rec) Autumn 2 - Toys around the world My toys compared to African toys</p> <ol style="list-style-type: none"> <li>1. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>2. Use basic geographical vocabulary to refer to: <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. <b>Key human features</b>, including: city, town, village, factory, farm, house, office and shop (not needed - doesn't match the topic).</li> <li>3. Use basic geographical vocabulary to refer to <b>key human features</b>, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ol> <p>FL - Summer 2 - Sport Olympics Around the world Origins (Year 2)</p> <p>NC English link - discuss what they have written with the teacher or other pupils.</p>	<p>PL - Our School Building Finding our way around our school (Rec) Spring 1 - School environment (human and physical)</p> <ol style="list-style-type: none"> <li>1. Identify the key features of a location in order to say whether it is a city, town, and village, coastal or rural area.</li> <li>2. Identify land use around the school.</li> <li>3. Name, locate and identify characteristics of the local area (ask and answer questions such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>4. 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.</li> </ol> <p>FL - Autumn 1 - Southgate (Year 2)</p> <p>NC Maths geometry - position.</p> <p>NC History link - significant historical events, people and places in their own locality.</p> <p>NC Science link - observe and describe weather associated with the seasons and how day length varies.</p> <p>PL - Our School Building (Rec) Spring 2 - Buildings Visual maps - long, near etc.</p> <ol style="list-style-type: none"> <li>1. Name, locate the 4 countries and capital cities of the United Kingdom.</li> <li>2. Use basic geographical vocabulary to refer to: <b>Key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> <li>3. Use simple compass directions (north, south, east and west) and devise a simple map.</li> <li>4. Understand geographical similarities and differences through studying the <b>human and physical geography</b> of a small area of the United Kingdom.</li> </ol> <p>FL - Autumn 1 - Maps (Year 2)</p> <p>NC Maths link - describe position, direction and movement,</p>	<p>PL - Transport (Nursery) Summer 1 - Transport Road/railway maps Road maps from each UK country, Wales, England, Scotland and Northern Ireland and compare</p> <ol style="list-style-type: none"> <li>1. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>2. Use and construct basic symbols in a key.</li> <li>3. Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right].</li> </ol> <p>FL - Autumn 1 - Southgate. Maps (Year 2)</p> <p>NC Maths geometry - position.</p> <p>PL - Explore the natural world around them Summer 2 - Kings and Queens UK countries/capitals Seaside visits in 1950s times compared with now</p> <ol style="list-style-type: none"> <li>1. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>2. Identify the key features of a location in order to say whether it is a city, town, and village, coastal or rural area.</li> <li>3. Use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>4. Use basic geographical vocabulary to refer to: <b>Key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> </ol> <p>FL - Spring 2 - Queen Victoria Maps (Year 2)</p> <p>NC History link - significant historical events, people and places in their own locality.</p>

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**PL - Spring 2 - Visual maps (year 1)**

**Autumn 1 - Southgate. Maps Contrasting non-European Country Turkey Study (World's continents and oceans human and physical)**

1. Use aerial images and plan perspectives to recognise landmarks and basic **physical features** (London and Southgate)
2. use basic geographical vocabulary to refer to: key **physical features** (Southgate landmark),
3. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map (Southgate).
4. Use aerial photographs and plan perspectives to recognise landmarks and basic **human and physical features**.
5. Name, locate and identify characteristics of the local area (ask and answer questions such as: What is this place like? What or who will I see in this place? What do people do in this place?).

**FL - Autumn 2 - Turkey Maps Capital (Year 2)**

**NC History link - The lives of significant individuals in the past who have contributed to national and International achievements. Some should be used to compare aspects of life in different periods.**

**NC - Maths - geometry - quarter, half and three-quarters turns**

**PL - Autumn 1 - Maps Contrasting non-European Country Turkey Study (Year 2)**

**Autumn 2 - Turkey Maps Capital**

1. Name and locate the world's seven continents and five oceans.
2. Use aerial photographs and recognise landmarks and basic **physical features**.
3. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.

**NC - Science observe changes across the 4 seasons**

**PL - Life in this country and others (Rec)**

**Spring 1 - Food/trade Where things are made Pollution**

1. Name, locate and identify characteristics of a country (ask and answer questions such as: What is this place like? What or who will I see in this place? What do people do in this place?).
2. Use aerial images and plan perspectives to recognise landmarks and basic physical features.
3. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).
4. 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.

**FL - Summer 2 - Sport Olympics Around the world Origins (Year 2)**

**NC English link - writing down ideas and/or key words, including new vocabulary**

**PL - Kings and Queens UK countries/capitals (Year1)**

**Spring 2 - Queen Victoria Maps**

1. 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.
2. Use aerial images and plan perspectives to recognise landmarks and basic physical features.
3. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. (London).
4. Name, locate and identify characteristics of a country (ask and answer questions such as: What is this place like? What or who will I see in this place? What do people do in this place?).

**NC History link - The lives of significant individuals in the past who have contributed to national and International achievements. Some should be used to compare aspects of life in different periods.**

**PL - Our Local Area Life in this country and others Globe Food (Rec)**

**Summer 1 - Fashion Clothing Fairtrade Contrasting Study of Southgate (human and physical)**

1. Use simple fieldwork and observational skills to study the key **human and physical features** of its surrounding environment.
2. Use aerial images and plan perspectives to recognise landmarks and basic **physical features**.
3. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

**FL - Spring 1 - distribution and ownership (Year 6)**

**NC Computing link - use technology purposefully to create,**

**PL - Our families and homes Stories around the world (Nursery)**

**Summer 2 - Sport Olympics Around the world Origins**

1. 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.
2. Use aerial images and plan perspectives to recognise landmarks and basic **physical features**.
3. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

**FL - Spring 1 - Settlements & cities Settlement types (Year 3)**

**NC - History link - Use dates where appropriate.**

**NC - Computing link - use technology purposefully to create a content.**

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**Autumn 1 - River Processes River Severn and River Thames Regions and counties of England**

1. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics (rivers).

**PL - Spring 1 - School environment (Year 1)**

**PL - Autumn 1 - Southgate. Maps (Year 2)**

**PL - Summer 2 - Origins (Year2)**

**Spring 1 - Settlements & cities Settlement types, land-use, settlements by rivers, land-use hierarchy. Major cities in the UK - locational overview**

**PL - Autumn 2 - Mountain ranges (Year 3)**

**Summer 1 - Volcanic Processes Mediterranean- Mount Etna Compare with Pompeii**

1. Describe key aspects of: **physical geography** (Earth).
2. Use maps, atlases, globes and digital/computer mapping to locate countries and volcanoes.

	<ol style="list-style-type: none"> <li>Describe and understand key aspects of <b>physical geography</b> (water cycles).</li> <li>Describe and understand key aspects of <b>physical geography</b> and <b>human geography</b>, of a location.</li> <li>Understand geographical similarities and differences through the study of <b>human</b> and <b>physical geography</b> of a region of the United Kingdom.</li> </ol> <p><b>FL - Autumn 1 - Rhine and Mediterranean (Year 4)</b></p> <p><b>NC English link - discussing words and phrases that capture the reader's interest and imagination</b></p> <p><b>PL - Summer 2 - Around the world (Year 2)</b></p> <p><b>Autumn 2 - Mountain ranges &amp; famous mountains</b> Brief world overview. Brecon Beacons, Highlands, Lake district, Snowdonia, Pennines, Yorkshire Dales.</p> <ol style="list-style-type: none"> <li>Describe key aspects of: <b>Physical geography (mountains)</b></li> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying <b>human and physical characteristics</b>. (mountains)</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied (mountains).</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Mountains).</li> </ol> <p><b>FL - Summer 1 - Earthquakes Tectonic plates. California &amp; the San Andreas fault (Year 4)</b></p> <p><b>NC Computing link - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</b></p>	<ol style="list-style-type: none"> <li>Describe and understand key aspects of: <b>human geography</b>, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics (Settlement and Cities).</li> <li>Understand geographical similarities and differences through studying the <b>human</b> and <b>physical geography</b> of a small area of the United Kingdom.</li> <li>Use fieldwork to observe and record the <b>human</b> and <b>physical</b> features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> </ol> <p><b>FL - Autumn 2 - Population characteristics including and migration</b></p> <p><b>NC Maths link - interpret and present data using bar charts, pictograms and tables.</b> <b>Continue to interpret data presented in many contexts.</b></p> <p><b>PL - Spring 1 - Food/trade Where things are made (year 2)</b></p> <p><b>Spring 2 - Agriculture Wales and Snowdonia compared to London</b> Links to consumerism</p> <ol style="list-style-type: none"> <li>Describe and understand key features of: <b>human geography</b>, including: agriculture, arable farms, pastoral and mixed farms.</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>Use the eight points of a compass, four-figure grid references, and symbols and key.</li> </ol> <p><b>FL - Summer 2 - Agriculture (year 5)</b> <b>FL - Mediterranean and Snowdonia (Year 4)</b></p> <p><b>NC Maths link - solve number problems and practical problems.</b></p>	<ol style="list-style-type: none"> <li>Describe key aspects of: <b>physical geography</b>, including: Earth and Volcanoes.</li> <li>Describe and understand key aspects of <b>human geography</b>, including: types of settlement and land use, economic activity.</li> </ol> <p><b>FL - Summer 1 - Earthquakes Tectonic plates. California &amp; the San Andreas fault (Year 4)</b></p> <p><b>NC History link - a local history study.</b></p> <p><b>PL - Autumn 1 - River Processes (Year 3)</b></p> <p><b>Summer 2 - Climate and Biomes Mediterranean and Temperate</b> Longitude and latitude</p> <ol style="list-style-type: none"> <li>Describe and understand key aspects of <b>physical geography</b>, including: climate zones, biomes.</li> <li>Identify the position and significance of latitude and longitude.</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied</li> <li>Describe and understand key aspects of <b>physical</b> and <b>human geography</b>.</li> </ol> <p><b>FL - Summer 2 - Climate change Desertification (Year 4)</b></p> <p><b>NC Maths - Measurement and geometry</b></p>
4	<p><b>PL - Autumn 1 - River Processes (Year 3)</b></p> <p><b>Autumn 1 - Rhine and Mediterranean</b> Introduce regions Water as a resource</p> <ol style="list-style-type: none"> <li>Describe and key aspects of: <b>physical geography</b>, including: rivers.</li> <li>Name and locate geographical regions and their identifying <b>physical characteristics</b>, cities, rivers, and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Describe and understand key aspects of <b>physical geography</b> (water cycle).</li> </ol>	<p><b>PL - Autumn 1 - River Processes (Year 3)</b></p> <p><b>PL - Autumn 1 - Autumn 1 - Rhine and Mediterranean</b> Introduce regions Water as a resource (Year 4)</p> <p><b>Spring 1 - Coastal processes (erosion, transportation &amp; deposition) and landforms</b></p> <ol style="list-style-type: none"> <li>Describe and understand key aspects of <b>physical features</b> including (coastal processes).</li> <li>Use maps, atlases to locate countries and describe features studied.</li> <li>Name and locate geographical regions and their identifying <b>physical characteristics</b> (coastal</li> </ol>	<p><b>PL - Volcanic Processes Mediterranean Year 3</b></p> <p><b>Summer 1 - Earthquakes Tectonic plates. California &amp; the San Andreas fault</b></p> <ol style="list-style-type: none"> <li>Describe and understand key aspects of: <b>physical geography</b> (earthquakes).</li> <li>Name and locate geographical regions and their identifying <b>physical characteristics</b> (earthquakes).</li> <li>Describe and understand key aspects of: <b>physical</b> and <b>human</b> geography (earthquakes).</li> </ol> <p><b>FL - Autumn 1 - California: Why is California so thirsty (Year 5)</b></p>

	<p>FL - Autumn 1 - California: Why is California so thirsty? (Year 5)  <b>NC Science link - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</b></p> <p>PL - Spring 1 - Settlements &amp; cities Settlement types (year 3)  <b>Autumn 2 - Population characteristics, including distribution and diversity and migration</b></p> <ol style="list-style-type: none"> <li>Describe and understand geographical similarities and differences through the study of <b>human and physical geography</b> of a region</li> <li>Describe and understand key aspects of <b>human geography</b>, including: settlements and land use.</li> <li>Use maps to locate countries and describe features studied.</li> <li>Understand geographical similarities and differences through the study of <b>human</b> geography of a region of the United Kingdom, a region in a European country.</li> </ol> <p>FL - Migration in Europe and the world.</p> <p><b>NC English link - discussing and recording ideas</b></p>	<p>processes), and understand how some of these aspects have changed over time.</p> <ol style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography.</li> </ol> <p><b>NC Maths link - graphic representation: use a Venn diagram</b>  <b>NC History link - a local history study</b></p> <p>PL - Spring 2 - Wales and Snowdonia  <b>Spring 2 - Tourism Rhine and Mediterranean and Snowdonia</b></p> <ol style="list-style-type: none"> <li>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).</li> <li>Describe key aspects of <b>physical and human geography</b> (mountains),</li> <li>Describe and understand key aspects of human geography, including: economic activity including trade links.</li> <li>Describe key aspects of <b>physical and human geography</b> (the seaside),</li> </ol> <p>FL - Autumn 2 - Oceans (Year 5)</p> <p><b>NC Maths - Measurement and geometry</b>  <b>NC Maths link - interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</b></p>	<p><b>NC History link - Describe different accounts of a historical event.</b></p> <p>PL - Summer 2 - Climate and Biomes Mediterranean (Year 3)  <b>Summer 2 - Deserts</b></p> <ol style="list-style-type: none"> <li>Describe and understand key aspects of <b>physical</b> geography (desert).</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Describe and understand key aspects of <b>human</b> geography, including: types of settlement and land use, economic activity, food, minerals and water.</li> <li>Understand geographical similarities and differences through the study of <b>human</b> and <b>physical</b> geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</li> </ol> <p>FL - Summer 1 - Rainforests human physical (Year 5)</p> <p><b>NC Maths link - interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</b></p>
5	<p>PL - Autumn 1 - Rhine and Mediterranean Introduce regions Water as a resource (Year 4)  PL - Summer 2 - Summer 2 - Climate change Desertification (Year 4)  <b>Autumn 1 - California: Why is California so thirsty?</b></p> <ol style="list-style-type: none"> <li>Use maps to locate and describe features studied.</li> <li>Describe and understand key aspects of physical and human geography.</li> <li>Describe and understand key aspects of physical and human geography - lakes, reservoirs.</li> <li>Describe and understand key aspects of physical and human geography - climate, drought.</li> <li>Describe and understand key aspects of physical and human geography.</li> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> </ol> <p>FL - Autumn 1 - Mediterranean or Rhine Amazon Basin or California (Year 6)</p>	<p>PL Autumn 2 Population characteristics, including distribution and diversity and migration (Year 4)  <b>Spring 1- Migration in Europe and the world. Reasons for migration.</b></p> <ol style="list-style-type: none"> <li>Describe and understand some of the reasons for geographical similarities and differences between regions in the United Kingdom.</li> <li>Describe and understand key aspects of human geography and physical geography (migration)</li> <li>Describe and understand some of the geographical similarities and differences between cities in different countries.</li> <li>Describe and understand key aspects of human geography (settlements, migration) and physical geography (hurricanes, earthquakes).</li> <li>Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>Use fieldwork to observe, measure, record and present features.</li> </ol> <p>FL - Spring 1 - distribution and ownership (Year 6)</p>	<p>PL - Summer 2 - Climate change Desertification  <b>Summer 1- Rainforests - The Amazon, Amazon Basin</b></p> <ol style="list-style-type: none"> <li>Use maps, to locate countries and describe features studied.</li> <li>Describe and understand key aspects of: physical geography, including: rivers</li> <li>Describe physical geography, including: climate zones, vegetation belts,</li> <li>Describe and understand key aspects of human geography, including: land use</li> <li>Describe and understand key aspects of human geography, including: land use</li> </ol> <p>FL - Autumn 1 - Amazon Basin (Year 6)</p> <p><b>NC English link - draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</b></p> <p>PL - Spring 2 - Agriculture (Year 3)</p>

	<p>NC English link - sing a wide range of devices to build cohesion within and across paragraphs.</p> <p>PL - Spring 1 - Coastal processes (Year 4)</p> <p>Autumn 2 - Oceans The Pacific and South America Oceans: climate, trade, the land masses</p> <ol style="list-style-type: none"> <li>1. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Oceans</li> <li>2. Describe and understand key aspects: human geography, including trade.</li> <li>3. Describe and understand key aspects of: physical geography - climate (current)</li> <li>4. They will the look at the different oceanic coasts, landmasses and climate (Tsunami).</li> <li>5. Describe and understand key aspects of physical geography - climate and human geography - use of natural resources.</li> </ol> <p>FL - Autumn 1 - Amazon Basin (Year 6)</p> <p>NC English link - noting and developing initial ideas, drawing on reading and research where necessary.</p>	<p>NC Art and Design link - to create sketch books to record their observations and use them to review and revisit Ideas.</p> <p>PL Autumn 2 -South America Oceans (Year 5)</p> <p>Spring 2 - Introduction to North and South America Brazil's Mega cities</p> <ol style="list-style-type: none"> <li>1. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>2. Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> <li>3 and 4. Describe and understand key aspects of physical geography (location, climate zones, and biomes) and human geography (settlements, land use and distribution of the cities).</li> <li>5 Describe and understand key aspects of physical and human geography, including: location and settlements, and land use.</li> <li>6. Describe how locations around the world are changing and explain some of the reasons for change.</li> </ol> <p>FL - Summer 2 - Amazon basin, South America (Year 5)</p> <p>FL - Autumn 1 - Amazon basin (Year 6)</p> <p>NC ICT link - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>PL - Spring 2 - Introduction to South America Brazil's Mega cities (Year 5)</p> <p>Summer 2 - Agriculture, a region of South America</p> <ol style="list-style-type: none"> <li>1. Use fieldwork to observe, measure, record and present features (such as: land use, climate zones, population densities, height of land) in the local area using a range of methods, including sketch maps, plans and digital technologies</li> <li>2. Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>3. Describe and understand key aspects of: <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>4. <b>Human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources.</li> </ol> <p>FL - Autumn 1 - Amazon Basin (Year 6)</p> <p>NC PSHE link about different groups and communities.</p>
6	<p>PL - Autumn 1 - California: Why is California so thirsty? (Year 5)</p> <p>Autumn 1 - Ethiopia</p> <ol style="list-style-type: none"> <li>1. Name and locate the world's countries, using maps (UK and North America).</li> <li>2. Collect and analyse statistics and other information in order to draw clear conclusion about locations.</li> <li>3. Understand some of the reasons for geographical similarities and differences between countries.</li> <li>4. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> </ol> <p>FL - Summer 2 - Fieldwork - Local and Wales (Year 6)</p> <p>NC maths link - calculate and interpret the mean as an average.</p>	<p>PL - Spring 2 - Reasons for migration. Global trade (Year 5)</p> <p>Spring 1 - London Study - Natural resources in London (Water, food, electricity and green spaces): their movement, distribution and ownership</p> <ol style="list-style-type: none"> <li>1. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>2. Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>3. Describe and understand key aspects of <b>physical features</b> (climate zones).</li> <li>4. Describe and understand key aspects of <b>human features</b> (landmarks).</li> </ol> <p>FL - London Study. Natural resources in London (Year 6)</p> <p>NC English link - noting and developing initial ideas, drawing on reading and research where necessary.</p>	<p>PL - Spring 1 - Spring 1 - London Study (Year 6)</p> <p>Summer 1 - Continue London Study</p> <p>Natural resources in London (water, food, electricity and green spaces): their movement, distribution and Ownership</p> <ol style="list-style-type: none"> <li>1. Describe and understand key aspects of <b>human features</b> (economic activity).</li> <li>2. Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>3. Describe and understand key aspects of <i>human features</i> (land use in the UK).</li> <li>4. Use symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</li> <li>5. Use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</li> <li>6. Describe how countries and geographical regions are interconnected and interdependent.</li> </ol> <p>FL - Summer 2 - local and Wales. Fieldwork - Local and Wales (Year 6)</p>

PL - Summer 2 - Climate and Biomes Mediterranean and Temperate Longitude and latitude (Year 3)

Autumn 2 - Energy & Climate change

1. Name and locate the world's countries, using maps (Polar Regions).
2. Understand some of the reasons for geographical similarities and differences between countries.
3. Describe geographical diversity across the world.
4. Describe geographical diversity across the world (glacier).
5. Understand some of the reasons for geographical similarities and differences between countries (poles).

FL - Summer 2 - Local and Wales (Year 6)

NC English link - asking questions to improve their understanding.

Spring 2 - SATs

NC Maths link - Describe positions on the full coordinate grid (all four quadrants)

PL - Autumn 1 - London or Wales (Year 6)

Summer 2 - Fieldwork Local and Wales Map Skills

1. Use maps, atlases, globes and digital/computer mapping to locate countries.
2. Use fieldwork (secondary data) to observe **human and physical features**.
3. Understand some of the reasons for geographical similarities and differences between countries.
4. Use fieldwork to observe, record and present human and **physical features**.
5. Use maps, symbols and keys to describe and understand aspects of **physical and human features**.

FL - KS3 - build on their knowledge of globes, maps and atlases

FL - KS3 use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data

NC English link - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.