**Curriculum 22 – Subject Sequence for Geography**

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| Year Group & Unit | Vocabulary | Knowledge (specific facts or truth components. A knowledge statement will often contain substantive, declarative or explicit knowledge.) | Skills (the use and application of composite knowledge. A skill statement will often contain implicit, procedural and disciplinary knowledge.) |
| Year 1  Childhood – History Focus  This project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources.  Key Concepts:  **Geographical change**  1 Programme of study, 1 skills and 1 knowledge statement  **Y1**  **Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.** | **Settlements and Land use**  car park  church  factory  house  mosque  petrol station  road  school  shop  station  supermarket  town  **Geographical Change**  cause  change  effect  land use | **core knowledge** Geographical features can change over time. | **Y1** **skill** **1** Describe how a place or geographical feature has changed over time. |
| Project thumbnailYear 1  Everyday Materials – Science Focus  This project teaches children that objects are made from materials. They identify a range of everyday materials and their sources. Children investigate the properties of materials and begin to recognise that a material's properties define its use.  Key Concepts:  **Natural & man-made materials**  1 Programme of study, 1 skills and 1 knowledge statement  **Y1**  **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.** |  | **core knowledge**A material is something used to build or make something else. Natural materials are dug out of the ground, grown or taken from a living thing. Man-made materials are often made from natural materials but have been changed to have different properties. | **Y1** **skill** **1** Identify natural and man-made materials in the environment. |
| Our Wonderful World  Year 1  Our Wonderful World – Geography Focus  This essential skills and knowledge project teaches children about physical and human features, maps, cardinal compass points, and positional and directional language. They learn about the equator, hemispheres and continents and are introduced to the countries, capital cities and settlements of the United Kingdom. The children carry out simple fieldwork to find out about local physical and human features.  Key Concepts:  **Compare and contrast**  **Data analysis**  **Fieldwork**  **Geographical resources**  **Location**  **Maps**  **Physical features**  **Position**  **Settlements & land use**  **Sustainability**  **UK**  **World**  10 Programmes of study, 14 skills and 18 knowledge statements  **Y1**  **Name and locate the world’s seven continents and five oceans.**  **Y1**  **Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.**  **Y1**  **Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.**  **Y1**  **Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.**  **Y1**  **Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.**  **Y1**  **Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.**  **Y1**  **Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.**  **Y1**  **Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.**  **Y1**  **Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.**  **Y1**  **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.** | **Compare and Contrast**  different  same  **Settlements and Land use**  bus station  bus stop  carpark  cathedral  church  city  cottage  farm  feature  flat  hotel  house  landmark  lane  leisure centre  library  market  museum  office  place of worship  pub  restaurant  roundabout  school  settlement  shop  shopping centre  skyscraper  theatre  town  town hall  train station  university  village  village green  village hall  **Geographical Change**  **aerial photograph**  **bird's eye view**  **Data Analysis**  collect  data  information  **Fieldwork**  enquiry  fieldwork  human feature  local area  physical feature  record  **Physical Features**  beach  cliff  coastline  forest  geography  hill  lake  mountain  ocean  physical feature  river  sea  soil  valley  **Maps**  Ordnance Survey map  atlas  digital map  globe  key  map  picture map  route  symbol  world map  **Position**  Backward  behind  beside  between  cardinal compass point  close  direction  east  far away  far from  forward  in front of  left  location  near to  next to  north  opposite  position  right  south  straight ahead  turn  west  **UK**  Atlantic Ocean  Belfast  Cardiff  Celtic Sea  Edinburgh  England  English Channel  Irish Sea  London  North Sea  Northern Ireland  Scotland  United Kingdom  Wales  capital city  country  **Location**  North Pole  Northern Hemisphere  South Pole  Southern Hemisphere  cold place  continent  Equator  hot place  **World**  Africa  Antarctica  Arctic Ocean  Asia  Atlantic Ocean  Australia (Oceania)  Earth  Europe  Indian Ocean  North America  Pacific Ocean  South America  Southern Ocean  continent  land  ocean  water  world  **Sustainability**  animal  bird  countryside  damage  future  grass  hedgerow  human  insect  litter  meadow  plant  protect  shelter  shrub  tree  wildflower  wildlife  woodland | **core knowledge**A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean. | **Y1** **skill** **1** Name and locate the world's seven continents and five oceans on a world map. |
| **core knowledge**The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages. | **Y1** **skill** **1** Name and locate the four countries of the UK and their capital cities on a map, atlas or globe. |
| **core knowledge**Places can be compared by size, amenities, transport, location, weather and climate. | **Y1** **skill** **1** Identify the similarities and differences between two places. |
| **core knowledge**Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there. | **Y1** **skill** **1** Locate hot and cold areas of the world in relation to the equator. |
| **core knowledge**Physical features are naturally-created features of the Earth.  **specific knowledge**Physical features include a beach, cliff, coastline, forest, hill, mountain, sea, ocean, river, soil, valley and lake.  **specific knowledge**Human features are made by people. They include a city, town, village, factory, farm, road, bridge, house, office, port, harbour and shop. | **Y1** **skill** **2** Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. |
| **core knowledge**A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices. | **Y1** **skill** **1** Identify the characteristics of a settlement. |
| **core knowledge**A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean  **core knowledge**The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages. | **Y1** **skill** **1** Name and locate the world's seven continents and five oceans on a world map.  **Y1** **skill** **1** Name and locate the four countries of the UK and their capital cities on a map, atlas or globe. |
| **core knowledge**Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn.  **specific knowledge**A location is a place or the position of something.  **specific knowledge**Direction is the way you travel to get somewhere.  **specific knowledge**The compass points north, south, east and west can be used when giving directions. | **Y1** **skill** **3** Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other. |
| **core knowledge**An aerial photograph or plan perspective shows an area of land from above.  **specific knowledge**Google Earth is a computer program that accesses aerial images of the world via satellites.  **core knowledge**A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located. | **Y1** **skill** **1** Identify features and landmarks on an aerial photograph or plan perspective.  **Y1** **skill** **1** Draw or read a simple picture map. |
| **core knowledge**Data is information that can be collected and used to answer a geographical question.  **core knowledge**Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples  **core knowledge**Natural environments can be affected by theactions of humans, including cutting down trees or dropping litter. Humans can protect the environment by choosing to preserve woodlands and hedgerows, recycling where possible and disposing of waste carefully. | **Y1** **skill** **1** Collect simple data during fieldwork activities.  **Y1** **skill** **1** Carry out fieldwork tasks to identify characteristics of the school grounds or locality.  **Y1** **skill** **1** Describe ways to protect natural environments, such as woodlands, hedgerows and meadows. |
| Bright Lights, Big City  Year 1  Bright Lights, Big City – Geography Focus  This project teaches children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.  Key Concepts:  **Climate and weathe**  **rCompare and contrast**  **Fieldwork**  **Geographical resources**  **Human features & landmarks**  **Maps**  **Physical features**  **Position**  **Settlements & land use**  **Significant places**  **UK**  10 Programmes of study, 12 skills and 15 knowledge statements  **1**  **Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.**  **Y1**  **Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.**  **1**  **Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.**  **Y1**  **Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.**  **Y1**  **Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.**  **Y1**  **Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage**  **Y1**  **Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.**  **Y1**  **Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.**  **Y1**  **Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.** | **Compare and Contrast**  compare  geographical feature  **Human Features and Landmarks**  Ferris wheel  castle  cathedral  church  concert hall  landmark  monument  palace  skyscraper  **Settlements and Land use**  airport  art gallery  capital city  cathedral  church  cinema  city  flat  house  job  landmark  large settlement  live  monument  motorway  museum  park  restaurant  river  road  school  shop  statue  street  theatre  tourist  tower block  travel  work  **Geographical Change**  aerial photograph  **Data Analysis**  collect  **Fieldwork**  human feature  observe  record  **Physical Features**  beach  cliff  cloud  coastline  flatland  forest  hill  island  lake  land  landscape  mountain  mudflat  natural  ocean  physical feature  river  sea  Climate and Weather  autumn  cold  fog  hail  ice  rain  season  snow  spring  storm  summer  sun  weather  wind  winter  **S**ignificant Places  landmark  monument  **Maps**  grid mas  label  picture map  **Position**  backward  behind  beside  between  cardinal compass point  direction  east  far from  forward  in front of  left  location  near to  next to  north  position  right  south  straight ahead  turn  west  **UK**  Belfast  Cardiff  Edinburgh  England  London  Northern Ireland  Scotland  United Kingdom  Wales  capital city  country | **core knowledge**The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages. | **Y1** **skill** **1** Name and locate the four countries of the UK and their capital cities on a map, atlas or globe. |
| **core knowledge**Places can be compared by size, amenities, transport, location, weather and climate.  **specific knowledge**Kuala Lumpur is the capital city of Malaysia. | **Y1** **skill** **1** Identify the similarities and differences between two places. |
| **core knowledge**There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used to show different types of weather. | **Y1** **skill** **1** Identify patterns in daily and seasonal weather. |
| **core knowledge**Physical features are naturally-created features of the Earth.  **specific knowledge**Physical features of the UK include mountains, hills, lakes, forests, islands, coastlines and rivers. | **Y1** **skill** **1** Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. |
| **core knowledge**Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location.  **specific knowledge**Significant London landmarks include the Royal Albert Hall, Tower Bridge, Houses of Parliament, Westminster Abbey, Big Ben, Buckingham Palace and Monument to the Great Fire of London.  **core knowledge**A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices. | **Y1** **skill** **1** Name and describe the purpose of human features and landmarks.  **Y1** **skill** **1** Identify the characteristics of a settlement. |
| **core knowledge**The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages. | **Y1** **skill** **1** Name and locate the four countries of the UK and their capital cities on a map, atlas or globe. |
| **core knowledge**Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn. | **Y1** **skill** **1** Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other. |
| **core knowledge**An aerial photograph or plan perspective shows an area of land from above.  **core knowledge**A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located. | **Y1** **skill** **1** Identify features and landmarks on an aerial photograph or plan perspective.  **Y1** **skill** **1** Draw or read a simple picture map. |
| **core knowledge**Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples.  **specific knowledge**Human features are man-made and include buildings, roads and bridges. | **Y1** **skill** **1** Carry out fieldwork tasks to identify characteristics of the school grounds or locality. |
| **core knowledge**A place can be important because of its location, buildings, landscape, community, culture and history. Important buildings can include schools, places of worship and buildings that provide a service to the community, such as shops and libraries. Some buildings are important because they tell us something about the past. | **Y1** **skill** **1** Name important buildings and places and explain their importance. |
| Seasonal Changes  Year 1  Seasonal Changes – Science Focus  Key Concepts:  **Physical processes**  1 Programme of study, 1 skills and 1 knowledge statement  **Y1**  **Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.** |  | **core knowledge**Weather is a physical process. | **Y1** **skill** **1** Describe in simple terms how a physical process or human behaviour has affected an area, place or human activity. |
| School DaysYear 1  School Days – History Focus  This project teaches children about their own school and locality, both today and in the past. They compare schooling in the Victorian era to their experiences today.  Key Concepts:  **Environment**  **Fieldwork**  **Geographical change**  **Maps**  3 Programmes of study, 4 skills and 6 knowledge statements  **Y1**  **Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.**  **Y1**  **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.**  **Y1**  **Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.** | **Settlements and Land Use**  human feature  locality  physical feature  **Fieldwork**  compare  data  label  observe  record  sketch  **Maps**  human feature  map  physical feature  picture map  route  **Geographical Change**  change  land use  locality  **Environment**  improve  litter  pollution | **core knowledge**A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located. | **Y1** **skill** **1** Draw or read a simple picture map. |
| **core knowledge**Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples.  **specific knowledge**Fieldwork tasks, including mapwork and observation, can help us gain a better understanding of the characteristics of our school, its grounds and the local environment.  **core knowledge**Litter and pollution have a harmful effect on the areas where we live, work and play.  **specific knowledge**Litter in the school grounds can be a risk to the safety and wellbeing of children and wildlife. | **Y1** **skill** **1** Carry out fieldwork tasks to identify characteristics of the school grounds or locality.  **Y1** **skill** **2** Describe how pollution and litter affect the local environment and school grounds. |
| **core knowledge**Geographical features can change over time. | **Y1** **skill** **1** Describe how a place or geographical feature has changed over time. |
| Year 2  Movers and Shakers – History Focus  Key Concepts:  **Significant places**  1 Programme of study, 1 skills and 1 knowledge statement | **Y2**  Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. | **core knowledge**A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef. | **Y2** **skill** **1** Name, locate and explain the significance of a place. |
| Year 2  Let’s Explore the World – Geography Focus  Key Concepts:  **Climate and weather**  **Compare and contrast**  **Data analysis**  **Environment**  **Fieldwork Location**  **Maps**  **Position**  **Sustainability**  **UK**  **World**  9 Programmes of study, 14 skills and 19 knowledge statements | **Y2**  Name and locate the world’s seven continents and five oceans. | **core knowledge**An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.  **specific knowledge**An atlas is a book of maps and charts. | **Y2** **skill** **1** Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe. |
| **Y2**  Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. | **core knowledge**An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.  **specific knowledge**An atlas is a book of maps and charts. | **Y2** **skill** **1** Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe. |
| **core knowledge**The characteristics of countries include their size, landscape, capital city, language, currency and key landmarks. England is the biggest country in the United Kingdom.  **specific knowledge**The United Kingdom is split into four countries. England is the largest country. It has a population of 56 million people. It has flat and hilly areas, mountains and lakes. Northern Ireland is the smallest country. It has a population of two million people. There are mountains, rolling hills and the UK’s largest lake. Scotland is the second largest country. It has a population of five million people. It has mountains, forests and moorland. Wales is the third largest country. It has a population of three million people. It has mountains, valleys, forests and marshes. | **Y2** **skill** **1** Identify characteristics of the four countries and major cities of the UK. |
| **Y2**  Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. | **core knowledge**A non-European country is a country outside the continent of Europe. For example, the USA, Australia, China and Egypt are non-European countries. European countries include the United Kingdom, Germany, France and Spain.  **specific knowledge**There are many similarities and differences between Somalia and England. Similarities include sharing a border with other countries, having four seasons and both having cities and villages. Difference include location, climate, types of seasons, landscape, lifestyle of people and the structure and size of the capital cities. | **Y2** **skill** **1** Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country. |
| **Y2**  Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. | **core knowledge**A weather pattern is a type of weather that is repeated.  **specific knowledge**Hot places are close to the equator and cold places are far away from the equator. Temperate places are between the hot and cold places. South America, Africa and Asia are on the equator. These continents have a hot climate. The North and South Poles are far away from the equator. They have a cold climate. Europe is in between the equator and the poles. It has a temperate climate. | **Y2** **skill** **1** Describe simple weather patterns of hot and cold places. |
| **core knowledge**The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth. | **Y2** **skill** **1** Locate the equator and the North and South Poles on a world map or globe. |
| **Y2**  Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. | **core knowledge**An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.  **specific knowledge**An atlas is a book of maps and charts. | **Y2** **skill** **1** Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe. |
| **core knowledge**The characteristics of countries include their size, landscape, capital city, language, currency and key landmarks. England is the biggest country in the United Kingdom.  **specific knowledge**The United Kingdom is split into four countries. England is the largest country. It has a population of 56 million people. It has flat and hilly areas, mountains and lakes. Northern Ireland is the smallest country. It has a population of two million people. There are mountains, rolling hills and the UK’s largest lake. Scotland is the second largest country. It has a population of five million people. It has mountains, forests and moorland. Wales is the third largest country. It has a population of three million people. It has mountains, valleys, forests and marshes. | **Y2** **skill** **1** Identify characteristics of the four countries and major cities of the UK. |
| **Y2**  Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. | **core knowledge**The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.  **specific knowledge**A compass is an instrument that is used for finding a direction. | **Y2** **skill** **1** Use simple compass directions to describe the location of features or a route on a map. |
| **Y2**  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. | **core knowledge**A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.  **specific knowledge**Maps help people to plan a route from one place to another and to identify and locate physical and human features. | **Y2** **skill** **1** Draw or read a range of simple maps that use symbols and a key. |
| **Y2**  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. | **core knowledge**Data can be recorded in different ways, including tables, charts and pictograms. | **Y2** **skill** **1** Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books). |
| **core knowledge**Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording.  **specific knowledge**Data is a collection of facts, such as numbers, words, measurements, observations or descriptions. Studying data helps people to answer questions, draw conclusions, make decisions and take action. | **Y2** **skill** **2** Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. |
| **core knowledge**Conservation is the protection of living things and the environment from damage caused by human activity. Conservation activities include reducing, reusing and recycling, composting, saving water and saving energy. Conservation activities protect the environment for people in the future.  **specific knowledge**Sustainability means maintaining the Earth’s environment and its natural resources for future generations. | **Y2** **skill** **1** Describe how human behaviour can be beneficial to local and global environments, now and in the longer term. |
| **Y2**  Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. | **core knowledge**The local environment can be improved by picking up litter, planting flowers and improving amenities. | **Y2** **skill** **1** Describe ways to improve the local environment. |
| Year 2  Coastline – Geography Focus  Key Concepts:  **Data analysis**  **Fieldwork**  **Geographical change**  **Geographical resources**  **Human features & landmarks**  **Maps**  **Physical features**  **Physical processes**  **Position**  **Settlements & land use**  **Significant places**  **World**  11 Programmes of study, 14 skills and 20 knowledge statements | **Y2**  Name and locate the world’s seven continents and five oceans. | **core knowledge**An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.  **specific knowledge**The United Kingdom is a group of islands with an expansive coastline. | **Y2** **skill** **1** Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe. |
| **Y2**  Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. | **core knowledge**An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.  **specific knowledge**The United Kingdom is a group of islands with an expansive coastline. | **Y2** **skill** **1** Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe. |
| **Y2**  Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. | **core knowledge**A physical feature is one that forms naturally, and can change over time due to weather and other forces.  **specific knowledge**Physical features of the coastline include headlands, caves, arches, stacks, bays, beaches, cliffs, sandbanks and sand dunes.  **specific knowledge**Saltwick Nab is an example of a physical coastal feature. It presents a danger to ships in the Whitby area. | **Y2** **skill** **3** Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. |
| **Y2**  Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | **core knowledge**Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel. | **Y2** **skill** **1** Use geographical vocabulary to describe how and why people use a range of human features. |
| **Y2**  Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. | **core knowledge**An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.  **specific knowledge**The United Kingdom is a group of islands with an expansive coastline. | **Y2** **skill** **1** Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe. |
| **Y2**  Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. | **core knowledge**The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another. | **Y2** **skill** **1** Use simple compass directions to describe the location of features or a route on a map. |
| **Y2**  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. | **core knowledge**An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side) | **Y2** **skill** **1** Study aerial photographs to describe the features and characteristics of an area of land. |
| **core knowledge**A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature. | **Y2** **skill** **1** Draw or read a range of simple maps that use symbols and a key. |
| **Y2**  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. | **core knowledge**Data can be recorded in different ways, including tables, charts and pictograms.  **specific knowledge**Human features of the coastline include hotels, castles, sea walls, lifeboat stations, harbours, piers, amusement arcades, lighthouses, shops and cafes.  **specific knowledge**Whitby is a coastal town with a range of human features. | **Y2** **skill** **2** Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books). |
| **core knowledge**Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording.  **specific knowledge2**Physical features of the coastline include headlands, caves, arches, stacks, bays, beaches, cliffs, sandbanks and sand dunes.  **specific knowledge2**Human features of the coastline include hotels, castles, sea walls, lifeboat stations, harbours, piers, amusement arcades, lighthouses, shops and cafes. | **Y2** **skill** **5** Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. |
| **Y2**  Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. | **core knowledge**A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef. | **Y2** **skill** **1** Name, locate and explain the significance of a place. |
|  | **Y2**  Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. | **core knowledge**An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as housebuilding. | **Y2** **skill** **1** Describe how an environment has or might change over time. |
| **core knowledge**Erosion is a physical process that involves the weathering and movement of natural materials, such as rock, sand and soil. Erosion is caused by wind and water, including waves, floods, rivers and rainfall. | **Y2** **skill** **1** Describe, in simple terms, the effects of erosion. |
| **Y2**  Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. | **core knowledge**Industries are businesses that make things, sell things and help people live their everyday lives. Land can be used for recreational, transport, agricultural, residential and commercial purposes, or a mixture of these.  **specific knowledge**Tourism is an industry that provides services for visitors when they travel for pleasure or business. Tourist services include accommodation, catering and entertainment. | **Y2** **skill** **1** Describe the size, location and function of a local industry. |
| Year 2  Uses of materials – Science focus  Key Concepts:  **Natural & man-made materials**  **Sustainability**  1 Programme of study, 2 skills and 2 knowledge statements | **Y2**  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. | **core knowledge**Materials found in the environment can be natural (rock, stone, water, sand, soil, water and clay) and man-made (brick, glass, plastic and concrete). Natural and man-made materials are used to make human features. | **Y2** **skill** **1** Describe the properties of natural and man-made materials and where they are found in the environment. |
| **core knowledge**Conservation is the protection of living things and the environment from damage caused by human activity. Conservation activities include reducing, reusing and recycling, composting, saving water and saving energy. Conservation activities protect the environment for people in the future. | **Y2** **skill** **1** Describe how human behaviour can be beneficial to local and global environments, now and in the longer term. |
| Year 2  Magnificent Monarchs – History focus  Key Concepts:  **Maps**  **Significant places**  2 Programmes of study, 2 skills and 4 knowledge statements | **Y2**  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. | **core knowledge**A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature. | **Y2** **skill** **1** Draw or read a range of simple maps that use symbols and a key. |
| **Y2**  Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. | **core knowledge**A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef.  **specific knowledge**Different types of royal residency include castles, palaces and stately homes.  **specific knowledge**Significant royal residencies include Buckingham Palace in London; Balmoral Castle in Aberdeenshire; Sandringham House in Norfolk; Windsor Castle in Berkshire; Osborne House on the Isle of Wight; St James’s Palace and Hampton Court Palace in London. | **Y2** **skill** **3** Name, locate and explain the significance of a place. |
| Year 3  Through the Ages – History focus  Key Concepts:  **Human features & landmarks**  1 Programme of study, 1 skills and 2 knowledge statements | **Y3**  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. | **core knowledge**Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture.  **specific knowledge**Humans in the Stone Age made a range of monuments, including long barrows, henges, cursus monuments, standing stones and stone circles. | **Y3** **skill** **2** Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location. |
| Year 3  Our Planet, Our World – Geography focus  Key Concepts:  **Climate and weather**  **Compare and contrast**  **Data analysis**  **Environment**  **Fieldwork**  **Geographical change**  **Geographical resources**  **Human features & landmarks**  **Location**  **Maps**  **Physical features**  **Position**  **Settlements & land use**  **Sustainability**  **UK**  **World**  10 Programmes of study, 16 skills and 24 knowledge statements | **Y3**  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. | **core knowledge**Countries in Europe include the United Kingdom, France, Spain, Germany, Italy and Belgium. Russia is part of both Europe and Asia.  **specific knowledge**Europe is a continent in the Northern Hemisphere. It has over 50 countries (including transcontinental countries). | **Y3** **skill** **1** Locate countries and major cities in Europe (including Russia) on a world map. |
| **Y3**  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. | **core knowledge**Counties of the United Kingdom include Derbyshire, Sussex and Warwickshire. Major cities of the United Kingdom include London, Birmingham, Edinburgh, Cardiff, Manchester and Newcastle.  **specific knowledge**A county is an area of land according to political divisions. Counties are governed by local governments.  **specific knowledge**Counties have distinct characteristics according to their size, population, industries, location and physical and human features.  **specific knowledge**A city is a large human settlement, where lots of people live and work. Significant cities of the UK include London, Birmingham and York.  **specific knowledge**Cities have distinct characteristics according to their size, population, industries, landmarks, location and physical and human features. | **Y3** **skill** **4** Name, locate and describe some major counties and cities in the UK |
| **Y3**  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). | **core knowledge**Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian. | **Y3** **skill** **1** Locate significant places using latitude and longitude. |
| **Y3**  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. | **core knowledge**Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. Geographical features created by humans are called human features. Human features include houses, factories and train stations. | **Y3** **skill** **1** Classify, compare and contrast different types of geographical feature. |
| **Y3**  Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. | **core knowledge**The crust of the Earth is divided into tectonic plates that move. The place where plates meet is called a plate boundary. Plates can push into each other, pull apart or slide against each other. These movements can create mountains, volcanoes and earthquakes. | **Y3** **skill** **1** Describe the activity of plate tectonics and how this has changed the Earth’s surface over time (continental drift). |
| **core knowledge**The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical. | **Y3** **skill** **1** Identify the five major climate zones on Earth. |
| **core knowledge**The Earth is made of four different layers. The inner core is made mostly of hot, solid iron and nickel, and the outer core is made of liquid iron and nickel. The mantle is made of solid rock and molten rock called magma. The crust is a thin layer of solid rock that is broken into large pieces called tectonic plates. These pieces move very slowly across the mantle.  **core knowledge**Excessive precipitation includes thunderstorms, downbursts, tornadoes, waterspouts, tropical cyclones, extratropical cyclones, blizzards and ice storms.  **specific knowledge**Hot weather can melt tarmac, dry land and encourage people to enjoy the outdoors. Wet weather can cause flooding and encourage people to take shelter. Windy weather can break branches and blow leaves, and discourage people from leaving home. Cold weather can cause slippery pavements, crack pipes and prevent everyday outdoor activities, but encourage outdoor play. | **Y3** **skill** **1** Name and describe properties of the Earth’s four layers. |
| **Y3** **skill** **1** Explain how the weather affects the use of urban and rural environments. |
| **Y3**  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. | **core knowledge**Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture. | **Y3** **skill** **1** Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location. |
| **core knowledge**Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs. | **Y3** **skill** **1** Describe the type and characteristics of settlement or land use in an area or region. |
| **core knowledge**A person’s carbon footprint is the amount of carbon dioxide released into the atmosphere from their activities. People can reduce their carbon footprint by driving less, eating less meat, flying less and wasting less food and products. | **Y3** **skill** **1** Describe the meaning of the term ‘carbon footprint’ and explain some of the ways this can be reduced to protect the environment. |
| **Y3**  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | **core knowledge**Maps, globes and digital mapping tools can help to locate and describe significant geographical features.  **specific knowledge**Countries are located within continents. Countries have capital cities and geographical features. | **Y3** **skill** **1** Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied. |
| **Y3**  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. | **core knowledge**The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west. | **Y3** **skill** **1** Use the eight points of a compass to locate a geographical feature or place on a map. |
| **Y3**  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. | **core knowledge**Primary data includes information gathered by observation and investigation.  **specific knowledge**Geographical data might relate to human activity in a place, such as how many people visit the local shop in a day, or physical, for example, measuring how deep or fast a river flows at different points. | **Y3** **skill** **2** Analyse primary data, identifying any patterns observed. |
| **core knowledge**A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give specific information about locations on a map. | **Y3** **skill** **1** Use four-figure grid references to describe the location of objects and places on a simple map. |
| **Y3**  Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. | **core knowledge**The term geographical evidence relates to facts, information and numerical data. | **Y3** **skill** **1** Gather evidence to answer a geographical question or enquiry. |
| Year 3  Rocks, Relics and Rumbles – Geography focus  Key Concepts:  **Compare and contrast**  **Geographical change**  **Location**  **Natural & man-made materials**  **Physical features**  **Physical processes**  **Position**  **Significant places**  6 Programmes of study, 10 skills and 17 knowledge statements | **Y3**  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. | **core knowledge**Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Significant earthquake-prone areas include the San Andreas Fault in North America and the Ring of Fire, which runs around the edge of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge. Over three-quarters of the world’s earthquakes and volcanic eruptions happen along the Ring of Fire. | **Y3** **skill** **1** Name and locate significant volcanoes and plate boundaries and explain why they are important. |
| **Y3**  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). | **core knowledge**Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian.  **specific knowledge**The North Pole is 90°N; the South Pole is 90°S. The equator is the line of 0° latitude. The Prime Meridian is the line of 0° longitude. | **Y3** **skill** **2** Locate significant places using latitude and longitude. |
| **Y3**  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. | **core knowledge**Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. Geographical features created by humans are called human features. Human features include houses, factories and train stations.  **specific knowledge**A volcano is a physical feature, typically a conical mountain or hill, that has a crater or vent through which lava, rock fragments, hot vapour, and gas erupt or have erupted. A volcano can be active, dormant or extinct. | **Y3** **skill** **1** Classify, compare and contrast different types of geographical feature. |
| **Y3**  Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. | **core knowledge**Significant geographical activity includes earthquakes and volcanic eruptions. These are known as natural disasters because they are created by nature, affect many people and cause widespread damage.  **specific knowledge**When volcanoes erupt, they emit gases, lava and ash. Volcanic eruptions can destroy habitats, homes and businesses and can change the landscape.  **specific knowledge**Earthquakes can cause short and long-term problems. Short-term problems include fear, injury from falling debris and loss of personal items. Long-term problems include loss of homes, lack of water and sanitation, damaged roads and transport networks and loss of jobs and services. | **Y3** **skill** **3** Describe how a significant geographical activity has changed a landscape in the short or long term. |
| **core knowledge**The crust of the Earth is divided into tectonic plates that move. The place where plates meet is called a plate boundary. Plates can push into each other, pull apart or slide against each other. These movements can create mountains, volcanoes and earthquakes.  **specific knowledge**Over 200 million years ago, all the Earth’s continents were joined together as one supercontinent called Pangaea. Continental drift caused the supercontinent to break up and move apart to create the continents we have today.  **specific knowledge**Convergent tectonic plates push together. Divergent tectonic plates pull apart. Transform tectonic plates slide past each other. | **Y3** **skill** **2** Describe the activity of plate tectonics and how this has changed the Earth’s surface over time (continental drift). |
| **core knowledge**There are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic. Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils. Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth’s crust or squashed by the movement of the Earth’s tectonic plates. They are usually very hard and often shiny.  **core knowledge**A volcano is an opening in the Earth’s surface from which gas, hot magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. When a volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth’s surface. Lava, hot ash and mudslides from volcanic eruptions can cause severe damage.  **core knowledge**The Earth is made of four different layers. The inner core is made mostly of hot, solid iron and nickel, and the outer core is made of liquid iron and nickel. The mantle is made of solid rock and molten rock called magma. The crust is a thin layer of solid rock that is broken into large pieces called tectonic plates. These pieces move very slowly across the mantle. | **Y3** **skill** **1** Name and describe the types, appearance and properties of rocks. |
| **Y3** **skill** **1** Describe the parts of a volcano or earthquake. |
| **Y3** **skill** **1** Name and describe properties of the Earth’s four layers. |
| **Y3**  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. | **core knowledge**The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west.  **specific knowledge**A tsunami is a series of waves in the sea or ocean, caused by an earthquake, volcanic eruption or other underwater explosion. In 2004, an earthquake off the coast of northern Sumatra triggered a series of tsunamis that travelled across the Indian Ocean causing widespread damage and destruction. | **Y3** **skill** **1** Use the eight points of a compass to locate a geographical feature or place on a map. |
| **Y3**  Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. | **core knowledge**Volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. The centre of an earthquake is called the epicentre. | **Y3** **skill** **1** Explain the physical processes that cause earthquakes and volcanic eruptions. |
| Year 4  Invasion – History focus  Key Concepts:  **Geographical resources**  1 Programme of study, 1 skills and 2 knowledge statements  **Y4** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. |  | **core knowledge**An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area.  **specific knowledge** The geography of Britain affected invading groups in many ways. Physical features, such as the sea, high cliffs, marshland and mountains made invasion and travel in Britain difficult and affected which area the invaders landed in and conquered. Physical features, such as roads and bridges could have helped invading forces, but hillforts would have created barriers between the invading forces and the Britons. | **Y4** **skill** **1** Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. |
| **Y4**  Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.  Year 4  Interconnected World – Geography focus  Key Concepts:  **Climate and weather**  **Fieldwork**  **Geographical resources**  **Human features & landmarks**  **Location**  **Maps**  **Position**  **Settlements & land use**  **Sustainability**  **UK**  **World**  8 Programmes of study, 11 skills and 25 knowledge statements  **Y4**  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.  **Y4**  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.  **Y4**  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.)  **Y4** Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  **Y4** 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.  **Y4** 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.  **Y4** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | **core knowledge**The North American continent includes the countries of the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay.  **specific knowledge**Political maps show the locations of countries and cities. Physical maps show the locations of physical features.  **specific knowledge**Atlases often contain additional data about countries, such as their population and land height.  **specific knowledge**Cultural studies of a country include the language, religion and values of the people who originate from, or live in, a particular place. | **Y4** **skill** **4** Locate the countries and major cities of North, Central and South America on a world map, atlas or globe. |
| **core knowledge**Significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines.  **specific knowledge**Significant physical features of the UK include mountains, rivers, islands, lakes and forests. | **Y4** **skill** **1** Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK. |
| **core knowledge**The Tropic of Cancer is 23 degrees north of the equator and Tropic of Capricorn is 23 degrees south of the equator.  **specific knowledge**The tropics is an area of significance between the Tropic of Cancer and the Tropic of Capricorn. | **Y4** **skill** **1** Identify the location of the Tropics of Cancer and Capricorn on a world map. |
| **core knowledge**Climatic variation describes the changes in weather patterns or the average weather conditions of a country or continent.  **specific knowledge**Countries nearer the equator are hotter and countries further from the equator are colder. Some countries have contrasting climate zones.  **specific knowledge**Physical features, such as mountains and rainforests, can affect the climate. | **Y4** **skill** **2** Explain climatic variations of a country or continent. |
|  | **core knowledge**Human features can be interconnected by function, type and transport links.  **specific knowledge**Principle routes link major towns and cities across the country. Many principal routes terminate in London. Railway stations are sometimes linked to ferry interchanges and airports. | **Y4** **skill** **1** Describe a range of human features and their location and explain how they are interconnected. |
| **core knowledge**Land uses include agricultural, recreational, housing and industry. Water systems are used for transport, industry, leisure and power.  **specific knowledge**The canals in Britain are man-made waterways that were created during the Industrial Revolution to transport raw materials and goods around the country. Locks, tunnels and aqueducts are all features of canals. Canals declined when railways and roads developed but were conserved after the Second World War and are used for recreation and leisure today. | **Y4** **skill** **1** Explain ways that settlements, land use or water systems are used in the UK and other parts of the world. |
| **core knowledge**The environment produces natural resources. Humans use some natural resources to make energy. Some natural resources cannot be replaced, like coal or oil. They are non-renewable. Some, like wind or flowing water, are renewable sources of energy.  **specific knowledge**Renewable energy includes solar power, wind power, hydropower, geothermal energy and bioenergy. | **Y4** **skill** **1** Describe how natural resources can be harnessed to create sustainable energy. |
| **core knowledge**An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area. | **Y4** **skill** **1** Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. |
| **core knowledge**A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map. Six-figure grid references give detailed information about locations on a map.  **specific knowledge**When giving a four-figure grid reference, give the two-digit eastings first followed by the two-digit northings.  **specific knowledge**A four-figure grid reference locates a square on a map. | **Y4** **skill** **3** Use four or six-figure grid references and keys to describe the location of objects and places on a map. |
| **core knowledge** The four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose. The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east (NE), south-east (SE), south-west (SW) and north-west (NW).  **specific knowledge** Directions can be given using cardinal and intercardinal compass points. | **Y4** **skill** **1** Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map. |
| **core knowledge** Fieldwork techniques, such as sketch maps, data collection and digital technologies, can provide evidence to support and answer a geographical hypothesis.  **specific knowledge:** A hypothesis is a statement that is then proved or disproved by gathering and interpreting evidence. | **Y4** **skill** **1** Investigate a geographical hypothesis using a range of fieldwork techniques. |
| Year 4  Mist Mounting Winding River – Geography focus  Key Concepts:  **Compare and contrast**  **Data analysis**  **Environment**  **Geographical change**  **Geographical resources**  **Maps**  **Natural & man-made materials**  **Physical features**  **Physical processes**  **Settlements & land use**  **Significant places**  **UK**  9 Programmes of study, 14 skills and 24 knowledge statements  **Y4**  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.  **Y4**  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.  **Y4**  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.  **Y4**  Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  **Y4**  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.  **Y4**  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  **Y4**  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.  **Y4**  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.  **Y4**  Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. |  | **core knowledge**Significant mountain ranges include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada. Significant rivers include the Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges, Danube and Yangtze. | **Y4** **skill** **1** Name, locate and explain the importance of significant mountains or rivers. |
| **core knowledge**Significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines.  **specific knowledge**There are four mountain ranges in the UK that are home to each country’s highest mountain: Ben Nevis, in the Grampian Mountains, Scotland; Scafell Pike, in the Cumbrian Mountains, England; Snowdon, in the Snowdonia Mountains, Wales; and Slieve Donard, in the Mourne Mountains, Northern Ireland.  **core knowledge**Topography is the arrangement of the natural and artificial physical features of an area.  **specific knowledge**A contour line is a line on a map that joins areas of equal height and shows the elevation of features in the landscape. | **Y4** **skill** **1** Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK.  **Y4** **skill** **2** Identify the topography of an area of the UK using contour lines on a map. |
| **core knowledge**A physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering. Physical features include rivers, forests, hills, mountains and cliffs. An aspect of a physical feature might be the type of mountain, such as dome or volcanic, or the type of forest, such as coniferous or broad-leaved.  **specific knowledge**A river is a body of water that flows downhill, usually to the sea. The place where a river starts is called the source. Tributaries are small rivers or streams that flow into larger rivers or lakes. Meanders are bends in rivers. The place where a river flows into the sea is called the mouth.  **specific knowledge**A mountain is a natural elevation of the Earth's surface, rising to a summit. Mountains have an elevation greater than that of a hill, usually greater than 610m. | **Y4** **skill** **2** Describe and compare aspects of physical features. |
| **core knowledge**Rivers transport materials in four ways. Solution is when minerals are dissolved and carried in the water. Suspension is when fine, light material is carried. Saltation is when small pebbles and stones are carried along the riverbed. Traction is when large boulders and rocks are rolled along the riverbed.  **core knowledge**Different types of soil include clay, sandy, silty and loamy.  **specific knowledge**A layer of soil covers much of the land on Earth. It is made of rock particles, air, water and humus, which is decayed plant and animal material. The properties of soil include texture, structure, porosity, chemistry and colour. Loam is a soil type with roughly equal amounts of sand, silt and clay particles. Loam is good for plant growth.  **core knowledge**Altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains. Examples include forests that grow at low altitudes and support a wide variety of plants and animals, tundra that is found at higher altitudes and supports plants and animals that are adapted to harsher environments, and the summits of mountains, which are usually covered in ice and snow and don't support any life.  **core knowledge**Mountains form over millions of years. They are made when the Earth’s tectonic plates push together or move apart. Mountains are also formed when magma underneath the Earth’s crust pushes large areas of land upwards. There are five types of mountain: fold, fault-block, volcanic, dome and plateau.  **core knowledge**Water cannot be made. It is constantly recycled through a process called the water cycle. The four stages of the water cycle are evaporation, condensation, precipitation and collection. During the water cycle, water changes state due to heating and cooling. | **Y4** **skill** **1** Describe and explain the transportation of materials by rivers.  **Y4** **skill** **1** Describe the properties of different types of soil.  **Y4** **skill** **1** Describe altitudinal zonation on mountains.  **Y4** **skill** **1** Identify, describe and explain the formation of different mountain types.  **Y4** **skill** **1** Use specific geographical vocabulary and diagrams to explain the water cycle. |
| **core knowledge**Land uses include agricultural, recreational, housing and industry. Water systems are used for transport, industry, leisure and power.  **specific knowledge**Rivers are used for leisure, farming, generating energy, transportation and settlements. | **Y4** **skill** **2** Explain ways that settlements, land use or water systems are used in the UK and other parts of the world. |
| **core knowledge**An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area.  **specific knowledge**Rivers, and the landscape that surrounds them, have different characteristics. The upper course of a river is typically steep, narrow and rocky. The water is fast-flowing and turbulent. The middle course of a river is wider, deeper and curves in meanders. The water flows more slowly. The lower course of a river is flat and wide. The water runs into estuaries or creates deltas. | **Y4** **skill** **2** Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. |
| **core knowledge**A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map. Six-figure grid references give detailed information about locations on a map.  **specific knowledge**The River Trent is the third longest river in the UK. The river has a range of physical and human features along its course. | **Y4** **skill** **2** Use four or six-figure grid references and keys to describe the location of objects and places on a map. |
| **core knowledge**Secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet.  **specific knowledge**Flooding can happen for a wide variety of natural and human reasons including excessive rainfall, lack of river dredging, land use and the topography of the land. Flooding can cause a wide range of problems including damaging property and equipment, contaminating farmland and cutting people off from vital services and supplies of food and water. | **Y4** **skill** **1** Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them. |
| **core knowledge**Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation.  **specific knowledge**Erosion involves the wearing down of rock and soil found along the riverbed and banks. Erosion also involves the breaking down of the rock particles being carried downstream by the river. Transportation is the movement of materials in rivers as they flow downstream. Deposition occurs when a river loses energy and material being carried is dropped or deposited. | **Y4** **skill** **2** Explain how the physical processes of a river, sea or ocean have changed a landscape over time. |
| Year 4  Electrical Circuits and Conductors - Science focus  Key Concepts:  **Sustainability**  1 Programme of study, 1 skills and 2 knowledge statements  **Y4**  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. |  | **core knowledge**The environment produces natural resources. Humans use some natural resources to make energy. Some natural resources cannot be replaced, like coal or oil. They are non-renewable. Some, like wind or flowing water, are renewable sources of energy.  **specific knowledge**The modern world would not function without electricity. Most electricity is produced in power stations by burning fossil fuels. Sustainable, renewable sources of electricity are solar power, wind power, hydroelectric power, geothermal energy and bioenergy | **Y4** **skill** **1** Describe how natural resources can be harnessed to create sustainable energy. |
| Year 5  Investigating Our World – Geography Focus  Key Concepts:  **Compare and contrast**  **Data analysis**  **Environment**  **Geographical change**  **Geographical resources**  **Human features & landmarks**  **Location**  **Maps**  **Position**  **Sustainability**  **UK**  **World**  10 Programmes of study, 12 skills and 20 knowledge statements | **Y5**  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. | **core knowledge**Major cities around the world include London in the UK, New York in the USA, Shanghai in China, Istanbul in Turkey, Moscow in Russia, Manila in the Philippines, Lagos in Nigeria, Nairobi in Kenya, Baghdad in Iraq, Damascus in Syria and Mecca in Saudi Arabia.  **specific knowledge**Capital cities are usually the seat of government of a country. They are large settlements with a wide range of human features and transport links and can be a centre for business and trade | **Y5** **skill** **1** Name, locate and describe major world cities. |
| **Y5**  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. | **core knowledge**Relative location is where something is found in comparison with other features. | **Y5** **skill** **1** Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features. |
| **Y5**  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). | **core knowledge**The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone 15 degrees to the east is another hour later. | **Y5** **skill** **1** Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night). |
| **Y5**  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. | **core knowledge**The seven continents (Africa, Antarctica, Asia, Australia, Europe, North America and South America) vary in size, shape, location, population and climate.  **specific knowledge**Areas of human geography that can be compared between continents include, population, population density, literacy rates, wealth, life expectancy and religion. | **Y5** **skill** **2** Identify and describe the similarities and differences in physical and human geography between continents. |
| **Y5**  Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. | **core knowledge**The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical. Mountains have variable climates depending on altitude. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.  **specific knowledge**Climate zones have the same average weather conditions, such as temperature, rainfall and seasons. The climate determines the vegetation, or plants, of an area.  **specific knowledge**Vegetation belts are areas where certain species of plant grow. As animals eat plants, plants that grow in a vegetation belt determine the animals that live there.  **specific knowledge**Biomes are large areas that share similar climates, vegetation belts and animal species. They also include aquatic areas. | **Y5** **skill** **3** Name and locate the world’s biomes, climate zones and vegetation belts and explain their common characteristics. |
| **Y5**  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. | **core knowledge**Transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. They run between places where journeys start or finish, such as airports, bus stations, ferry terminals or railway stations.  **specific knowledge**A motorway is a main road built for fast travel over long distances. In the United Kingdom, they run north to south and east to west across the country, connecting towns and cities and transport links and allowing people and goods to be moved quickly.  **core knowledge**Industries can make their manufacturing processes more sustainable and better for the environment by using renewable energy sources, reducing, reusing and recycling and sharing resources. | **Y5** **skill** **1** Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.  **Y5** **skill** **1** Identify and explain ways that people can improve the production of products without compromising the needs of future generations. |
| **Y5**  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | **core knowledge**Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places. | **Y5** **skill** **1** Analyse and compare a place, or places, using aerial photographs. atlases and maps. |
| **Y5**  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. | **core knowledge**Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features.  **specific knowledge**Scale is the relationship between the size of an object on a map and its size in real life. For example, a scale of 1:25,000 means that 1cm on the map is equal to 25,000cm, or 250m, in real life. So 4cm on the map is equal to 1km. | **Y5** **skill** **2** Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy. |
| **Y5**  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. | **core knowledge**Geographical data, such as demographics or economic statistics, can be used as evidence to support conclusions.  **core knowledge**The geographical term 'relief' describes the difference between the highest and lowest elevations of an area. Relief maps show the contours of land based on shape and height. Contour lines show the elevation of the land, joining places of the same height above sea level. They are usually an orange or brown colour. Contour lines that are close together represent ground that is steep. Contour lines that are far apart show ground that is gently sloping or flat. | **Y5** **skill** **1** Summarise geographical data to draw conclusions.  **Y5** **skill** **1** Identify elevated areas, depressions and river basins on a relief map. |
| **Y5**  Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. | **core knowledge**Settlements come in many different sizes and these can be ranked according to their population and the level of services available. A settlement hierarchy includes hamlet, village, town, city and large city.  **specific knowledge2**Settlement hierarchy is a way of grouping and ranking settlements according to their type, significance, number and size. This can be shown in a settlement hierarchy diagram. Settlements get bigger, have a larger population and have more facilities, workplaces and transport links as you move up the settlement hierarchy diagram. The number of each type of settlement decreases as you move down the settlement hierarchy diagram. | **Y5** **skill** **2** Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy). |
| Year 5  Sow, Grow and Farm – Geography Focus  Key Concepts:  **Climate and weather**  **Environment**  **Fieldwork**  **Human features & landmarks**  **Natural & man-made materials**  **Physical features**  **Physical processes**  **Position**  **Settlements & land use**  **Significant places**  5 Programmes of study, 10 skills and 16 knowledge statements | **Y5**  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. | **core knowledge**Farming challenges for developing countries include poor soil, disease, drought and lack of markets. Education, fair trade and technology are ways in which these challenges can be reduced.  **specific knowledge**Coffee is grown in Peru because the warm climate, frequent rainfall and rich soil provide perfect growing conditions. Growing and processing coffee is a difficult, time-consuming task because the process has changed little over time and most of the work is still done by hand. | **Y5** **skill** **1** Identify some of the problems of farming in a developing country and report on ways in which these can be supported. |
| **Y5**  Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. | **core knowledge**The topography of an area intended for agricultural purposes is an important consideration. In particular, the topographical slope or gradient plays a large part in controlling hydrology (water) and potential soil erosion.  **core knowledge**The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical. Mountains have variable climates depending on altitude. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.  **core knowledge**North America is broadly categorised into six major biomes: tundra, coniferous forest, grasslands (prairie), deciduous forest, desert and tropical rainforest. South America has a vast variety of biomes, including desert, alpine, rainforest and grasslands.  **core knowledge**Soil fertility, drainage and climate influence the placement and success of agricultural land.  **specific knowledge**The warm climate, sloping topography, good transport links and seaweed fertiliser make Jersey an ideal place to grow Jersey Royal potatoes. Only potatoes grown on Jersey can be called Jersey Royals.  **specific knowledge**The soil and climate of California make it ideal for growing citrus fruits.  **core knowledge**Changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use. Farmers living in different countries adapt their farming practices to suit their local climate and landscape. | **Y5** **skill** **1** Explain how the topography and soil type affect the location of different agricultural regions.  **Y5** **skill** **1** Name and locate the world’s biomes, climate zones and vegetation belts and explain their common characteristics.  **Y5** **skill** **1** Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use.  **Y5** **skill** **3** Describe how soil fertility, drainage and climate affect agricultural land use.  **Y5** **skill** **1** Explain how the climate affects land use. |
| **Y5**  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. | **core knowledge**Transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. They run between places where journeys start or finish, such as airports, bus stations, ferry terminals or railway stations.  **specific knowledge**The journey that food travels from producer to consumer is measured in food miles.  **core knowledge**Agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock) and mixed (arable and pastoral). An allotment is a small piece of land used to grow fruit, vegetables and flowers. A wide variety of crops are farmed in the UK, such as wheat, barley, oats, potatoes, other vegetables, fruits and oilseed rape. A wide variety of livestock are reared on farms in the UK, such as sheep, dairy cattle, beef cattle, poultry and pigs. | **Y5** **skill** **2** Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.  **Y5** **skill** **1** Describe in detail the different types of agricultural land use in the UK. |
| **Y5**  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. | **core knowledge**Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features.  **specific knowledge**Map features, such as contour lines and symbols, can help to determine the type of land use of an area. | **Y5** **skill** **2** Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy. |
| **Y5**  Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. | **core knowledge**A geographical enquiry can help us to understand the physical geography (rivers, coasts, weather and rocks) or human geography (population changes, migration, land use, changes to inner city, urbanisation, developments and tourism) of an area and the impacts on the surrounding environment.  **specific knowledge**The location of an allotment can be influenced by the landscape, soil quality, drainage, amenities and transport links. | **Y5** **skill** **2** Construct or carry out a geographical enquiry by gathering and analysing a range of sources. |
| Year 5  Groundbreaking Greeks – History Focus  Key Concepts:  **Geographical resources**  1 Programme of study, 1 skills and 2 knowledge statements | **Y5**  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | **core knowledge**Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places.  **specific knowledge**Ancient Greece, in southern Europe, consisted of the Greek mainland and surrounding islands. 80% of mainland Greece is mountainous, which provided a natural barrier against attack from invaders and created isolated city states. Only 20% of the land was suitable for farming. Greece is surrounded by the sea, which was used by the ancient Greeks for trade, transport and warfare. | **Y5** **skill** **1** Analyse and compare a place, or places, using aerial photographs. atlases and maps. |
| Year 6  Maafa – History Focus  Key Concepts:  **Human features & landmarks**  1 Programme of study, 1 skills and 2 knowledge statements | **Y6**  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. | **core knowledge**The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement.  **specific knowledge**Africa is the world's second largest and second most populous continent, after Asia. Africa is a diverse continent with a variety of different climates, landscapes, human settlements and populations. | **Y6** **skill** **1** Explain how humans function in the place they live. |
| Year 6  Our Changing World – Geography Focus  Key Concepts:  **Climate and weather**  **Data analysis**  **Environment**  **Fieldwork**  **Geographical resources**  **Human features & landmarks**  **Location**  **Maps**  **Physical processes**  **Position**  **Significant places**  **Sustainability**  **UK**  10 Programmes of study, 13 skills and 22 knowledge statements | **Y6**  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. | **core knowledge**North America, Europe and East Asia are the main industrial regions of the world due to a range of factors (access to raw materials, transportation, fresh water, power and labour supply).  **specific knowledge**Countries worldwide trade with each other. They export and import goods, such as fossil fuels, metal ores and food. Some countries, such as Saudi Arabia, Russia and Iraq, have natural resources to export, such as coal, oil, gas and metal ores. Others, such as North America, Canada and Ukraine, have fertile farmland for growing crops and raising animals. Other countries, such as the United States of America, Mexico, the UK, China and Germany, use natural resources to make products, such as cars and toys, which they export worldwide. | **Y6** **skill** **1** Name, locate and explain the distribution of significant industrial, farming and exporting regions around the world. |
| **Y6**  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. | **core knowledge**A geographical pattern is the arrangement of objects on the Earth’s surface in relation to one another.  **specific knowledge**Settlements can be rural or urban. Their patterns include linear, circular, Y-shaped, T-shaped and cross-shaped. They can also be compact or dispersed. Settlements grow and change over time. Hamlets can become villages; villages can become towns, and towns can become cities. | **Y6** **skill** **2** Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world. |
| **Y6**  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). | **core knowledge**The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured.  **specific knowledge**The Tropic of Cancer and the Tropic of Capricorn are at 23.5° north and south of the equator. The Arctic Circle and Antarctic Circle are 66.5° north and south of the equator.  **specific knowledge**Greenwich Mean Time, or GMT, is taken from the Prime Meridian. There are 24 time zones around the world because there are 24 hours in a day. The times are calculated from GMT. Times to the east of the Prime Meridian are ahead of GMT (GMT+), times to the west are behind GMT (GMT-). | **Y6** **skill** **2** Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night). |
| **Y6**  Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. | **core knowledge**Climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming.  **core knowledge**Physical processes that can affect a landscape include erosion by wind, water or ice; the deposition of stone and silt by water and ice; land movement, such as landslides and tectonic activity, such as earthquakes or volcanic eruptions. | **Y6** **skill** **1** Explain how climate change affects climate zones and biomes across the world.  **Y6** **skill** **1** Describe the physical processes, including weather, that affect two different locations. |
| **Y6**  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. | **core knowledge**The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement.  **core knowledge**Natural resource management (NRM) manages natural resources, including water, land, soil, plants and animals. It recognises that people rely on healthy landscapes to live and aims to create sustainable ways of using land now and in the future. | **Y6** **skill** **1** Explain how humans function in the place they live.  **Y6** **skill** **1** Explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth. |
| **Y6**  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | **core knowledge**Satellite images are photographs of Earth taken by imaging satellites.  **specific knowledge**Maps are smaller than the places they represent, so they have to be drawn to scale. A scale on a map is written as a ratio, for example, 1cm:800km. Small scale maps show larger areas with less detail. Large scale maps show smaller areas with more detail. The scale on a map is used for measuring the size or distance between features.  **specific knowledge**Distances on maps can be measured using grid lines, the scale, a ruler, a finger, string and the scale bar. | **Y6** **skill** **2** Use satellite imaging and maps of different scales to find out geographical information about a place. |
| **Y6**  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. | **core knowledge**Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area. | **Y6** **skill** **1** Use lines of longitude and latitude or grid references to find the position of different geographical areas and features. |
| **Y6**  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. | **core knowledge**Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies).  **specific knowledge**Traffic data about road accidents in Great Britain in 2019 show that most fatalities happened on fast rural roads. Most accidents happened on urban roads due to the volume of traffic, but there were fewer deaths. Factors that cause accidents on rural roads are speeding, blind bends, people walking in the road, no cycle lanes and motorcyclists overtaking or having little knowledge of the roads. Urban roads have higher traffic volumes but are usually wider, have fewer bends, cycle lanes and more footpaths, so accidents are less likely to be fatal. Motorways Have the lowest number of accidents in each category.  **core knowledge**A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features.  **specific knowledge**A grid reference is a set of numbers that describes a position on a map. Contour lines join points of equal height above sea level and show an area's terrain. Map symbols are pictures or icons that represent physical and human features. | **Y6** **skill** **2** Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.  **Y6** **skill** **1** Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area. |
| **Y6**  Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. | **core knowledge**Climate and extreme weather can affect the size and nature of settlements, shelters and buildings, diet, lifestyle (settled or nomadic), jobs, clothing, transport and transportation links and the availability of natural resources.  **specific knowledge**The Global Climate Risk Index is a set of data published every year that ranks how countries have been affected by extreme weather-related to climate change. The data has shown that extreme weather events, such as floods, droughts and storms, cause damage and destruction around the world. Developing countries, such as Mozambique and Zimbabwe, are more vulnerable to the effects of climate change and extreme weather and have a lower ability to cope with the damage they cause. | **Y6** **skill** **2** Evaluate the extent to which climate and extreme weather affect how people live. |
| **Y6**  Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. | **core knowledge**Representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions. | **Y6** **skill** **1** Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques. |
| Year 6  Frozen Kingdoms – Geography Focus  Key Concepts:  **Compare and contrast**  **Environment**  **Fieldwork**  **Geographical change**  **Human features & landmarks**  **Location**  **Maps**  **Natural & man-made materials**  **Physical features**  **Settlements & land use**  7 Programmes of study, 10 skills and 24 knowledge statements | **Y6**  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). | **core knowledge**The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured.  **specific knowledge**The boundaries of the polar regions are marked by the Arctic and Antarctic Circles. The polar regions experience the largest differences in daylight, as the effect of Earth's tilt is much more pronounced. It is the tilt towards the Sun that creates near-constant daylight, known as polar day or Midnight Sun. The tilt away from the Sun creates near constant darkness, known as polar night. | **Y6** **skill** **2** Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night). |
| **Y6**  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. | **core knowledge**Climate is the long-term pattern of weather conditions found in a particular place. Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures.  **specific knowledge**Antarctica is a continent, located south of the Antarctic Circle (66.5°S). Most of the landscape is ice-covered mountains, glaciers or ice sheets. The South Pole (90°S) is the most southern geographical point on Earth. The Antarctic has long, cold, dark winters and cool, light summers.  **specific knowledge**The Arctic is the area that is north of the Arctic Circle (66.5°N). The Arctic region is made up of the Arctic Ocean, surrounded by the continents of Europe, Asia and North America. Physical features of the Arctic include ice sheets, ice caps, mountains and hills, large rivers and lakes, tundra (areas of permanently frozen soil) and some coniferous forest. The Arctic has long, cold, dark winters and cool, light summers.  **specific knowledge**Antarctica is a continent, located south of the Antarctic Circle (66.5°S) Most of the landscape is ice-covered mountains, glaciers or ice sheets. The South Pole (90°S) is the most southern geographical point on the Earth. The Antarctic has long, cold, dark winters and cool, light summers.  **specific knowledge**The Arctic is the area that is north of the Arctic Circle (66.5°N). The Arctic region is made up of the Arctic Ocean surrounded by the continents of Europe, Asia and North America. Physical features of the Arctic include ice sheets, ice caps, mountains and hills, large rivers and lakes, tundra (areas of permanently frozen soil) and some coniferous forest. The Arctic has long, cold, dark winters and cool, light summers.  **specific knowledge**The Arctic region has cold winters and cool summers. Average Arctic temperatures range from -43°C to 13°C depending on the season and location. The Antarctic region has cold winters and cool summers. Antarctica is the coldest, windiest and driest place on Earth. Average temperatures range between -60°C and -20°C . | **Y6** **skill** **5** Describe the climatic similarities and differences between two regions. |
| **Y6**  Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. | **core knowledge**The polar oceans are significantly colder than other world oceans. This influences the presence of sea ice, glaciers and icebergs.  **core knowledge**Climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming.  **core knowledge**The Arctic is a sea of ice surrounded by land and located at the highest latitudes of the Northern Hemisphere. It extends over the countries that border the Arctic Ocean, including Canada, the USA, Denmark, Russia, Norway and Iceland. Antarctica is a continent located in the Southern Hemisphere. Antarctica does not belong to any country. Physical features typical of the Arctic and Antarctic regions include glaciers, icebergs, ice caps, ice sheets, ice shelves and sea ice.  **specific knowledge**Icebergs are large pieces of frozen freshwater that have calved from glaciers, ice shelves or larger icebergs. Glaciers are slow-moving masses of ice that are made of compacted snow. Mountains are raised pieces of land that are usually covered in snow and ice. Ice fields are large areas of connected glaciers. Tundra is land where it is too cold for trees to grow as the ground is permanently frozen (permafrost). Boreal forests are large areas of land just south of the Arctic Circle where coniferous trees grow. | **Y6** **skill** **1** Explain how the presence of ice makes the polar oceans different to other oceans on Earth.  **Y6** **skill** **1** Explain how climate change affects climate zones and biomes across the world.  **Y6** **skill** **2** Compare and describe physical features of polar landscapes. |
| **Y6**  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. | **core knowledge**The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement.  **specific knowledge**Traditionally, indigenous people in the Arctic adapted to the cold, harsh conditions by hunting and eating animals native to the area, such as seals, whales and walruses and using reindeer skins to keep warm. Many lived nomadic lifestyles following reindeer herds.  **specific knowledge**Today, many indigenous people in the Arctic live in permanent settlements and have a modern lifestyle, but some still follow traditional ways of life.  **core knowledge**Natural resources include food, minerals (aluminium, sandstone and oil) energy sources (water, coal and gas) and water.  **specific knowledge**Natural resources in the Arctic include oil, gas, metals, minerals, fish, wood and freshwater. Combinations of these natural resources can be found in every country in the Arctic Circle and under the Arctic Ocean. | **Y6** **skill** **3** Explain how humans function in the place they live.  **Y6** **skill** **1** Describe the distribution of natural resources in an area or country. |
| **Y6**  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. | **core knowledge**A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features.  **specific knowledge**Latitude and longitude enable locations on Earth to be identified in relation to the equator and the Prime Meridian. Latitude and longitude are measured in degrees.  **specific knowledge**There are five major lines of latitude. These are the equator at 0°, the Tropics of Cancer (23.5°N) and Capricorn (23.5°S) and the Arctic (66.5°N) and Antarctic (66.5°S) Circles. | **Y6** **skill** **2** Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area. |
| **Y6**  Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. | **core knowledge**Tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental, social and economic impact on many regions and countries.  **specific knowledge**Visitor numbers are currently low in Antarctica, cruise ships are well regulated, there are no hotels or facilities for permanent residents, and tourists are asked to follow strict guidelines to ensure the land and wildlife isn't damaged. | **Y6** **skill** **1** Present a detailed account of how an industry, including tourism, has changed a place or landscape over time. |
| **Y6**  Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. | **core knowledge**Representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions.  **specific knowledge**There are two oceans in Earth's polar regions. The Arctic Ocean is in the north polar region. The Southern Ocean is in the south polar region. They are the world's two smallest oceans. | **Y6** **skill** **2** Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques. |
| Year 6  Britain at War – History Focus  Key Concepts:  **World**  1 Programme of study, 1 skills and 2 knowledge statements | **Y6**  Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. | **core knowledge**Geographical interconnections are the ways in which people and things are connected.  **specific knowledge**The Axis Powers were Germany (led by Adolf Hitler), Italy (led by Benito Mussolini) and Japan (led by Emperor Hirohito). The Allied Powers were Great Britain (led by Neville Chamberlain and then Winston Churchill), the Soviet Union (led by Joseph Stalin) and the United States (led by Franklin D Roosevelt and then Harry S Truman). Members of the British Commonwealth of Nations also fought for the Allied Powers. | **Y6** **skill** **1** Explain interconnections between two or more areas of the world. |