

# Geography Progression

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## Geography at Ark Bentworth

At Ark Bentworth, the Geography Curriculum is carefully mapped so that all pupils are equipped with a deep knowledge of locations, places and geographical landscapes across the world alongside an understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space. Pupils are also provided with opportunities to develop and apply their geographical skills in map reading and observing, collecting, analysing, evaluating and communicating geographical information.

- **Year 1:** Our Local Area, The United Kingdom
- **Year 2:** Planet Earth, Life in Kenya
- **Year 3:** Settlements and Land Use, Europe, Climate Zones and Biomes
- **Year 4:** The Amazon: Rivers and Rainforests, The USA
- **Year 5:** Asia, Mountains, Volcanoes and Earthquakes
- **Year 6:** Global Challenges, Mapping the World

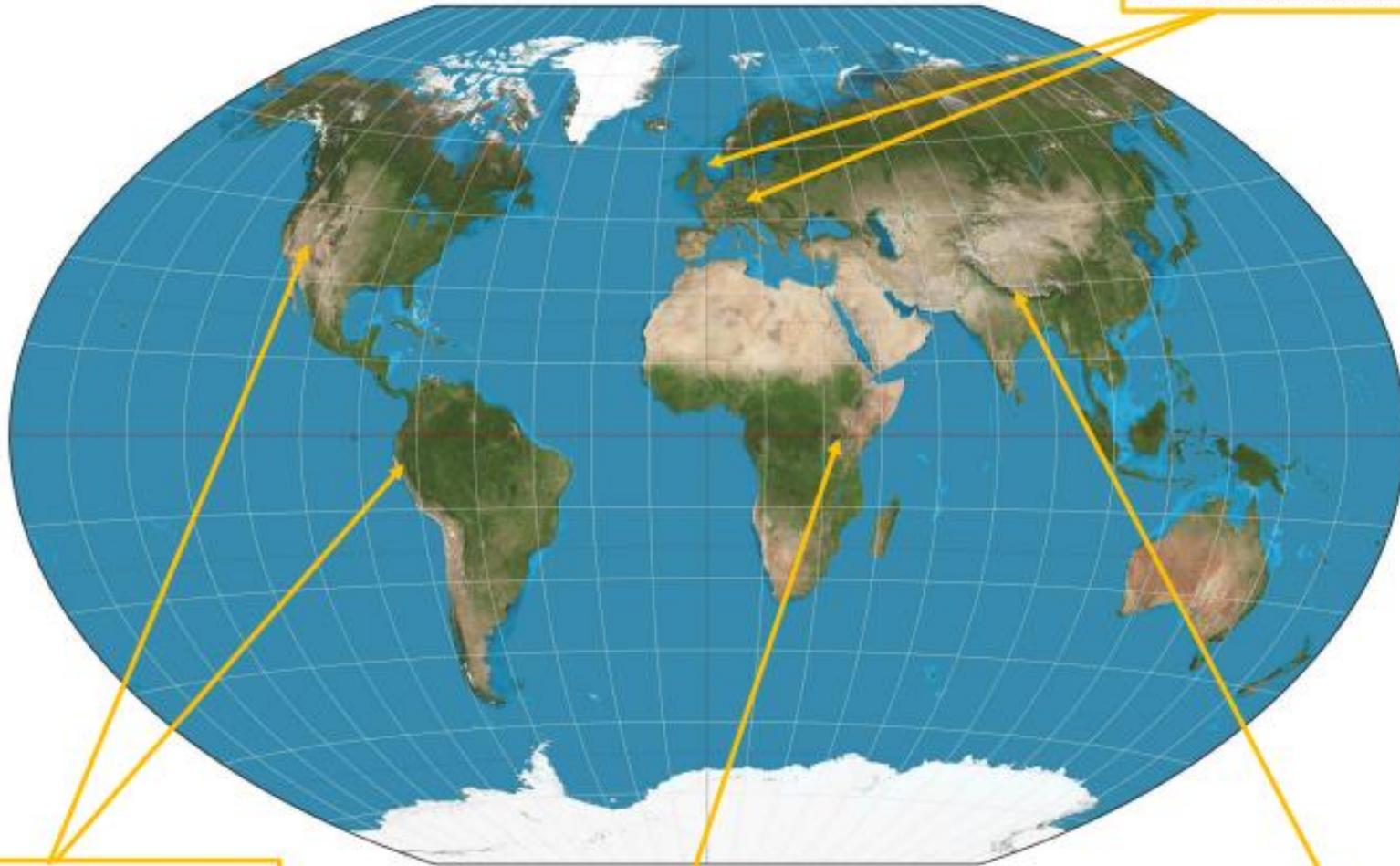
In Key Stage 1, Pupils begin their journey in geography with a study of the familiar: the local area. They then move outwards to study the United Kingdom and outwards again in to gain an overview of the world and the continents and oceans within it before focussing on what life is like in Kenya. Fieldwork provides physical opportunities for pupils to explore environments in concrete ways and allows pupils to discover the answers to questions such as – ‘What is it like in our local area?’.

In Key Stage 2, pupils explore the human and physical geography of a range of different locations and places: the United Kingdom, Europe, Italy, the Amazon, the USA and Asia. They also develop their understanding of physical geography including that of climate zones, biomes, rivers, mountains, volcanoes and earthquakes. Studies of the rainforests, natural disasters and challenges faced across the globe ensure pupils are also developing their understanding of the interaction between humans and the natural world. In each year group, pupils are able to explore using digital resources, globes and atlases. Fieldwork provides pupils with further opportunities to explore local environments and to discover answers to questions such as – ‘What kind of settlement do I live in?’ and ‘How is the river used in my locality?’.

Year 6: The World

Year 1: Local Area & United Kingdom

Year 3: United Kingdom & Europe



Year 4: North & South America

Year 2: Planet Earth & Kenya (Africa)

Year 5: Asia

## Progression in Knowledge, Skills and Understanding

	Geographical Knowledge	Physical Geography	Human Geography	Geographical Enquiry and Skills
Year 1	<p>Pupils can identify the four countries that make up the United Kingdom.</p> <p>Pupils can name the capital cities of England, Wales, Scotland and Northern Ireland.</p> <p>Pupils can name some other cities, towns or villages in the United Kingdom.</p>	<p>Pupils can describe some of the physical features of their locality.</p> <p>Pupils can describe some of the features associated with being an island.</p> <p>Pupils can describe the key features of a place using words like beach, coast, forest, hill, mountain, river and sea.</p> <p>Pupils can describe some places which are not near to the school.</p> <p>Pupils can explain how the weather changes with each season. (science)</p>	<p>Pupils can tell someone their address.</p> <p>Pupils can name key features associated with a town or village e.g. church, shop, post office, school.</p> <p>Pupils can name different types of houses e.g. detached, semi-detached, terraced, flat.</p> <p>Pupils can describe some human features of their locality, such as the jobs people do.</p> <p>Pupils can explain whether they think people spoil the local area.</p> <p>Pupils can explain what facilities people might need in a place.</p> <p>Pupils can begin to explain why they might wear different clothes at different times of the year. (science)</p>	<p>Pupils can say what they like and dislike about their locality.</p> <p>Pupils can sort things they like and dislike about their locality.</p> <p>Pupils can think of questions to ask about their locality.</p> <p>Pupils can answer questions using resources such as books and maps.</p> <p>Pupils can answer questions about the weather and can keep a weather chart (science)</p> <p>Pupils can find where they live on a map of the United Kingdom.</p> <p>Pupils can identify locations which are near and far on a map.</p>
Year 2	<p>Pupils can name the continents of the world and find them on a map and in an atlas.</p> <p>Pupils can name the world's oceans and find them on a map and in an atlas.</p> <p>Pupils can point out where the Equator, North Pole and South Pole are on a globe or in an atlas.</p>	<p>Pupils can explain the features of a hot and cold place.</p> <p>Pupils can describe some of the physical features of a locality.</p> <p>Pupils can explain what makes a locality individual.</p> <p>Pupils can describe a place outside of Europe using geographical vocabulary.</p> <p>Pupils can use a map, photographs, film etc. to describe the physical geography of a contrasting locality outside Europe.</p>	<p>Pupils can say something about some people who live in hot and cold places.</p> <p>Pupils can explain how the weather affects different people.</p> <p>Pupils can explain how people live may be different in different parts of the world.</p> <p>Pupils can explain how the jobs people do may be different in different parts of the world.</p> <p>Pupils can use a map, photographs, film etc. to describe the human geography of a contrasting locality outside Europe.</p>	<p>Pupils can label a diagram or photograph using geographical words.</p> <p>Pupils can find out about a locality by using different sources of evidence.</p> <p>Pupils can think of questions to ask about a locality.</p> <p>Pupils can compare their locality to another locality.</p> <p>Pupils can make plausible predictions about what the weather might be like in different parts of the world.</p> <p>Pupils can point out north, south, east and west on a compass.</p> <p>Pupils can identify hot and cold places on a map.</p>

<p style="text-align: center;">Year 3</p>	<p>Pupils can name a number of countries in the Northern Hemisphere.</p> <p>Pupils can locate the Tropic of Cancer, Tropic of Capricorn, Arctic and Antarctic Circles.</p> <p>Pupils know the difference between the British Isles, Great Britain and UK.</p> <p>Pupils can name cities and towns in the UK and locate them on a map.</p> <p>Pupils can name some of the rivers and mountain ranges of the UK and locate them on a map.</p> <p>Pupils can name some of the counties of the UK.</p> <p>Pupils can name and locate some well-known European countries.</p> <p>Pupils can name and locate the capital cities of European countries.</p> <p>Pupils are aware of different weather and climate patterns around the world.</p>	<p>Pupils can confidently describe physical features in a locality.</p> <p>Pupils can explain the physical geography behind the location chosen for settlements.</p> <p>Pupils can explain why some land may be protected.</p> <p>Pupils can explain the impact of climate on soil, plants and animals.</p> <p>Pupils can locate the Mediterranean and explain some of its key physical features.</p>	<p>Pupils can confidently describe human features in a locality.</p> <p>Pupils can explain why a locality has certain human features.</p> <p>Pupils can explain why people are attracted to live by rivers.</p> <p>Pupils can explain how people's lives vary due to weather and climate.</p> <p>Pupils can explain what a place might be like in the future.</p> <p>Pupils can explain the difference in human features within a village, a town and a city.</p> <p>Pupils can explain how people are trying to manage their environment.</p> <p>Pupils can explain how the lives of people living in the Mediterranean are different from their own.</p>	<p>Pupils use the correct geographical words to describe a place.</p> <p>Pupils can map how land is used.</p> <p>Pupils can carry out a survey to discover features of cities and villages.</p> <p>Pupils can make accurate measurements of distances within 100km.</p> <p>Pupils are beginning to accurately measure and collect information.</p> <p>Pupils can identify key features of a locality by using a map.</p> <p>Pupils are beginning to use 4 figure grid references.</p> <p>Pupils can plot NSEW on a map.</p> <p>Pupils can use some basic OS map symbols.</p>
<p style="text-align: center;">Year 4</p>	<p>Pupils can name and locate many of the world's major rivers on maps.</p> <p>Pupils can locate the USA and Canada on a world map and atlas.</p> <p>Pupils can locate and name the main countries in South America on a world map and atlas.</p> <p>Pupils can begin to recognise the climate of a given country according to its location on the map.</p>	<p>Pupils can explain why water is such a valuable commodity.</p> <p>Pupils can identify and describe the different features of a river.</p> <p>Pupils can explain how rivers shape the land.</p> <p>Pupils can explain how the water cycle works.</p> <p>Pupils can explain how a locality has changed referring to physical features.</p> <p>Pupils can explain why the physical geography of a single country can vary significantly.</p>	<p>Pupils can find different views about an environmental issue and give their view.</p> <p>Pupils can explain how humans are damaging or exploiting the environment.</p> <p>Pupils can explain some of the differences in how people live.</p> <p>Pupils can explain how a location fits into its wider geographical location; with reference to human and economical features.</p> <p>Pupils can explain how a locality has changed referring to human features.</p> <p>Pupils can explain why the human geography of a single country can vary significantly.</p> <p>Pupils can discover the different population sizes of places around the world.</p>	<p>Pupils can use maps and atlases appropriately by using contents and indexes.</p> <p>Pupils can recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE).</p> <p>Pupils can find the same place on a globe and in an atlas.</p> <p>Pupils can make detailed sketches and plans; improving their accuracy later.</p> <p>Pupils can label features on aerial photographs and maps.</p> <p>Pupils can make comparisons between their own locality and other localities around the world.</p>

Year 5	<p>Pupils can locate and name some of the world's most famous volcanoes.</p> <p>Pupils can name and locate many of the world's most famous mountain ranges on maps.</p> <p>Pupils can explain how time zones work. (science)</p>	<p>Pupils can describe how volcanoes and earthquakes are created.</p> <p>Pupils can give an extended description of the physical features of different places around the world</p> <p>Pupils can describe how physical features may act as borders between countries.</p>	<p>Pupils can describe how volcanoes and other natural disasters have an impact on people's lives.</p> <p>Pupils can describe how humans are attempting to adjust to natural disasters.</p> <p>Pupils can give an extended description of the human features of different places around the world.</p> <p>Pupils can describe how some places are similar and others are different in relation to their human features.</p> <p>Pupils can describe how human features may act as borders between countries.</p>	<p>Pupils can collect information about a place and use it in a report.</p> <p>Pupils can find possible answers to their own geographical questions.</p> <p>Pupils can accurately use a 4 figure grid reference.</p>
Year 6	<p>Pupils can recognise key symbols used on Ordnance Survey maps.</p> <p>Pupils can name the main lines of latitude and longitude.</p> <p>Pupils can name different types of maps and describe their uses.</p>	<p>Pupils can use appropriate symbols to represent different physical features on a map.</p> <p>Pupils understand the term sustainable development and can use it in different contexts.</p> <p>Pupils can explain the concept of climate change.</p> <p>Pupils can describe how climate influences the way in which land is used.</p>	<p>Pupils can describe and understand key aspects of human geography such as economic activity, trade links and the distribution of natural resources.</p> <p>Pupils are able to compare how land is used in different countries across the world.</p> <p>Pupils can describe how individuals are attempting to protect the environment.</p> <p>Pupils can describe the impact of climate change on humans.</p> <p>Pupils can explain the causes and consequences of the migration of people.</p>	<p>Pupils can confidently explain scale and use maps with a range of scales.</p> <p>Pupils can choose the best way to collect information needed and decide the most appropriate units of measure.</p> <p>Pupils can make careful measurements and use the data.</p> <p>Pupils can use OS maps to answer questions.</p> <p>Pupils can use maps, aerial photos, plans and web resources when collecting information.</p> <p>Pupils can create sketch maps when carrying out a field study.</p> <p>Pupils can define geographical questions to guide their research.</p> <p>Pupils can use a range of self-selected resources to answer questions.</p>

## Individual Unit Knowledge, Skills and Understanding

### Year 1

#### My Local Area

*Enquiry Question: What is it like in our local area?*

National Curriculum	Prior Knowledge	Unit Content
<p><b>Pupils should be taught to:</b></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: river</li> <li>key human features, including: city, house, office, shop, post office.</li> </ul> <p>Use simple locational and directional language to describe the location of features and routes on a map.</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>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.</p>	<p><b>Across EYFS:</b> Pupils experience local walks e.g. to a supermarket to buy ingredients, to a post office to post a letter and to local areas of wilderness/parkland to explore nature.</p> <p><b>EYFS, Who am I?:</b> Pupils talk about themselves, where they live and the places they have been to.</p>	<p><b>Core content in this unit:</b></p> <p>An aerial maps is a 'bird's eye view'.            Maps can show us what a place looks like.            We can create our own maps with symbols and keys.            We have a local area – it is called White City.            If we walk in our local area we will see different things.            Our local area is different to other local areas – there are different buildings, places and people.            The buildings in our local area can be old or new.            A home is where someone lives.            Types of homes are: flat, detached, semi-detached, terraced, cottage, bungalow, houseboat, caravan.            People in our local area do different types of jobs.            Some buildings and places are near to our school and others are far from our school.            We may like and dislike things in our local area.            We can suggest changes for the future of our local area.</p>

### Core Knowledge, Skills and Understanding

Location and Place Knowledge	Physical Geography	Human Geography	Enquiry and Skills
<p>Pupils can name and identify the place they live in – <i>White City, London</i>.</p>	<p>Pupils can describe some of the physical features of their locality – <i>Wormwood Scrubs, River Thames</i>.</p> <p>Pupils can describe the key features of a place.</p>	<p>Pupils can tell someone their address.</p> <p>Pupils can name key features associated with a town or village.</p> <p>Pupils can name different types of houses e.g. detached, semi-detached.</p> <p>Pupils can describe some human features of their locality, such as the jobs people do.</p> <p>Pupils can describe some of the places in their locality – <i>Westfield, Shepherd's Bush Market, White City Station, QPR Stadium, BBC Centre</i>.</p> <p>Pupils can explain whether they think people spoil the local area.</p> <p>Pupils can explain what facilities people might need in a place.</p>	<p>Pupils can say what they like and dislike about their locality.</p> <p>Pupils can sort things they like and dislike about their locality.</p> <p>Pupils can think of questions to ask about their locality.</p> <p>Pupils can identify locations which are near and far on a map.</p>

## The United Kingdom

*Enquiry Question: Why should people visit the United Kingdom?*

National Curriculum	Prior Knowledge	Unit Content
<p><b>Pupils should be taught to:</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: coast, forest, hill, mountain, sea, ocean, river, valley.</li> <li>key human features, including: city, town, village.</li> </ul> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks, human and physical features.</p> <p>Use simple compass directions and locational and directional language.</p>	<p><b>EYFS, Where do animals live?:</b> Pupils learn about animals native to the United Kingdom.</p> <p><b>Year 1, My Local Area:</b> Pupils have an understanding of the human and physical geography of their school and their locality. They know that their locality is called White City and that White City is in London. Pupils also know that London is a city in the United Kingdom.</p> <p><b>Year 1, Autumn and Winter (Science):</b> Pupils can describe the typical weather patterns in the United Kingdom in autumn and winter. They understand the differences and changes between the seasons. Pupils have also created weather forecasts using maps of the United Kingdom.</p>	<p><b>Core content in this unit:</b> The United Kingdom consists of two islands. The ‘United Kingdom’ is a union of four countries all ruled by Queen Elizabeth II. The four countries in the United Kingdom are: England, Northern Ireland, Scotland and Wales. A compass points north, east, south or west. Edinburgh is the capital city of Scotland. Edinburgh has a famous castle and is where the Scottish Parliament meet. In the Highlands there are large mountains called Munros and enormous lakes called lochs. Cardiff is the capital city of Wales. The Welsh language is the oldest language in the United Kingdom. Snowdon is the highest mountain in Wales. Ireland is made up of the Republic of Ireland and Northern Ireland – the Republic of Ireland is not in the UK. Belfast is the capital of Northern Ireland. The Giant’s Causeway is a popular tourist attraction. England is the biggest country in the United Kingdom. The capital city of England is London – we live here. The south of England is much flatter than the north. The countries in the UK all have their own flags. The Union Flag (known as the Union Jack) is the national flag of the United Kingdom.</p>

### Core Knowledge, Skills and Understanding

Location and Place Knowledge	Physical Geography	Human Geography	Enquiry and Skills
<p>Pupils can identify the four countries that make up the United Kingdom and locate them on a map.</p> <p>Pupils can name the capital cities of England, Wales, Scotland and Northern Ireland and locate them on a map.</p> <p>Pupils can name some other cities, towns or villages in the United Kingdom – <i>Birmingham, Portsmouth, Hastings.</i></p>	<p>Pupils can describe some of the features associated with being an island.</p> <p>Pupils can describe the key features of a place using words like beach, coast, forest, hill, mountain, river and sea.</p>	<p>Pupils can name key features associated with a town or village e.g. church, shop, post office, school.</p>	<p>Pupils can answer questions using resources such as books and maps.</p> <p>Pupils can find where they live on a map of the United Kingdom.</p> <p>Pupils can identify locations which are near and far on a map.</p>

## Year 2

### Planet Earth

*Enquiry Question: What do you know about the continents and oceans of Earth?*

National Curriculum	Prior Knowledge	Unit Content
<p><b>Pupils should be taught to:</b> Name and locate the seven continents and five oceans of the world. Identify the location of hot and cold areas of the world in relation to the Equator, the North and South Poles. Use world maps, atlases and globes to identify the countries, continents and oceans studied. Use simple compass directions.</p>	<p><b>EYFS, Where do animals live?:</b> Pupils look at maps of the world and plot where they have been and where animals of interest live. <b>Year 1, My Local Area:</b> Pupils have an understanding of the human and physical geography of the school and their locality. <b>Year 1, United Kingdom:</b> Pupils have an understanding of the human and physical geography of the United Kingdom. Pupils can locate the United Kingdom on a map of the world.</p>	<p><b>Core content in this unit:</b> There are seven continents on Earth: Africa, Antarctica, Asia, Europe, Oceania, North America, South America. The five oceans on Earth are: Atlantic Ocean, Pacific Ocean, Southern Ocean, Indian Ocean, Arctic Ocean. We live in the continent of Europe. North America is made up of countries including the USA, Canada, Mexico and the Caribbean islands. South America has many physical features including rainforests, deserts, mountains and glaciers. Oceania is made up of Australia, New Zealand, Papua New Guinea and many other smaller islands. Africa has the world's largest desert (Sahara) and longest river (Nile). Asia has the world's highest mountains (the Himalayas) and the world's lowest point (the Dead Sea). The continent of Antarctica is at the bottom of Earth. Antarctica is the coldest, driest, and windiest continent. The Earth is split into two hemispheres: the Northern Hemisphere and Southern Hemisphere. The middle of the Earth is called the Equator. Most places at the Equator are very warm. Climate is the typical pattern of temperature and rainfall over a period of time.</p>

### Core Knowledge, Skills and Understanding

Location and Place Knowledge	Physical Geography	Human Geography	Enquiry and Skills
<p>Pupils can name the continents of the world and find them on a map and in an atlas - Africa, Antarctica, Asia, Europe, Oceania, North America, South America. Pupils can name the world's oceans and find them on a map and in an atlas - Atlantic Ocean, Pacific Ocean, Southern Ocean, Indian Ocean, Arctic Ocean. Pupils can point out where the Equator, North Pole and South Pole are on a globe or in an atlas.</p>	<p>Pupils can explain the physical features of a hot place and a cold place.</p>	<p>Pupils can explain how the weather and climate affect different people. Pupils can explain how people live may be different in different parts of the world.</p>	<p>Pupils can label a diagram or photograph using geographical words. Pupils can make plausible predictions about what the weather might be like in different parts of the world. Pupils can point out north, south, east and west on a compass. Pupils can identify hot and cold places on a map.</p>

## Life in Kenya

*Enquiry Question: How is living in Kenya both similar and different to living in the United Kingdom?*

National Curriculum	Prior Knowledge	Unit Content
<p><b>Pupils should be taught to:</b></p> <p>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.</p> <p>Use basic geographical vocabulary to refer to key physical features and key human features.</p> <p>Use world maps, atlases and globes to identify the countries studied at this key stage.</p> <p>Use simple compass directions.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p><b>EYFS, Where do animals live?</b> Pupils read Handa’s surprise and discuss similarities and differences between their own lives and how life is portrayed living in a village in rural Kenya.</p> <p><b>Year 1, My Local Area:</b> Pupils have an understanding of the human and physical geography of the school and their locality.</p> <p><b>Year 1, United Kingdom:</b> Pupils have an understanding of the human and physical geography of the United Kingdom. Pupils can locate the United Kingdom on a map of the world.</p> <p><b>Year 1, Autumn and Winter, Spring and Summer (Science):</b> Pupils know that in the United Kingdom we experience four different seasons: autumn, winter, spring and summer. They can describe each season and the similarities, differences and changes between them. Pupils can also describe the typical weather patterns in the United Kingdom across the year and how they change.</p> <p><b>Year 2, Planet Earth:</b> Pupils can name and locate the continents and oceans of the world. They know that Africa is one of those continents and can name some of the key human and physical characteristics found within it. Pupils also know there are hot and cold places around Earth and that the climate of a place depends on the position in relation to the Equator and Poles.</p>	<p><b>Core content in this unit:</b></p> <p>Kenya is a country in the continent of Africa.</p> <p>Kenya is in East Africa and borders the Indian Ocean.</p> <p>Kenya borders five other countries: Tanzania, Ethiopia, South Sudan, Uganda and Somalia.</p> <p>Kenya’s climate varies in different parts of the country.</p> <p>Kenya is on the Equator so it is very hot all year but there are hot and dry seasons.</p> <p>Mount Kenya is the tallest mountain in Kenya and is an extinct volcano.</p> <p>The Great Rift Valley runs through Kenya.</p> <p>Kenya has two deserts but much of Kenya is tropical grassland called savannah.</p> <p>The Big Five can be found countrywide.</p> <p>Rural land is the countryside.</p> <p>Some people in Kenya live on rural land – there are farms but there are also people known as the Maasai.</p> <p>Some people in Kenya live in cities.</p> <p>An urban area is an area where many people live and work close together and there are lots of buildings.</p> <p>There are many similarities and differences between Kenya and the United Kingdom e.g. the climate, landscape, wildlife and culture are different – both Kenya and the UK have cities, villages and farming.</p>

### Core Knowledge, Skills and Understanding

Location and Place Knowledge	Physical Geography	Human Geography	Enquiry and Skills
<p>Pupils can name the continents of the world and find them on a map and in an atlas - - Africa, Antarctica, Asia, Europe, Oceania, North America, South America.</p>	<p>Pupils can describe some of the physical features of a locality.</p> <p>Pupils can explain what makes a locality individual.</p> <p>Pupils can describe a place outside of Europe using geographical vocabulary.</p> <p>Pupils can use a map, photographs, film etc. to describe the physical geography of a contrasting locality outside Europe – <i>Kenya</i>.</p>	<p>Pupils can explain how people live may be different in different parts of the world and may also be similar.</p> <p>Pupils can explain how the jobs people do may be different in different parts of the world and may also be similar.</p> <p>Pupils can use a map, photographs, film etc. to describe the human geography of a contrasting locality outside Europe – <i>Kenya</i>.</p>	<p>Pupils can label a diagram or photograph using geographical words.</p> <p>Pupils can find out about a locality by using different sources of evidence.</p> <p>Pupils can think of questions to ask about a locality.</p> <p>Pupils can compare their locality to another locality.</p>

## Year 3

### Settlements and Land Use in the United Kingdom

*Enquiry Question: What is the land like in the United Kingdom and how is it used?*

National Curriculum	Prior Knowledge	Unit Content
<p><b>Pupils should be taught to:</b></p> <p>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.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p>Describe and understand key aspects of human geography including types of settlement and land use.</p> <p>Use maps, atlases, globes and digital mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, symbols and keys to build their knowledge of the United Kingdom.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>	<p><b>Year 1, My Local Area:</b> Pupils have an understanding of the human and physical geography of the school and their locality. They know that their locality is in the United Kingdom.</p> <p><b>Year 1, United Kingdom:</b> Pupils have an understanding of the human and physical geography of the United Kingdom. They know that the United Kingdom consists of four countries and can name the capital of each. Pupils also know the names of other places in the United Kingdom. Pupils can locate the United Kingdom and its countries on a map of the world and in an atlas.</p> <p><b>Year 1, Seaside Now and Then (History):</b> Pupils know that the United Kingdom has a coastline where seaside resorts can be found. Pupils can name some places along the coast and can describe their human and physical features.</p> <p><b>Year 2, Life in Kenya:</b> Pupils can describe the differences between and features of rural and urban settlements.</p>	<p><b>Core content in this unit:</b></p> <p>Raised land can be described as hills or mountains. There are hills, mountains and mountain ranges in each country of the UK: Grampian Mountains, Mount Snowdon, Pennines, Ben Nevis, Brecon Beacons, Skafell Pike, Antrim Hills.</p> <p>The UK has a coastline the whole way around and is surrounded by seas.</p> <p>There are many rivers flowing through the United Kingdom. A settlement is where people have chosen to live. When choosing a place, people look for access to certain resources such as water, food and shelter. Settlements can be rural or urban and include cities, towns, villages and hamlets.</p> <p>There are different settlements across the UK. The UK is separated into different counties – a county is a part of the country with its own council.</p> <p>The land in the UK is used in four main ways – farmland, natural land, built on land, green urban land.</p> <p>The four countries of the UK have different land and therefore use the land differently.</p>

### Core Knowledge, Skills and Understanding

Location and Place Knowledge	Physical Geography	Human Geography	Enquiry and Skills
<p>Pupils can name and locate a number of countries in Europe– <i>England, Scotland, Wales, Northern Ireland, R.of Ireland.</i></p> <p>Pupils know the difference between the British Isles, Great Britain and UK.</p> <p>Pupils can name cities and towns in the UK and locate them on a map – <i>Glasgow, Aberdeen, Newcastle, Manchester, York, Bristol, Oxford, Swansea, Derry, Lisburn.</i></p> <p>Pupils can name and locate some of the rivers and mountain of the UK – <i>Severn, Thames, Tyne, Trent, Tay, Bann, Ben Nevis, Snowdon, Scafell Pike, Slieve Donard.</i></p> <p>Pupils can name some counties of the UK.</p>	<p>Pupils can confidently describe the physical features in a locality.</p> <p>Pupils can explain the physical geography behind the location chosen for settlements.</p> <p>Pupils can explain why some land may be protected.</p>	<p>Pupils can confidently describe human features in a locality.</p> <p>Pupils can explain why a locality has certain human features.</p> <p>Pupils can explain why people are attracted to live by rivers.</p> <p>Pupils can explain the difference in human features within a village, a town and a city.</p>	<p>Pupils use the correct geographical words to describe a place.</p> <p>Pupils can map how land is used.</p> <p>Pupils can carry out a survey to discover features of cities and villages.</p> <p>Pupils are beginning to accurately measure and collect information.</p> <p>Pupils can identify key features of a locality by using a map.</p> <p>Pupils can plot NSEW on a map.</p> <p>Pupils can use some basic OS symbols.</p>

## Europe (with an Italy case study)

**Enquiry Question: What is the human and physical geography of the continent of Europe?**

National Curriculum	Prior Knowledge	Unit Content
<p><b>Pupils should be taught to:</b></p> <p>Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four figure grid references, symbols and keys to build their knowledge of the wider world.</p>	<p><b>Year 2, Planet Earth:</b> Pupils know that Europe is one of the seven world continents and is the continent we live in. They can locate Europe on a map. Pupils also know that the climate can be warm and sunny in the south but in northern Europe the climate is cooler. They know that Europe has many famous landmarks and that the countries of Europe are popular tourist destinations.</p> <p><b>Year 3, UK Settlements and Land Use:</b> Pupils know why settlements are found in the locations they are found in – they know what makes a desirable place for a settlement. Pupils know that settlements come in different sizes and that land can be used in different ways. Pupils also know some of the key human and physical features of the United Kingdom and the city they live in.</p>	<p><b>Core content in this unit:</b></p> <p>Europe is a continent in the Northern Hemisphere. There are over 40 different countries in Europe. Key physical features of Europe include Mount Elbrus, Alps, River Volga, River Danube, Norwegian Fjords. Significant man-made landmarks of Europe include Eiffel Tower, Neuschwanstein Castle, Charles Bridge, St Basil's Cathedral, Leaning Tower of Pisa.</p> <p>Sweden is a country in Northern Europe.</p> <p>Ukraine is a country in Eastern Europe.</p> <p>Belgium is a country in Western Europe.</p> <p>Spain is a country in Southern Europe.</p> <p>The Mediterranean is a region located along the south coast of Europe and the north coast of Africa.</p> <p>Italy is a Mediterranean country in Southern Europe. Italy is located on a peninsula – bordered by four other countries and the Mediterranean Sea.</p> <p>Italy also includes the islands of Sicily and Sardinia. The climate of Italy differs in the north and south.</p> <p>Physical features across Italy include The Alps, Apennines, Mt Etna, Vesuvius, River Po, Lake Garda.</p> <p>Italy is separated into 20 different regions, each with a capital known as a capoluogo.</p> <p>Cities in Italy include Venice, Florence, Naples, Aosta, Milan, Bologna, Palermo.</p> <p>Rome is the capital city of all of Italy – life there is both similar and different to our lives in the UK.</p>

### Core Knowledge, Skills and Understanding

Location and Place Knowledge	Physical Geography	Human Geography	Enquiry and Skills
<p>Pupils can name and locate a number of countries in Europe - <i>France, Spain, Germany, Belgium, Russia, Ukraine, Sweden, Italy, Poland, Croatia, Czech Republic</i>.</p> <p>Pupils can name and locate the capital cities of European countries - <i>Paris, Madrid, Rome, Moscow, Kiev, Brussels, Stockholm, Prague</i>.</p>	<p>Pupils can locate the Mediterranean and explain some of its key physical features – warm climate and bordered by the Mediterranean Sea.</p> <p>Pupils can confidently describe physical features in a locality.</p>	<p>Pupils can confidently describe human features in a locality.</p> <p>Pupils can explain why a locality has certain human features.</p> <p>Pupils can explain why people are attracted to live by rivers.</p> <p>Pupils can explain how the lives of people living in a Mediterranean country are similar and different to their own.</p>	<p>Pupils use the correct geographical words to describe a place.</p> <p>Pupils can make accurate measurements of distances within 100km.</p> <p>Pupils can identify key features of a locality by using a map.</p> <p>Pupils are beginning to use 4 figure grid references.</p> <p>Pupils can plot NSEW on a map.</p>

## Climate Zones and Biomes

*Enquiry Question: What are biomes, why are they important and why should they be protected?*

National Curriculum	Prior Knowledge	Unit Content
<p><b>Pupils should be taught to:</b>                      Locate the world's countries concentrating on their environmental regions.                      Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.                      Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.                      Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><b>Across EYFS:</b> Pupils know how to dress for different types of weather. Pupils have experienced outdoor play in all weathers and during Maths Meetings have commented on the weather each day.</p> <p><b>EYFS, Where do animals live?:</b> Pupils have explored the homes of animals and what those animals have or need to live in that habitat.</p> <p><b>Year 1, Autumn and Winter, Spring and Summer (Science):</b> Pupils know that in the United Kingdom we experience four different seasons: autumn, winter, spring and summer. They can describe each season and the similarities, differences and changes between them. Pupils can also describe the typical weather patterns in the United Kingdom across the year and how they change.</p> <p><b>Year 2, Planet Earth:</b> Pupils can name and locate the continents and oceans of the world. They know that climate is the typical pattern of weather in a place and that climate differs across the world and that some places are hot whereas other places are cold. They know that the climate of a place depends on the proximity of that place to the Equator and the North and South Poles.</p> <p><b>Year 2, Life in Kenya:</b> Pupils know that Kenya is a country in Africa. They know that the climate in Kenya is very different to the climate in the United Kingdom. Pupils also know that much of the land in Kenya is savannah and can describe some of the animals commonly found there.</p> <p><b>Year 3, UK Settlements and Land Use:</b> Pupils can describe the land in the UK and how it is used. They know that some of the land is natural and covered with forest. Pupils also know some of the land characteristics that humans look for when choosing a location for a settlement.</p>	<p><b>Core content in this unit:</b>                      Climate is the pattern of temperature and rainfall.                      World climate zones are arid, equatorial, Mediterranean, polar, temperate, tropical, subpolar.                      Polar zones are very cold all year.                      Subpolar zones have cold winters and cool summers.                      Temperate zones have no extreme temperatures.                      Med zones have warm summers and mild winter.                      Arid zones are hot and dry all year.                      Tropical zones are hot and have rainy and dry seasons.                      Equatorial zones are hot and wet all year.                      A biome is an area of land with a certain climate and therefore certain types of flora and fauna.                      World biomes are tropical rainforest, deciduous forest, boreal forest, tundra, grassland, savannah, chapparal and desert.                      Each biome presents challenges to the flora and fauna.                      The flora and fauna of each biome have adaptation which mean they can survive and live successfully in that biome.                      Flora and fauna in the same biome in different parts of the world often share common features.                      Humans face different challenges living in each biome.                      Unlike flora and fauna, humans can adapt a biome to make living there easier.                      One way humans can adapt a biome is by cutting down and clearing the forests.                      The United Kingdom was once covered in deciduous forests which have mostly been cut down.</p>

### Core Knowledge, Skills and Understanding

Location and Place Knowledge	Physical Geography	Human Geography	Enquiry and Skills
<p>Pupils can locate the Tropic of Cancer, Tropic of Capricorn, Arctic and Antarctic Circles.                      Pupils are aware of different weather and climate patterns around the world.</p>	<p>Pupils can explain the impact of climate on soil, plants and animals.</p>	<p>Pupils can explain how people's lives vary due to climate.                      Pupils can give reasons as to why a place may change.                      Pupils can explain how people are trying to manage their environment.</p>	<p>Pupils use the correct geographical words to describe a place.                      Pupils are beginning to use 4 figure grid references.                      Pupils can plot NSEW on a map.</p>

## Year 4

### Amazon: Rivers and Rainforests

**Enquiry Question: What is the importance of the Amazon region and how is it endangered?**

National Curriculum	Prior Knowledge	Unit Content
<p><b>Pupils should be taught to:</b></p> <p>Locate the world's countries, using maps to focus on South America, concentrating on environmental regions, key physical and human characteristics and countries.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in South America.</p> <p>Describe and understand key aspects of physical geography including rivers and the water cycle.</p> <p>Describe and understand key aspects of human geography including types of settlement and land use, economic activity and the distribution of natural resources.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>	<p><b>Year 2, Planet Earth:</b> Pupils know the names and locations of the world continents. They are able to identify South America on a map of the world. Pupils can describe some of the human and physical features of the continent.</p> <p><b>Year 3, UK Settlements and Land Use:</b> Pupils can describe some of the human and physical geography of the United Kingdom including the settlements and how the land is used in different ways.</p> <p><b>Year 3 Europe:</b> Pupils can describe the human and physical geography of the continent of Europe.</p> <p><b>Year 3, Climate Zones and Biomes:</b> Pupils can name and describe the characteristics of the climate zones and biomes of the world. They know that places along the Equator have an equatorial climate and that tropical rainforests are mostly found along the Equator. Pupils can describe the climate, fauna and flora of a tropical rainforest.</p> <p><b>Year 4, States of Matter (Science):</b> Pupils can describe the water cycle and each of the stages within it. They know the importance of the cycle.</p>	<p><b>Core content in this unit:</b></p> <p>South America is a continent located in the Southern Hemisphere.</p> <p>Physical features include Andes Mountains, Amazon Rainforest, Amazon River, Atacama Desert, Cape Horn. South America is made up of 12 countries and 1 territory. There are various religions, languages, currencies and population sizes and industries across South America. A tropical rainforest is an area with high temperatures, high amounts of rainfall and tall evergreen trees. TRs have four layers each with certain characteristics: emergent, canopy, understory, forest floor. There are a range of different animals in a TR. People in the Amazon live in towns but some people live in tribal settlements.</p> <p>There are many tribes within the Amazon Rainforest. The Amazon Rainforest is being destroyed by humans. A river is a body of water flowing across the land. Rivers have different features along their course. Rivers meander and erode the land – meanders can create oxbow lakes. The Amazon and other rivers are used in different ways.</p>

### Core Knowledge, Skills and Understanding

Location and Place Knowledge	Physical Geography	Human Geography	Enquiry and Skills
<p>Pupils can name and locate many of the world's major rivers on maps – <i>Amazon, Nile, Murray Darling, Danube, Rhine, Volga, Ganges, Yangtze, Euphrates, Congo</i>.</p> <p>Pupils can locate and name the main countries in South America on a world map and atlas - <i>Brazil, Argentina, Peru, Colombia, Bolivia, Venezuela</i>.</p> <p>Pupils can begin to recognise the climate of a given country according to its location on the map.</p>	<p>Pupils can explain why water is such a valuable commodity.</p> <p>Pupils can identify and describe the different features of a river.</p> <p>Pupils can explain how rivers shape the land.</p> <p>Pupils can explain how the water cycle works.</p> <p>Pupils can explain how a locality has changed referring to physical features.</p>	<p>Pupils can find different views about an environmental issue and give their view.</p> <p>Pupils can explain how humans are damaging or exploiting the environment.</p> <p>Pupils can explain some of the differences in how people live.</p> <p>Pupils can explain how a location fits into its wider location; with reference to human and economical features.</p> <p>Pupils can research the population sizes of places around the world.</p>	<p>Pupils can use maps and atlases appropriately by using contents/indexes.</p> <p>Pupils can recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE).</p> <p>Pupils can find a place on a globe/atlas.</p> <p>Pupils can make detailed sketches and plans; improving their accuracy later.</p> <p>Pupils can label features on aerial photographs and maps.</p> <p>Pupils can make comparisons between their own and other world localities.</p>

## The USA

**Enquiry Question: What is it like in the United States of America?**

National Curriculum	Prior Knowledge	Unit Content
<p><b>Pupils should be taught to:</b></p> <p>Locate the world's countries, using maps to focus on North America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use and economic activity.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass and four figure grid references to build their knowledge of the wider world.</p>	<p><b>Year 2, Planet Earth:</b> Pupils know the names and locations of the world continents. They are able to identify North America on a map of the world. They know that the climate ranges from the Arctic cold in the north, to the tropical heat in the south and that North America has many natural wonders.</p> <p><b>Year 3, UK Settlements and Land Use:</b> Pupils can describe some of the human and physical geography of the UK including settlements and how the land is used.</p> <p><b>Year 3 Europe:</b> Pupils can describe the human and physical geography of the continent of Europe.</p> <p><b>Year 3, Climate Zones and Biomes:</b> Pupils can name and describe the characteristics of the climate zones and biomes of the world. They know what the climate will be like in the climate zones of the USA.</p> <p><b>Year 4, Amazon – Rivers and Rainforests:</b> Pupils can describe some of the human and physical geography of South America. They can also describe the geography of the Amazon region in more detail, including the lives of indigenous people in the area.</p> <p><b>Year 4, Maya Civilization (History):</b> Pupils know which countries make up the Central American region of the North American continent.</p>	<p><b>Core content in this unit:</b></p> <p>The USA is a country in North America.</p> <p>North America also consists of Canada, the countries of Central America and the countries in the Caribbean.</p> <p>There are four climate zones across the USA.</p> <p>The USA is separated into 50 different states – including Alaska and the island of Hawaii.</p> <p>Each state has its own state capital and government.</p> <p>The populations of each state vary greatly.</p> <p>The president makes decisions for the USA as a whole.</p> <p>Physical features across the USA include Appalachian Mountains, Rocky Mountains, Great Salt Lake, Grand Canyon, Great Plains, Missouri and Mississippi Rivers.</p> <p>Man-made landmarks across the USA include Statue of Liberty, Mount Rushmore, Golden Gate Bridge.</p> <p>California is known as the Golden State, it has the largest population of all states in the USA.</p> <p>The land in California is varied and Yosemite National Park protects some of the land.</p> <p>New York City is in the state of New York, it has the highest population of all cities in the USA.</p> <p>The skyline of the city has changed over time as there is little space and so skyscrapers have been built.</p>

### Core Knowledge, Skills and Understanding

Location and Place Knowledge	Physical Geography	Human Geography	Enquiry and Skills
<p>Pupils can name and locate many of the world's major rivers on maps – <i>Mississippi, Missouri</i>.</p> <p>Pupils can locate the USA and Canada on a world map and atlas.</p> <p>Pupils can begin to recognise the climate of a given country according to its location on the map.</p>	<p>Pupils can explain how a locality has changed referring to physical features.</p> <p>Pupils can explain why the physical geography of a single country can vary significantly.</p>	<p>Pupils can explain how a location fits into its wider location; with reference to human and economical features.</p> <p>Pupils can explain how a locality has changed referring to human features.</p> <p>Pupils can explain some of the differences in how people live.</p> <p>Pupils can explain why the human geography of a single country can vary significantly.</p>	<p>Pupils can use maps and atlases appropriately by using contents/indexes.</p> <p>Pupils can recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE).</p> <p>Pupils can find the same place on a globe and in an atlas.</p> <p>Pupils can make detailed sketches and plans; improving their accuracy later.</p> <p>Pupils can label features on aerial photographs and maps.</p> <p>Pupils can make comparisons between their own locality and world localities.</p>

## Year 5

### Asia: Mountains, Volcanoes and Earthquakes

**Enquiry Question: What are natural disasters and how do they impact the lives of people living in Asia?**

National Curriculum	Prior Knowledge	Unit Content
<p><b>Pupils should be taught to:</b></p> <p>Locate the world's countries concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Describe and understand key aspects of physical geography including mountains, volcanoes and earthquakes.</p> <p>Describe and understand key aspects of human geography including types of settlement and land use.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references to build their knowledge of the wider world.</p>	<p><b>Year 2, Planet Earth:</b> Pupils know the names and locations of the world continents. They are able to identify Asia on a map of the world. Pupils also know that Asia consists of 48 different countries. They know Asia has the world's highest mountains, the world's lowest point, deserts, grasslands, forests, and mountains.</p> <p><b>Year 3, UK Settlements and Land Use:</b> Pupils can describe some of the human and physical geography of the UK including settlements and how the land is used.</p> <p><b>Year 3 Europe:</b> Pupils can describe the human and physical geography of the continent of Europe.</p> <p><b>Year 3, Climate Zones and Biomes:</b> Pupils can name and describe the characteristics of the climate zones and biomes of the world. They know what the climate will be like in the climate zones of Asia.</p> <p><b>Year 4, Amazon – Rivers and Rainforests:</b> Pupils can describe some of the human and physical geography of South America. They can also describe the geography of the Amazon region in more detail.</p> <p><b>Year 4, USA:</b> Pupils know the location of North America and can describe some of the human and physical geography of the USA.</p>	<p><b>Core content in this unit:</b></p> <p>All climate zones are found across Asia.</p> <p>Physical features include Gobi Desert, West Siberian Plain, Himalayas, Yangtze River, Mount Tambora.</p> <p>Asia consists of 48 countries and five regions.</p> <p>The Earth is made of four layers.</p> <p>Tectonic plates move and when they meet, they collide, tear apart, or slide against each other.</p> <p>There are 7 major plates and 8 minor plates.</p> <p>Mountains are formed by movement of tectonic plates.</p> <p>There are five types of mountains: fold, fault-block, plateau, dome and volcanic.</p> <p>A volcano is an opening in the Earth's crust.</p> <p>The majority of volcanoes in the world form along the boundaries of Earth's tectonic plates.</p> <p>There are four types of volcano: cinder cones, composite, shield, lava dome.</p> <p>Volcanic eruptions vary but can be catastrophic.</p> <p>An earthquake is the shaking and vibration of the Earth's crust due to movement of the tectonic plates.</p> <p>Major earthquakes take place along plate boundaries.</p> <p>People need to prepare for surviving an earthquake.</p> <p>A tsunami is a sequence of huge waves of water often caused by an earthquake below or near to the ocean floor.</p>

### Core Knowledge Skills and Understanding

Location and Place Knowledge	Physical Geography	Human Geography	Enquiry and Skills
<p>Pupils can name and locate some of the main countries in Asia – <i>Russia, Japan, China, India, Saudi Arabia, Kazakhstan, Iran, Indonesia, Pakistan, Bangladesh.</i></p> <p>Pupils can locate and name some of the world's most famous volcanoes – <i>Mount Vesuvius, Mount Etna, Mauna Loa, Mount Sinabung, Mount Kilimanjaro, Mount Fuji.</i></p> <p>Pupils can name and locate many of the world's most famous mountain ranges on maps – <i>Himalayas, Andes, Rocky Mountains, Ural Mountains, Alps.</i></p>	<p>Pupils can describe how volcanoes and earthquakes are created.</p> <p>Pupils can give an extended description of the physical features of different places around the world</p> <p>Pupils can describe how physical features may act as borders between countries.</p>	<p>Pupils can describe how volcanoes and other natural disasters have an impact.</p> <p>Pupils can describe how humans are attempting to adjust to natural disasters.</p> <p>Pupils can give an extended description of the human features of different places.</p> <p>Pupils can describe how some places are similar and others are different.</p> <p>Pupils can describe how human features may act as borders between countries.</p>	<p>Pupils can collect information about a place and use it in a report.</p> <p>Pupils can find possible answers to their own geographical questions.</p> <p>Pupils can accurately use a 4-figure grid reference.</p>

## Year 6

### Global Challenges

*Enquiry Question: What are some of the major human and physical challenges faced around the globe?*

National Curriculum	Prior Knowledge	Unit Content
<p><b>Pupils should be taught to:</b></p> <p>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.</p> <p>Describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><b>Year 2, Planet Earth:</b> Pupils know the names and locations of the world continents and oceans.</p> <p><b>Year 3, UK Settlements and Land Use:</b> Pupils can describe some of the human and physical geography of the UK including settlements and how the land is used.</p> <p><b>Year 3 Europe:</b> Pupils can describe the human and physical geography of the continent of Europe.</p> <p><b>Year 3, Climate Zones and Biomes:</b> Pupils can name and describe the characteristics of the climate zones and biomes of the world. They know how biomes are threatened by human actions.</p> <p><b>Year 4, Amazon – Rivers and Rainforests:</b> Pupils can describe some of the human and physical geography of South America. They can also describe the geography of the Amazon region in more detail and how the region is threatened by human actions.</p> <p><b>Year 4, USA:</b> Pupils know the location of North America and can describe some of the human and physical geography of the USA.</p> <p><b>Year 5, Asia:</b> Pupils know the location of Asia and can describe some of the human and physical geography of the continent. They also understand borders.</p>	<p><b>Core content in this unit:</b></p> <p>Climate changes can affect how we use land and change a place for the plants, animals living there.</p> <p>Human activities are contributing to climate change.</p> <p>Natural resources are raw materials produced by the environment – there is rising demand for them.</p> <p>We are overconsuming natural resources.</p> <p>Some countries have much larger reserves of natural resources – the distribution is unequal and unfair.</p> <p>Trade is the way people buy and sell goods and services.</p> <p>Trade consists of importing and exporting.</p> <p>Fair trade is a way of buying goods to ensure that producers in developing countries are paid a fair price.</p> <p>Approximately 80% of the total amount of energy used globally each year comes from fossil fuels.</p> <p>To be sustainable means using resources today in a way that maintains their supplies for the future.</p> <p>Migration is the movement of people from one place to another with the intention of settling at a new location.</p> <p>The International Red Cross estimates that there are more environmental refugees today than from wars.</p>

### Core Knowledge, Skills and Understanding

Location and Place Knowledge	Physical Geography	Human Geography	Enquiry and Skills
<p>Pupils can recall and locate the names of key named continents and countries.</p>	<p>Pupils understand the term sustainable development can they and use it in different contexts.</p> <p>Pupils can explain the concept of climate change.</p> <p>Pupils can describe how climate influences the way in which land is used.</p>	<p>Pupils can describe and understand key economic activity, trade links and the distribution of natural resources.</p> <p>Pupils are able to compare how land is used in different countries.</p> <p>Pupils can describe how individuals are attempting to protect the environment.</p> <p>Pupils can describe the impact of climate change on humans.</p> <p>Pupils can explain the causes and consequences of the migration of people.</p>	<p>Pupils can use a range of self-selected resources to answer questions.</p>

## Mapping the World

**Enquiry Question: How can maps help us to understand a place? Is there anything they do not tell us?**

National Curriculum	Prior Knowledge	Unit Content
<p><b>Pupils should be taught to:</b></p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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.</p> <p>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.</p>	<p><b>Across all units:</b> Pupils have used maps, atlases, globes and digital mapping tools to explore a range of places and locations at different scales. Each year, pupils have engaged in local fieldwork linked to their own locality – allowing them to draw contrasts between their own locality and the localities of others.</p>	<p><b>Core content in this unit:</b></p> <p>Different maps serve different purposes.</p> <p>A physical map uses colours to show the natural landscape features of the Earth.</p> <p>A political map shows the borders of countries, states, counties, and cities.</p> <p>A topographic map shows the shape and height of land.</p> <p>Road and street maps give a clear view of roads, streets and specific places such as museums.</p> <p>Latitude lines run in horizontal parallels and represent distance north or south from the Equator.</p> <p>Longitude lines run vertically from pole to pole.</p> <p>Latitude and longitude are divided in degrees (°), minutes (') and seconds (").</p> <p>OS is the national mapping agency for Great Britain.</p> <p>Grid lines are used to locate different features.</p> <p>Four-figure grid references allow you to locate a grid square and six-figure grid references allow you to identify a specific place such as a shop.</p> <p>OS maps use map symbols to reduce map clutter and to help readers find features more easily.</p>

### Core Knowledge, Skills and Understanding

Location and Place Knowledge	Physical Geography	Human Geography	Enquiry and Skills
<p>Pupils can recognise key symbols used on ordnance survey maps.</p> <p>Pupils can name the main lines of latitude and longitude.</p> <p>Pupils can name different types of maps and describe their uses.</p>	<p>Pupils can use appropriate symbols to represent different physical features on a map.</p>	<p>Pupils can explain time zones and their impact on travel.</p>	<p>Pupils can confidently explain scale and use maps with a range of scales.</p> <p>Pupils can choose the best way to collect info and decide the appropriate units.</p> <p>Pupils can make careful measurements and use the data.</p> <p>Pupils use OS maps to answer questions.</p> <p>Pupils can use maps, aerial photos, plans and web resources when collecting info.</p> <p>Pupils can create sketch maps when carrying out a field study.</p> <p>Pupils can define geographical questions to guide their research.</p>