



Geography	Term		Term		Term	
EYFS	3-4 years		Reception		Early Learning Goal	(ELG)
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Understanding the world  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		Understanding the world  Recognise some similarities and differences between life in this country and life in other countries.  Recognise some environments that are different to the one in which they live.		Understanding the world People, culture and communities  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.  The natural world Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	
Skill Progression	<ul> <li>Understanding the world</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>		<ul> <li>Understanding the world</li> <li>Draw information from a simple map.</li> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> </ul>		Understanding the world     People, culture and communities     Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Knowledge		Enquiry: What is the geography like where I live? What the children will know:		Enquiry: How does the weather affect our lives?  What the children will know:		Enquiry: Why do we love being beside the seaside so much?  What the children will know:





The physical and human	
features of a range of	
significant locations around	
the world	
The physical and human	
features of their local area	
What land use refers to	
How to carry out fieldwork to	
identify, describe and record	
the main types of land use in	
their locality	
How to present their results	
graphically and as a land use	
map	
That the main types of land	
use are transport, residential,	
economic activity, public	
services and open space	
Where they live in the United	
Kingdom in relation its four	
nations, largest cities and the	
continents of the world	
Ways in which the	
environment of the local area	
is changing and the likely	
reasons for this	
How to plan and plot a	
geographical walk around the	
local area that includes its	
key physical and human	
features	
Pupils making a good level of	
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progress will:

features

**Describe** the difference

between physical and human

The names and location of the continents of the world The location of the Equator, North Pole and South Pole The elements that make up the weather How to observe and measure elements of the weather using simple instruments How to record their results and display them graphically How and why the weather changes over time How and why the weather changes during the four seasons The location of hot and cold places in the world How the weather is different in countries located in the hot and cold places of the world How and why temperatures decrease from the Equator towards the North and South Pole. The features of the environments of Antarctica and Sahara desert Why Antarctica and the Sahara are both classified as deserts

The difference between the physical and human geographical features of the seaside, countryside and towns and cities The distinction between the concepts of 'coast', 'rural' and 'urban' A range of different physical features of coastlines What is meant by the terms 'high tide' and 'low tide' Why the seaside is such an attractive place for people to visit Why it is important that seaside environments are conserved That there are many different habitats at the seaside How creatures at the seaside are adapted to their environment Different ways in which people can impact negatively on or pollute seaside environments The location of the seven continents and five oceans of the world together with the North Pole, South Pole and Equator That continents are divided up into countries and that the United Kingdom and

Spain are located in Europe





Identify, describe and compare and contrast the physical and human features of a range of significant locations around the world Identify, describe and compare and contrast the physical and human features of a range of significant locations around the world Identify, describe and compare and contrast the physical and human features they observe and record in the locality Categorise their observations on a world map Kingdom have changed within living memory within living memory. North Pole and South Pole on a world map within living memory. Pupils with a good level of progress will: Identify and describe the land use detection on a world map lements of the weather lements of the weather conditions cativity, public services and open space Present their findings using a range of graphs, charts and maps Describe and suggest reasons for what their results show Describe where they live in the United Single the locations of the world possible on their results show Describe where they live in the United Conditions change in the Uk during the four seasons for ways in which they observe the environment of the local area changing Cold areas of the world Describe how the eather is different in some countries in the hord coastline lenvires in the hord coast in the possible and suggest reasons for how the weather is different in some countries in the hord and cold areas of the world Describe and suggest transpace of some ways people can between the Equator and of some ways people can of s			
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nations, largest cities and the continents of the world  Describe and suggest reasons for ways in which they observe the environment of the local area changing  Describe and suggest changing  Identify and locate hot and cold areas of the world map Describe how the weather is different in some countries in the hot and cold areas of the world Describe and suggest reasons for how the temperature changes  Identify and locate hot and place to visit Describe what a habitat is and some of the different habitats found along the coast  Cold areas of the world Describe how some living along the coastline temperature changes	they live in the United	UK during the four	and 'low' tide each day
continents of the world  Describe and suggest reasons for ways in which they observe the environment of the local area changing  Describe and suggest countries in the hot and cold areas of the world on a world map Describe how the weather is different in some countries in the hot and cold areas of the world Describe how some living Describe and suggest reasons for how the temperature changes  Describe and suggest Identify and give examples	Kingdom in relation its four	seasons	Suggest reasons why the
Describe and suggest reasons for ways in which they observe the environment of the local area changing  Describe how the weather is different in some countries in the hot and cold areas of the world Describe how some living told areasons for how the temperature changes  Describe what a habitat is and some of the different habitats found along the coast Describe how some living things are adapted to living along the coastline Identify and give examples	nations, largest cities and the	Identify and locate hot	seaside is such a popular
reasons for ways in which they observe the environment of the local area changing  Describe how the weather is different in some countries in the hot and cold areas of the world  Describe and suggest reasons for how the temperature changes  Describe how the weather is different habitats found along the coast  Describe how some living things are adapted to living along the coastline lidentify and give examples	continents of the world	and cold areas of the	place to visit
they observe the environment of the local area changing is different in some countries in the hot and cold areas of the world Describe and suggest reasons for how the temperature changes is different in some countries in the hot and cold areas of the world Describe how some living things are adapted to living along the coastline Identify and give examples	Describe and suggest	world on a world map	<b>Describe</b> what a <i>habitat</i> is
environment of the local area changing countries in the hot and cold areas of the world Describe how some living things are adapted to living along the coastline temperature changes Identify and give examples	reasons for ways in which	<b>Describe</b> how the weather	and some of the different
changing cold areas of the world  Describe and suggest things are adapted to living along the coastline temperature changes  Describe how some living things are adapted to living along the coastline temperature changes	they observe the	is different in some	habitats found along the
Describe and suggest reasons for how the temperature changes things are adapted to living along the coastline temperature changes Identify and give examples	environment of the local area	countries in the hot and	coast
reasons for how the temperature changes along the coastline Identify and give examples	changing	cold areas of the world	<b>Describe</b> how some living
temperature changes Identify and give examples		Describe and suggest	things are adapted to living
		reasons for how the	along the coastline
between the Equator and of some ways people can		temperature changes	Identify and give examples
		between the Equator and	of some ways people can





T			<u> </u>
		the North Pole and South	impact negatively and
		Pole	pollute coastal
		Compare and contrast the	environments
		environments of	Name and locate the seven
		Antarctica and Sahara	continents and five oceans
			of the world together with
			the North Pole, South Pole
			and Equator on an outline
			map
			Name and locate the four
			countries and capital cities
			of the United Kingdom and
			its surrounding seas
			<b>Describe</b> how continents
			are divided into countries
			and that the United
			Kingdom and Spain are
			located in Europe
			Describe and suggest
			reasons for how traditional
			seaside holidays have
			changed in the United
			Kingdom in recent years
			·
Skill	Locational knowledge	Locational knowledge	Locational knowledge
Progression	Name and locate the world's	Name and locate the	Name and locate the
	seven continents and five	world's seven continents	world's seven continents
	oceans	and five oceans	and five oceans
	Name, locate and identify		Name, locate and identify
	characteristics of the four	Human and physical	characteristics of the four
	countries and capital cities of	geography	countries and capital cities
	the United Kingdom and its	Identify daily and seasonal	of the United Kingdom and
	surrounding seas	weather patterns in the	its surrounding seas
	Place knowledge	United Kingdom and the	Human and physical
	Understand geographical	location of hot and cold	geography
	similarities and differences	areas of the world in	Use basic geographical
	through studying the human	relation to the Equator	vocabulary to refer to key
	and physical geography of a	100000000000000000000000000000000000000	, 12 12 12 13 16 16
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Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Autumn 1 Rebellion and	Use basic geographical vocabulary to refer to key physical and human features Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Use simple observational skills to study key human and physical features of environments 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.	Spring 1 Civilisation	physical and human features  Geographical skills and fieldwork  Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features  Use simple fieldwork and observational skills to study key human and physical features of environments  Spring 2  Environmental		Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage Use simple compass directions and locational and directional language to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features  Summer 2 Culture
		Kingdom Human and physical geography		Poles Use basic geographical vocabulary to refer to key		features  Geographical skills and fieldwork
		small area of the United	ĺ	and the North and South		physical and human





Knowledge	Enquiry: Why does it matter where my food comes from?	Enquiry:	Enquiry: Whereabouts in the world is home for
		What the children will	Denise and how does it
	What the children will know:	know:	compare with where I live?
	What a farm is and what happens on a dairy farm How milk is used as a raw material of dairy products The physical and human features of the rural and urban landscapes of Devon in the UK Why the weather in Devon makes it an ideal place for dairy farming How weather conditions in Devon compare with those of the UK as a whole What trade is and what importing and exporting means  The most popular fruits consumed in the UK and where in the world they are produced The stages of growing bananas and exporting them to the UK How sugar is refined from sugar beet Some of the benefits of buying food locally The different meat produced by animals in Britain What 'free range' means	The five elements of the weather The difference between weather and climate The location of hot and cold places in the world The distribution of polar, temperate and tropical regions of the world What a 'greenhouse gas' is Why the natural 'greenhouse effect' is and why this is a positive thing for the planet Why the build-up of too many human generated greenhouse gases can cause the climate of the Earth to change The main human sources of carbon dioxide and methane What the term 'carbon footprint' means What 'global warming' means and how it is caused Examples of things people are already doing to reduce their 'carbon footprint'	What the children will know:  The location of St Lucia in relation to the United Kingdom, and the continents and oceans of the world The main physical and human features of St Lucia The main physical and human features of the town of Soufriere and how they compare with the features of the settlement in which they live in the United Kingdom The features of the tropical climate of St Lucia How the climate of St Lucia compares with the temperate climate of the United Kingdom and polar regions of the world Which areas of the world Which areas of the world have a tropical, temperate and polar climate Examples of specific countries with tropical, temperate and polar climates What a volcano is and how they are formed





Pupils making a good level of progress will: **Recognise** that food comes from plants and animals **Describe** what a farm is **Identify** and **describe** what happens on a dairy farm **Describe** and **suggest** reasons why the weather in Devon makes it a good place for dairy farming **Compare** the weather conditions in Devon with those in other regions of the UK **Describe** how cheese is made from milk **Identify**, **describe** and **rank order** the top ten most popular fruits in the UK and give reasons why half of these are imported **Identify** where Costa Rica is and suggest reasons why bananas can be grown here and not in the UK **Describe** how sugar is made from sugar beet **Identify** and **describe** different kinds of vegetables **Identify** and **describe** the

animals from which different

types of meat originates

Identify and locate the Arctic and Antarctic Some of the effects of global warming on the ice and living things of the Arctic and Antarctic Some of the effects of global warming on living things in the United Kingdom Examples of things that people can do to reduce the impact of global warming on the environment in the United Kingdom

Pupils with a good level of progress will:

**Identify and describe** the

**Describe** the difference

between weather and

five elements of the

weather

climate
Identify and locate hot
and cold places in the
world
Describe and suggest
reasons for the
distribution of polar,
temperate and tropical
regions of the world
Describe what a
'greenhouse gas' is and

give an example

The four nations of the United Kingdom, their capital cities and the main oceans and seas surrounding the British Isles
The region in which they live within the United Kingdom and the location of their home settlement within that area
How to observe, collect and present land use data of their locality collected through fieldwork

Pupils with a good level of progress will:

Identify and describe the location of St Lucia in relation to the United Kingdom, and the continents and oceans of the world Identify, describe and suggest reasons for the physical and human features of St Lucia **Compare and contrast** the main physical and human features of the town of Soufriere with those of the settlement in which they live and suggest reasons for the similarities and differences they observe





<b>Describe</b> what the natural	Identify and describe the
'greenhouse effect' is and	main characteristics of the
why this is a positive thing	tropical climate of St Lucia
for the planet	Compare and contrast the
<b>Describe</b> why the build-up	climate of St Lucia compares
of too many human	with the temperate climate
generated greenhouse	of the United Kingdom and
gases can cause the	polar regions of the world
climate of the Earth to	<b>Identify and locate</b> areas of
change	the world with a tropical,
Identify and describe the	temperate and polar
main human sources of	climate
carbon dioxide and	Identify and locate
methane	examples of countries with
<b>Describe</b> what the term	tropical, temperate and
'carbon footprint' means	polar climates
<b>Describe</b> what 'global	Identify and describe a
warming' means and	volcano and how one forms
suggest reasons why it is	Name and locate the four
occurring	nations of the United
Identify and describe	Kingdom, their capital cities
examples of things people	and the main oceans and
are already doing to	seas surrounding the British
reduce their 'carbon	Isles
footprint'	Identify and locate the
Identify and locate the	region in which they live in
Arctic and Antarctic	the United Kingdom and the
<b>Describe</b> some of the	location of their home
effects of global warming	settlement within that area
on the ice and living things	Observe, collect and
of the Arctic and Antarctic	<b>present</b> land use data of
<b>Describe</b> some of the	their locality collected
effects of global warming	through fieldwork
on living things in the	
United Kingdom	
Describe and suggest	
reasons for some of the	
things that people are	





		already doing to reduce their impact on global warming on the environment in the United Kingdom	
Skill	Locational knowledge	Locational knowledge	Locational knowledge
Progression	Name, locate and identify	Name and locate the	Name and locate the
	characteristics of the four	world's seven continents	world's seven continents
	countries and capital cities of	and five oceans	and five oceans
	the United Kingdom and its	Human and physical	Place knowledge
	surrounding seas	geography	Understand geographical
	Human and physical	Identify the location of hot	similarities and differences
	geography	and cold areas of the	through studying the human
	Identify daily and seasonal	world in relation to the	and physical geography of a
	weather patterns in the	Equator and the North and	small area in a contrasting
	United Kingdom	South Poles	non-European country
	Use basic geographical	Use basic geographical	Human and physical
	vocabulary to refer to key	vocabulary to refer to key	geography
	physical and human features	physical and human	Identify the location of hot
	Geographical skills and	geographical features	and cold areas of the world
	fieldwork	Geographical skills and	in relation to the Equator
	Use world maps, atlases and	fieldwork	and the North and South
	globes to identify the United	Use world maps, atlases	Poles
	Kingdom and its countries as	and globes to identify the	Use basic geographical
	well as the countries,	United Kingdom and its	vocabulary to refer to key
	continents and oceans	countries as well as the	physical and human
	studied at this key stage	countries, continents and	geographical features
	Use aerial photographs to	oceans studied at this key	Geographical skills and
	recognise landmarks and	stage	fieldwork
	basic human and physical	Use aerial photographs	Use world maps, atlases and
	features	and plan perspectives to	globes to identify the United
		recognise landmarks and	Kingdom and its countries as
		basic human and physical	well as the countries,
		features	continents and oceans
		Use simple observational	studied at this key stage
		skills to study key human	Use aerial photographs and
			plan perspectives to





				and physical features of environments		recognise landmarks and basic human and physical features Use simple observational skills to study key human and physical features of environments
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Knowledge		Enquiry: How and why is my local area changing?		Enquiry: Why do some earthquakes cause more destruction than others?		Enquiry: Why are jungles so wet and deserts so dry?
		What the children will know:		What the children will		What the children will know:
		The difference between physical and human processes and events that affect environments. How the environment of my school and grounds has changed over time. Why locations in the local area of the school have changed. That there are often different views about whether environmental change is a positive thing. How the quality of the environment varies in the		What causes an earthquake. The distribution of earthquakes occurring around the world. Why earthquakes happen at some locations but not others. How the magnitude of an earthquake is measured. Why earthquakes with the greatest magnitude do not necessarily cause the most deaths and destruction. What causes a volcano.		The difference between weather and climate. How temperature and precipitation varies across the United Kingdom. The location and features of the main climate regions of the world. How climate affects the landscape of different environments. What a biome is and the name and location of the world's main biomes. The flora and fauna of the





local area surrounding my	Why volcanoes and	The physical features of the
school.	earthquakes often occur	Atacama Desert.
How and why environments	at the same locations	Why Arica in Chile is the
are changing at different	around the world.	driest inhabited place in the
locations around the world.	The location of the 'Pacific	world.
That environmental change	Ring of Fire' and why it is a	Why Manaus in Amazonia is
on a global scale affects our	hot spot for earthquakes	one of the wettest places in
lives locally.	and volcanoes.	the world.
How humans behave locally	The location, cause and	
can contribute to global	effects of the Christchurch	
changes such as climate	(New Zealand) earthquake	Pupils with a good level of
change.	of 2011	progress will:
		<b>Explain</b> the difference
Dunile with a good level of	Dunile with a good level of	hetween weather and
Pupils with a good level of progress will:	Pupils with a good level of progress will:	climate.
progress will.	progress will.	Identify, describe and
Identify, describe and	Describe and explain what	<b>explain</b> how temperature
explain the difference	causes an earthquake.	and precipitation varies
between physical and human	Locate, describe and	across the United Kingdom.
processes and events that	<b>explain</b> the distribution of	Identify and describe the
affect environments.	earthquakes occurring	location and features of the
Describe and explain how	around the world.	main climate regions of the
the environment of my	<b>Explain</b> why earthquakes	world.
school and grounds has	happen at some locations	<b>Understand</b> how climate
changed over time.	but not others.	affects the landscape and
Identify, describe and	<b>Describe</b> how the	the types of plants and
explain why some locations	magnitude of an	animals that can live in
in the local area of the school	earthquake is measured.	different environments.
have changed.	<b>Explain</b> why earthquakes	<b>Explain</b> what a biome is and
Understand that there are	with the greatest	identify and locate the
often different views about	magnitude do not	world's main biomes.





	whether environmental change is a positive thing.  Observe, identify, describe and explain how the quality of the environment varies in the local area surrounding my school.  Identify, describe and explain how and why environments are changing at different locations around the world.  Understand that environmental change on a global scale affects our lives locally.  Understand how humans behave locally can contribute to global changes such as climate change.	necessarily cause the most deaths and destruction.  Describe and explain what causes a volcano.  Explain why volcanoes and earthquakes often occur at the same locations around the world.  Identify and locate the 'Pacific Ring of Fire' and explain why it is a hot spot for earthquakes and volcanoes.  The location, cause and effects of the Christchurch (New Zealand) earthquake of 2011	Identify, describe and explain the flora and fauna of the main biomes of the world. Identify and describe the physical features of the Atacama Desert. Explain why Arica in Chile is the driest inhabited place in the world. Explain why Manaus in Amazonia is one of the wettest places in the world.
Skill Progression	Locational knowledge  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-	Locational knowledge 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	Locational knowledge 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





use patterns; and understand how some of these aspects have changed over time.

### Human and physical geography

Describe and understand key aspects of:

Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

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.

#### Geographical skills and fieldwork

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass, four and six-figure

grid references, symbols

and key (including the use

of Ordnance Survey maps)

characteristics, countries and major cities.

### Human and physical geography

Describe and understand key aspects of:

Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

#### **Geographical skills**

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass, four and sixfigure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

characteristics, countries and major cities.

### Human and physical geography

Describe and understand key aspects of:

Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

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.

#### Geographical skills and fieldwork

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass, four and six-figure grid references, symbols and key (including





		to build their knowledge of		1		the use of Ordnance
		to build their knowledge of				
		the United Kingdom and the				Survey maps) to build their
		wider world.				knowledge of the United
		Use fieldwork to observe,				Kingdom and the wider
		measure, record and				world.
		present the human and				Use fieldwork to observe,
		physical features in the local				measure, record and
		area using a range of				present the human and
		methods, including sketch				physical features in the
		maps, plans and graphs, and				local area using a range of
		digital technologies.				methods, including sketch
						maps, plans and graphs,
						and digital technologies.
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and	Natural elements	Civilisation	Environmental	Discoveries	Culture
	Invasion					
Knowledge		Enquiry: What is the most		Enquiry: How can we live		Enquiry: Why do so many
		valuable thing in the world		more sustainably?		people live in megacities
		and who owns it?				
				What the children will		What the children will
		What the children will know:		know:		know:
		What a natural resource is		What a natural resource is.		What the terms 'rural',
		and why water is an example.		The difference between		'urban' and 'urbanisation'
		The difference between non-		renewable and non-		mean.
		renewable and renewable		renewable resources.		What a megacity is and their
		natural resources.		How electricity is		distribution globally.
		The causes and effects of		generated.		The top ten megacities in
		cholera.		The different sources of		the world.
		Why Victorian cities regularly		energy used to make		Why the number of people
	1	1				
		experience cholera		electricity in the United		living in megacities is





The purpose of a reservoir.	Why fossil fuels are no	Why Baghdad became the
Why the Cambrian	longer used to generate	first city in the world with
Mountains in Wales are a	electricity in the United	one million inhabitants.
suitable location for	Kingdom.	The location of the ten
reservoirs.	How human created	largest cities in the United
The physical and human	greenhouse gases	Kingdom.
features of the Cambrian	contribute to global	Why Milton Keynes is the
Mountains.	warming.	fastest growing city in the
How to identify and locate	What sustainability and	United Kingdom.
these features on Ordnance	sustainable development	Name and locate the
Survey maps.	mean.	countries, largest cities and
How and why the Elan Valley	How electricity is	physical features of the
in Mid-Wales has changed	generated in a	continent of South America.
since 1908.	hydroelectric power	Why the government of
What virtual water	station.	Brazil decided to construct a
consumption is.	The benefits of using	new capital city in 1960.
The pattern of water	renewable sources of	The physical and human
consumption by countries	energy in poorer countries	features of the city of
around the world.	of the world such as	Brasilia.
What water conservation is	Nepal.	The main attractions and
and how it might be achieved	How I could live in a more	disadvantages of living in
at home and at school.	sustainable way both at	megacities.
Why water resources need to	home and at school.	
be consumed more		Pupils with a good level of
sustainable way in the future.	Pupils with a good level of	progress will:
	progress will:	Describe and symbols what
Pupils with a good level of		Describe and explain what
progress will:	Describe and explain what	the terms 'rural', 'urban' and 'urbanisation' mean.
	a natural resource is.	
Describe and explain what a	Identify, describe and	Describe and explain what a
natural resource is and why	<b>explain</b> the difference	megacity is and locate and describe their distribution
water is an example.	between renewable and	
	non-renewable resources.	globally.



conservation is and some



Explain the difference	Understand how	Name and locate the top
between non-renewable and	electricity is generated.	ten megacities in the world.
renewable natural resources.	Identify and describe the	<b>Understand</b> why the
Describe and explain the	different sources of	number of people living in
causes and effects of cholera.	energy used to make	megacities is increasing
Understand why Victorian	electricity in the United	globally.
cities regularly experienced	Kingdom.	Describe and explain why
cholera epidemics.	<b>Explain</b> why fossil fuels are	Baghdad became the first
Describe and explain the	no longer used to	city in the world with one
purpose of a reservoir.	generate electricity in the	million inhabitants.
Explain why the Cambrian	United Kingdom.	Identify and locate the ten
Mountains in Wales are a	Understand how human	largest cities in the United
suitable location for	created greenhouse gases	Kingdom.
reservoirs.	contribute to global	Describe and explain why
Identify, locate and describe	warming.	Milton Keynes is the fastest
the physical and human	Understand what	growing city in the United
features of the Cambrian	sustainability and	Kingdom.
Mountains.	sustainable development	Name and locate the
Identify and locate some of	mean.	countries, largest cities and
these features on Ordnance	<b>Describe</b> how electricity is	physical features of the
Survey maps.	generated in a	continent of South America.
Identify, describe and	hydroelectric power	<b>Explain</b> why the
explain how and why the	station.	government of Brazil
Elan Valley in Mid-Wales has	<b>Explain</b> some of the	decided to construct a new
changed since 1908.	benefits of using	capital city in 1960.
Understand what virtual	renewable sources of	Identify and describe the
water consumption is.	energy in poorer countries	main physical and human
Locate, describe and explain	of the world such as	features of the city of
the pattern of water	Nepal.	Brasilia.
consumption by countries	Describe and explain	<b>Understand</b> some of the
around the world.	some of the ways in which	main attractions and
Understand what water	they might live in a more	disadvantages of living in
conservation is and some		megacities





	ways in which it might be	sustainable way both at	
	achieved at home and at	home and at school.	
	school.		
	<b>Explain</b> why water resources		
	need to be consumed more		
	sustainably in the future.		
Skill	Locational knowledge	Locational knowledge	Locational knowledge
Progression	name and locate counties	Locate the world's	
	and cities of the United	countries, using maps to	Locate the world's
	Kingdom, geographical	focus on Europe (including	countries, using maps to
	regions and their identifying	the location of Russia) and	focus on Europe (including
	human and physical	•	the location of Russia) and
	characteristics, key	North and South America,	North and South America,
	topographical features	concentrating on their	concentrating on their
	(including hills, mountains,	environmental regions,	environmental regions, key
	coasts and rivers), and land-	key physical and human	physical and human
	use patterns; and understand	characteristics, countries	characteristics, countries
	how some of these aspects	and major cities.	and major cities.
	have changed over time	Human and physical	Name and locate counties
		geography	and cities of the United
	Human and physical		Kingdom, geographical
	geography	Describe and understand	regions and their identifying
	human geography, including	key aspects of:	human and physical
	types of settlement and land	Physical geography,	characteristics, key
	use, economic activity	including climate zones,	topographical features
	including trade links, and the	biomes and vegetation	(including hills, mountains,
	distribution of natural	belts, rivers, mountains,	coasts and rivers), and land-
	resources including energy,	volcanoes and	use patterns; and
	food, minerals and water	earthquakes, and the	understand how some of
	Geographical skills and	water cycle.	these aspects have changed
	fieldwork	Human geography,	over time.
		including types of	





use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

#### Geographical skills and fieldwork

Use maps, atlases, globes

and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and sixfigure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe. measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### Human and physical geography

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.

#### **Geographical skills**

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.





Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Knowledge	Invasion	Enquiry: How is climate change affecting the world?  What the children will know:  The difference between weather and climate The climate of polar, temperate and tropical regions What the greenhouse effect and global warming are How climate change is different from global warming Some of the changes being caused by climate change in Gambia and their impact on people Some of the changes being		Enquiry: Who are Britain's National Parks for  What the children will know:  The names and locations of the fifteen National Parks of Great Britain How the distribution of National Parks compares with the distribution of uplands and urban areas in Great Britain Why areas of Great Britain are chosen as National Parks The main distinctive physical features of		Enquiry: Why is Fairtrade fair?  What the children will know:  What trade involves How domestic trade is different from international trade What exporting and importing goods means What the Silk Road is Why the Silk Road was once the most important trading route in the world Why countries trade with each other today What a container ship is and why Southampton is a very important container port in the UK The main commodities that the UK imports from China and the most important goods it exports in return Why the terms of international trade are sometimes not always fair to producers in poorer countries Why St Lucia is an important banana producer
		caused by climate change in the state of Victoria in Australia and their impact on people Some of the changes being caused by climate change in coastal areas of the United Kingdom and their impact on people Some of the changes being caused by climate change in		National Parks What the term 'cultural heritage' means Why cultural features are also important elements of National Parks The distinctive physical and cultural features of their closest National Park The three aims or purposes of National Parks		





Greenland and their impact
on people
Countries around the world
where weather patterns have
been most affected by
climate change
How countries around the
world are acting to reduce
global warming
How individuals, families and
communities like schools are
taking action to reduce globa
warming
What the UK government is
doing on a national level to
reduce carbon emissions

Pupils with a good level of progress will:

Describe and explain the difference between weather and climate **Describe and explain** the climate of polar, temperate and tropical regions **Explain** what the greenhouse effect is and its link to global warming **Understand** how climate change is different from global warming **Explain** some of the impacts of climate change in Gambia and evaluate and reach a judgement about their impact on people

That sometimes these three purposes of National Parks conflict with each other That because of this potential conflict National Parks have to be carefully managed How National Parks are managed The main land use of **National Parks** Why farming and farmers are important in helping to achieve the aims of the National Parks How and why National Parks in the USA are similar to and different from National Parks in **Great Britain** 

Pupils with a good level of progress will:

Identify and locate the fifteen National Parks of Great Britain

Explain the distribution of National Parks in Great Britain in relation to upland and urban areas

Explain why areas of Great Britain are selected as National Parks

What being a certified Fairtrade producer of commodities such as bananas means How being part of a Fairtrade co-operative can benefit producers in poorer countries Why there might also sometimes be disadvantages for producers of being part of Fairtrade co-operatives The range of Fairtrade products currently available in the UK

Pupils with a good level of progress will:

**Explain** what trade involves and why countries trade with each other **Explain** how domestic trade is different from international trade **Explain** what exporting and importing goods means **Explain** what the Silk Road is and why the Silk Road was once the most important trading route in the world Describe and explain what a container ship is and reach a judgement based on a range of evidence as to why Southampton makes a good container ship port





<b>Explain</b> some of the changes	Describe and explain the	Identify and describe the
being caused by climate	main physical features o	f main commodities that the
change in the state of	National Parks	UK imports from China and
Victoria in Australia and	<b>Explain</b> what the term	the most important goods it
reach an informed	'cultural heritage' means	exports in return
conclusion about their	<b>Understand</b> why the	Reach a judgement as to
impact on people	cultural or human feature	s the type of commodities
Understand some of the	of National Parks are as	that China imports from the
changes being caused by	important as their physica	UK and <b>compare and</b>
climate change in coastal	features	contrast these with its
areas of the United Kingdom	Describe and explain the	exports to the UK
and reach a judgement	important physical and	<b>Explain</b> why the terms of
about what people are doing	cultural features of their	international trade are
locally to mitigate its effects	local National Park	sometimes not always fair
<b>Explain</b> some of the changes	<b>Explain</b> the three aims or	to producers in poorer
being caused by climate	purposes of National Park	s countries
change in Greenland and	<b>Evaluate</b> these three aims	Understand why St Lucia is
evaluate and critique the	and reach a judgement as	an important banana
opposing views that people	to which they feel should	producer
have about them	be the most important	Evaluate and reach a
Identify, observe and locate	and <b>justify</b> their view	conclusion regarding how
those countries around the	Understand why these	being a certified Fairtrade
world where changes in	three aims can sometimes	producer of commodities
weather patterns caused by	conflict with each other	such as bananas can be a
climate change are creating	<b>Explain</b> what the term	benefit to producers
hazards	'management' means and	<b>Explain</b> what a co-operative
Explain, evaluate and reach	understand why National	is and <b>evaluate</b> the benefits
a judgement about how	Parks have to be carefully	and disadvantages of
countries around the world	managed	producers joining one
are acting to reduce global	<b>Understand</b> the difference	e Describe and critique the
warming	between preservation and	range of Fairtrade products
Explain and justify the	conservation when it	currently available in the UK
actions individuals, families	comes to managing	and <b>reach a judgement</b> as
and communities like schools	National Parks	to why some commodities
are taking to reduce global	<b>Explain</b> the main land use	and products are fairly
warming	of National Parks	traded and others are not
Explain, evaluate and reach	Draw an informed	

conclusion as to why

a judgement about what the





UK government is doing on a	farming and farmers are
national level to reduce	so important in helping to
carbon emissions	achieve the aims of
	National Parks
	Understand how and why
	National Parks in the USA
	are similar to and different
	from National Parks in
	Great Britain





Skill	Locational knowledge	Locational knowledge	Locational knowledge
Progression	name and locate counties	locate the world's	locate the world's countries,
	and cities of the United	countries, using maps to	using maps to focus on
	Kingdom, geographical	focus on North and South	Europe (including the
	regions and their identifying	America, concentrating on	location of Russia) and
	human and physical	their environmental	North and South America,
	characteristics, key	regions, key physical and	concentrating on their
	topographical features	human characteristics,	environmental regions, key
	(including hills, mountains,	countries, and major cities	physical and human
	coasts and rivers), and land-	name and locate counties	characteristics, countries,
	use patterns; and understand	and cities of the United	and major cities
	how some of these aspects	Kingdom, geographical	and major cities
	have changed over time	regions and their	Human and physical
	have changed over time	identifying human and	geography
	Human and physical	physical characteristics,	Describe and understand
	geography	key topographical features	key aspects of:
	Describe and understand key	(including hills, mountains,	human geography, including
	aspects of:	coasts and rivers), and	economic activity and trade
	physical geography, including	land-use patterns; and	links
	climate zones, biomes and	understand how some of	IIIII
	vegetation belts	these aspects have	Geographical skills and
	human geography, including	changed over time	fieldwork
	types of settlement and land	Human and physical	
	use, economic activity	geography	use maps, atlases, globes
	including trade links, and the	Describe and understand	and digital/computer
	distribution of natural	key aspects of:	mapping to locate countries and describe features
	resources including energy,	physical geography,	studied
	food, minerals and water	including vegetation belts,	use the eight points of a
	Geographical skills and	rivers, mountains	compass, four and six-figure
	fieldwork	human geography,	grid references, symbols
	use maps, atlases, globes and	including types of	and key (including the use of
	digital/computer mapping to	settlement and land use,	Ordnance Survey maps) to
	locate countries and describe	economic activity, and the	build their knowledge of the
	features studied	distribution of natural	United Kingdom and the
	use the eight points of a	resources	wider world
	compass, four and six-figure	Congraphical skills and	wider world
	grid references, symbols and	Geographical skills and	
		fieldwork	

fieldwork





			•
	key (including the use of	use maps, atlases, globes	
	Ordnance Survey maps) to	and digital/computer	
	build their knowledge of the	mapping to locate	
	United Kingdom and the	countries and describe	
	wider world	features studied	
		use the eight points of a	
		compass, four and six-	
		figure grid references,	
		symbols and key (including	
		the use of Ordnance	
		Survey maps) to build	
		their knowledge of the	
		United Kingdom and the	
		wider world	





Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
	Enquiry: Why does Sylvia have the largest collection of plastic bath ducks in the world?  What the children will know:		Enquiry: Why are mountains so important? What the children will know:		Enquiry: What makes London so different to Launceston?  What the children will know:
	The names, location and distribution of the world's largest seas The significance of a container carrying plastic bath toys being lost at sea in 1992 What an oceanographer studies What happened to a container carrying plastic bath toys in the middle of the Pacific Ocean in 1992 Where these plastic bath toys have been washing up in the years since then What an ocean current called a gyre is Why ocean gyres are so important Why huge quantities of plastic waste accumulates at the centre of ocean gyres		What a mountain is and the names and location of the main ranges of fold mountains in the world How ranges of fold mountains formed The different layers of the Earth The three main types of rock Why there is so much mystery surrounding the attempt by Mallory and Irvine to climb Everest in 1924 Why Edmund Hillary and Tenzing Norgay found fossils of sea creatures on the summit of Everest in 1953 About the different types of fossils and how each formed		What London was originally called Who London was founded by The main landmarks in London How long the River Thames is The size of London and how it compares to Launceston How key dates in history have impacted and changed London- through design and human features The physical and human features of London and Launceston What a tourist is, the activities they enjoy in London and Launceston and why London is a popular choice for tourists
	Rebellion and	Rebellion and Invasion  Enquiry: Why does Sylvia have the largest collection of plastic bath ducks in the world?  What the children will know:  The names, location and distribution of the world's largest seas The significance of a container carrying plastic bath toys being lost at sea in 1992 What an oceanographer studies What happened to a container carrying plastic bath toys in the middle of the Pacific Ocean in 1992 Where these plastic bath toys have been washing up in the years since then What an ocean current called a gyre is Why ocean gyres are so important Why huge quantities of plastic waste accumulates at	Rebellion and Invasion  Enquiry: Why does Sylvia have the largest collection of plastic bath ducks in the world?  What the children will know:  The names, location and distribution of the world's largest seas The significance of a container carrying plastic bath toys being lost at sea in 1992 What an oceanographer studies What happened to a container carrying plastic bath toys in the middle of the Pacific Ocean in 1992 Where these plastic bath toys have been washing up in the years since then What an ocean current called a gyre is Why ocean gyres are so important Why huge quantities of plastic waste accumulates at	Rebellion and Invasion  Enquiry: Why does Sylvia have the largest collection of plastic bath ducks in the world?  What the children will know:  The names, location and distribution of the world's largest seas The significance of a container carrying plastic bath toys being lost at sea in 1992 What an oceanographer studies What an oceanographer studies What happened to a container carrying plastic bath toys in the middle of the Pacific Ocean in 1992 Where these plastic bath toys have been washing up in the years since then What an ocean current called a gyre is Why ocean gyres are so important Why huge quantities of plastic waste accumulates at  Enquiry: Why are mountains so important What a mountains so important Why are mountains so important Why are mountains so important Why the endideren the world What an ocean current called a gyre is About the different types of fossils and how each	Rebellion and Invasion  Enquiry: Why does Sylvia have the largest collection of plastic bath ducks in the world?  What the children will know:  The names, location and distribution of the world's largest seas The significance of a container carrying plastic bath toys being lost at sea in 1992 What an oceanographer studies What happened to a container carrying plastic bath toys in the middle of the Pacific Ocean in 1992 Where these plastic bath toys have been washing up in the years since then What an ocean current called a gyre is Why ocean gyres are so important Why buge quantities of plastic washes accumulates at  Enquiry: Why are mountains so important Why to a mountain is and the names and location of the main ranges of fold mountains is and the names and location of the main ranges of fold mountains ford the names and location of the main ranges of fold mountains ford the names and location of the main ranges of fold mountains ford the names and location of the main ranges of fold mountains ford the names and location of the main ranges of fold mountains ford the names and location of the main ranges of fold mountains ford the names and location of the main ranges of fold mountains ford the names and location of the names and location of the main ranges of fold mountains ford the main ranges of fold mountains ford the names and location





What microplastic is, how it	mountains in the United	
forms and why it has such a	Kingdom	
serious environmental	How ranges of mountains	
impact	in the United Kingdom	
The many benefits and	are different from fold	
advantages of using plastic in	mountains	
everyday life	The physical and human	
The main uses of single-use	features of the Cambrian	
plastic and some alternatives	mountains in Wales	
How to carry out a survey of	The type of climate	
a beach strandline to	experienced in the	
estimate the number of	Cambrian Mountains and	
microplastics present	how this compares with	
How to record and present	their local area	
their observations graphically	The reasons why the	
How to critique their findings	mountains of the UK are	
and the difference between	generally wetter and	
validity and trustworthiness	colder than most other	
·	areas	
	What a tourist is, the	
Pupils with a good level of	activities they enjoy and	
progress will:	why the Cambrian	
	mountains is an	
Identify and locate the	important destination for	
world's largest seas	tourists	
Describe and explain their	What a reservoir is and	
distribution	why many reservoirs	
Explain the significance of a	have been built in the	
container carrying plastic	mountains of central	
bath toys being lost in the	Wales	
Pacific Ocean in 1992	How reservoirs can have	
Locate and explain where	a positive and negative	
these plastic bath toys have	impact on the	
been washing up in the past	environment and people	
thirty years	of the locations where	
Explain what an	they are built	
oceanographer studies		
Explain what an ocean gyre is		





How electricity is	
generated from the force	
of falling water in	
hydroelectric power	
stations	
That there are costs and	
benefits associated with	
building more HEP	
stations even if they are	
considered sustainable	
Pupils with a good level of	
progress will:	
Explain how a mountain is	
defined and <b>identify</b> ,	
name and locate the main	
ranges of fold mountains	
in the world	
Explain how ranges of	
fold mountains formed	
Identify and describe the	
different layers of the	
Earth and the three main	
types of rock	
Explain why there is so	
much mystery	
surrounding the attempt	
by Mallory and Irvine to	
climb Everest in 1924	
and reach and justify a	
judgement as to their	
likely fate	
Hillary and Tenzing	
	of falling water in hydroelectric power stations That there are costs and benefits associated with building more HEP stations even if they are considered sustainable  Pupils with a good level of progress will: Explain how a mountain is defined and identify, name and locate the main ranges of fold mountains in the world Explain how ranges of fold mountains formed Identify and describe the different layers of the Earth and the three main types of rock Explain why there is so much mystery surrounding the attempt by Mallory and Irvine to climb Everest in 1924 and reach and justify a judgement as to their likely fate Explain why Edmund





Norgey found feedle of
Norgay found fossils of
sea creatures on the
summit of Everest in
1953
Describe the different
types of fossils and
explain how fossils
formed
Name and locate the
main ranges of
mountains in the United
Kingdom
Explain how ranges of
mountains in the United
Kingdom are different
from fold mountains
Identify, observe,
describe and suggest
reasons for the main
physical and human
features of the Cambrian
mountains in Wales
<b>Describe</b> the climate
experienced in the
Cambrian Mountains and
how this compares with
their local area
Explain why the
mountains of the UK are
generally wetter and
colder than most other
areas
Explain what a tourist is,
the activities they enjoy
and why the Cambrian
mountains is an
attractive destination for
them





Skill	Locational knowledge	Explain what a reservoir is and why many reservoirs have been built in the mountains of central Wales Evaluate the advantages and disadvantages of building reservoirs and reach a judgement regarding whether more should be built in Wales to meet increased demand for water Explain what a renewable or sustainable source of energy is Explain how electricity is generated from the force of falling water in a hydroelectric power station Understand that there are costs and benefits associated with building more HEP stations even if it is considered sustainable and evaluate both sides of the argument  Locational knowledge	Geographical Skills /
Progression	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic	name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features	Enquiry:  Map and Atlas Work – Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.





and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

#### Human and physical geography

Physical geography, including: the water cycle Human geography, including economic activity including trade links, and the distribution of natural resources including water

#### Geographical skills and fieldwork

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
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.

(including hills, mountains, coasts and rivers), and land-use patterns

#### Human and physical geography

Describe and understand key aspects of: physical geography, including mountains human geography, including types of settlement and land use, economic activity

#### Geographical skills and fieldwork

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.

Use the eight points of a compass, four- and six-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge and understanding of the United Kingdom and wider world. Can use four- and six- figure grid references.

Can compare maps with aerial photographs.
Use a scale to measure distance when drawing maps.

Use the index and contents when drawing maps.

#### Fieldwork and Investigation

-Use a range of methods including sketch maps, plans and graphs, and digital technologies.

Can make sketch maps of areas using symbols, a key and a scale.

Can use digital maps to investigate features of an area.

Can present information gathered in fieldwork using a range of graphs.

Make a judgement about the best angle or viewpoint





		for the technology recording for their investigation. Select and use a range of instruments in investigations.
		Understanding Places and Connections – Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom.