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| **Our Geography Curriculum – A journey across land and sea** |

At St John’s we follow a ‘knowledge-engaged’ curriculum; that means that we teach knowledge and skills together. Our Geography curriculum covers the full entitlement of the National Curriculum and is enriched with field trips and activities enabling children to experience the joy of practical geography. We aim for a 50 : 50 split of skills : knowledge in Geography and assess children accordingly with tasks that check the knowledge they have learnt, skills they are able to apply and geographical processes they understand and can explain. Our Geography curriculum is relevant to our children; it is rooted in our curriculum cornerstones. Our City Living cornerstone is addressed through our thorough study of local areas (town and city) alongside our ‘pledges’ to take all children to the woodland, coast and countryside in their time at St John’s. We teach Geography thematically in text-led units that enable children to apply language across subjects and make meaningful links to build cultural capital, addressing our Communication, Language & Literacy cornerstone.

We are in the process of mapping out our Geography curriculum, using the KLIPS documents to ensure progression of skills across key stages. Geography will not always be studied each half term. Once this document is complete, it will clearly show which national curriculum objectives are covered in each thematic topic and how the learning links with other subjects. We will share the completed intention/mapping document again here.

**National Curriculum Purpose of study**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

**Aims**

The national curriculum for geography aims to ensure that all pupils:

* 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
* 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
* 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.

**Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant program of study.

**Subject content Key stage 1**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

**Locational knowledge**

* name and locate the world’s seven continents and five oceans
* name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

**Place knowledge**

* understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

**Human and physical geography**

* identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
* use basic geographical vocabulary to refer to:
* key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
* key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

**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 simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
* use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
* use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

**KLIPS Skills Progression Document Year 1 & Year 2**

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| **Mapping** | **Fieldwork** | **Enquiry and Investigation** | **Communication** | **Use of ICT / technology** |
| * Use a range of maps and globes (including picture maps) at different scales. * Use vocabulary such as bigger/smaller, near/far. * Know that maps give information about places in the world (where/what?). * Locate land and sea on maps. * Use large scale maps and aerial photos of the school and local area. * Recognise simple features on maps e.g. buildings, roads and fields. * Follow a route on a map starting with a picture map of the school. * Recognise that maps need titles. * Recognise landmarks and basic human features on aerial photos. * Know which direction is North on an OS map. * Draw a simple map e.g. of a garden, route map, place in a story. * Use and construct basic symbols in a map key. * Know that symbols mean something on maps. * Find a given OS symbol on a map with support * Begin to realise why maps need a key. * Look down on objects and make a plan e.g. of the classroom or playground. | * Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. * Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. * Use simple compass directions (NSEW). * Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. * Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. | * Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment e.g. ‘What is it like to live in this place?’ * Investigate through observation and description. * Recognise differences between their own and others’ lives. | * Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. * Notice and describe patterns. * Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. * Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.) * Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. * Use maps and other images to talk about everyday life e.g. where we live, journey to school etc. | * Use simple electronic globes/maps. * Do simple searches within specific geographic software. * Use a postcode to find a place on a digital map. * Add simple labels to a digital map. * Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. * Use programmable toys or sprites to move around a course/screen following simple directional instructions. * Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc. * Describe and label electronic images produced. |

**YEAR 1**

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| **AUTUMN 1** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** | |
| **Lost & Found**  **C:\Users\r.freeman\AppData\Local\Microsoft\Windows\INetCache\Content.Word\Capture1.png**  **THE NORTH & SOUTH POLE** | **Name and locate:**  - 7 continents  - 5 oceans  **Name, locate and identify features of:**  - 4 countries and capital cities of UK  - Seas surrounding UK | **Study human and physical geography of small area of UK.**  **Study human and physical geography of a small area of a contrasting non-European country.**  **Understand similarities and differences between places.** | **Identify seasonal and daily weather patterns in UK.**  **Locate hot and cold areas in world in relation to Equator and Poles.**  **Physical features:**  - Beach, cliff, coast, sea, ocean.  - Forest, hill, mountain, soil, river, valley, vegetation.  - Season, weather.  **Human features:**  city, town, village, factory, farm, house, office, port, harbour, shop. | **Use maps, atlases and globes.**  **Use simple compass directions and locational and directional language.**  **Use photos and aerial perspectives to recognise landmarks, human features and physical features.**  **Devise a simple map with basic symbols and a key.**  **Use fieldwork and observational skills to study the school and its grounds.**  **Use fieldwork and observational skills to study human and physical features of the environment surrounding school.** | |
| Narrative  **VOCABULARY:**  **Key Question:** | | | | |
| **AUTUMN 2** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** | |
| **The Great Fire of London**    **CAPITAL CITIES**  **KINGS & QUEENS** | **Name and locate:**  - 7 continents  - 5 oceans  **Name, locate and identify features of:**  - 4 countries and capital cities of UK  - Seas surrounding UK | **Study human and physical geography of small area of UK.**  **Study human and physical geography of a small area of a contrasting non-European country.**  **Understand similarities and differences between places.** | **Identify seasonal and daily weather patterns in UK.**  **Locate hot and cold areas in world in relation to Equator and Poles.**  **Physical features:**  - Beach, cliff, coast, sea, ocean.  - Forest, hill, mountain, soil, river, valley, vegetation.  - Season, weather.  **Human features:**  city, town, village, factory, farm, house, office, port, harbour, shop. | **Use maps, atlases and globes.**  **Use simple compass directions and locational and directional language.**  **Use photos and aerial perspectives to recognise landmarks, human features and physical features.**  **Devise a simple map with basic symbols and a key.**  **Use fieldwork and observational skills to study the school and its grounds.**  **Use fieldwork and observational skills to study human and physical features of the environment surrounding school.** | |
| Narrative  **VOCABULARY:**  **Key Question:** | | | | |
| **SPRING 1** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** | |
| **Toys in Space**    **HISTORY OF TOYS** | **Name and locate:**  - 7 continents  - 5 oceans  **Name, locate and identify features of:**  - 4 countries and capital cities of UK  - Seas surrounding UK | **Study human and physical geography of small area of UK.**  **Study human and physical geography of a small area of a contrasting non-European country.**  **Understand similarities and differences between places.** | **Identify seasonal and daily weather patterns in UK.**  **Locate hot and cold areas in world in relation to Equator and Poles.**  **Physical features:**  - Beach, cliff, coast, sea, ocean.  - Forest, hill, mountain, soil, river, valley, vegetation.  - Season, weather.  **Human features:**  city, town, village, factory, farm, house, office, port, harbour, shop. | **Use maps, atlases and globes.**  **Use simple compass directions and locational and directional language.**  **Use photos and aerial perspectives to recognise landmarks, human features and physical features.**  **Devise a simple map with basic symbols and a key.**  **Use fieldwork and observational skills to study the school and its grounds.**  **Use fieldwork and observational skills to study human and physical features of the environment surrounding school.** | |
| Narrative  **VOCABULARY:**  **Key Question:** | | | | |
| **SPRING 2** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** | |
| **Beegu**    **BELONGING** | **Name and locate:**  - 7 continents  - 5 oceans  **Name, locate and identify features of:**  - 4 countries and capital cities of UK  - Seas surrounding UK | **Study human and physical geography of small area of UK.**  **Study human and physical geography of a small area of a contrasting non-European country.**  **Understand similarities and differences between places.** | **Identify seasonal and daily weather patterns in UK.**  **Locate hot and cold areas in world in relation to Equator and Poles.**  **Physical features:**  - Beach, cliff, coast, sea, ocean.  - Forest, hill, mountain, soil, river, valley, vegetation.  - Season, weather.  **Human features:**  city, town, village, factory, farm, house, office, port, harbour, shop. | **Use maps, atlases and globes.**  **Use simple compass directions and locational and directional language.**  **Use photos and aerial perspectives to recognise landmarks, human features and physical features.**  **Devise a simple map with basic symbols and a key.**  **Use fieldwork and observational skills to study the school and its grounds.**  **Use fieldwork and observational skills to study human and physical features of the environment surrounding school.** | |
| Narrative  **VOCABULARY:**  **Key Question:** | | | | |
| **SUMMER 1** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** | |
| **The Tiny Seed**    **PLANTS** | **Name and locate:**  - 7 continents  - 5 oceans  **Name, locate and identify features of:**  - 4 countries and capital cities of UK  - Seas surrounding UK | **Study human and physical geography of small area of UK.**  **Study human and physical geography of a small area of a contrasting non-European country.**  **Understand similarities and differences between places.** | **Identify seasonal and daily weather patterns in UK.**  **Locate hot and cold areas in world in relation to Equator and Poles.**  **Physical features:**  - Beach, cliff, coast, sea, ocean.  - Forest, hill, mountain, soil, river, valley, vegetation.  - Season, weather.  **Human features:**  city, town, village, factory, farm, house, office, port, harbour, shop. | **Use maps, atlases and globes.**  **Use simple compass directions and locational and directional language.**  **Use photos and aerial perspectives to recognise landmarks, human features and physical features.**  **Devise a simple map with basic symbols and a key.**  **Use fieldwork and observational skills to study the school and its grounds.**  **Use fieldwork and observational skills to study human and physical features of the environment surrounding school.** | |
| Narrative  **VOCABULARY:**  **Key Question:** | | | | |
| **SUMMER 2** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** | |
| **Just the one Bear**    **TRADITIONAL TALES** | **Name and locate:**  - 7 continents  - 5 oceans  **Name, locate and identify features of:**  - 4 countries and capital cities of UK  - Seas surrounding UK | **Study human and physical geography of small area of UK.**  **Study human and physical geography of a small area of a contrasting non-European country.**  **Understand similarities and differences between places.** | **Identify seasonal and daily weather patterns in UK.**  **Locate hot and cold areas in world in relation to Equator and Poles.**  **Physical features:**  - Beach, cliff, coast, sea, ocean.  - Forest, hill, mountain, soil, river, valley, vegetation.  - Season, weather.  **Human features:**  city, town, village, factory, farm, house, office, port, harbour, shop. | **Use maps, atlases and globes.**  **Use simple compass directions and locational and directional language.**  **Use photos and aerial perspectives to recognise landmarks, human features and physical features.**  **Devise a simple map with basic symbols and a key.**  **Use fieldwork and observational skills to study the school and its grounds.**  **Use fieldwork and observational skills to study human and physical features of the environment surrounding school.** | |
| Narrative  **VOCABULARY:**  **Key Question:** | | | | |
| **YEAR 1 END POINTS**  Non-negotiable **knowledge** to be learnt:  Non-negotiable **skills** to be applied:  Non-negotiable **processes** to be understood: | | | | |

**YEAR 2**

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| **AUTUMN 1** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **Troll Swap**    **TRADITIONAL TALES** | **Name and locate:**  - 7 continents  - 5 oceans  **Name, locate and identify features of:**  - 4 countries and capital cities of UK  - Seas surrounding UK | **Study human and physical geography of small area of UK.**  **Study human and physical geography of a small area of a contrasting non-European country.**  **Understand similarities and differences between places.** | **Identify seasonal and daily weather patterns in UK.**  **Locate hot and cold areas in world in relation to Equator and Poles.**  **Physical features:**  - Beach, cliff, coast, sea, ocean.  - Forest, hill, mountain, soil, river, valley, vegetation.  - Season, weather.  **Human features:**  city, town, village, factory, farm, house, office, port, harbour, shop. | **Use maps, atlases and globes.**  **Use simple compass directions and locational and directional language.**  **Use photos and aerial perspectives to recognise landmarks, human features and physical features.**  **Devise a simple map with basic symbols and a key.**  **Use fieldwork and observational skills to study the school and its grounds.**  **Use fieldwork and observational skills to study human and physical features of the environment surrounding school.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **AUTUMN 2** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **The Owl Who Was Afraid**  **NIGHTIME** | **Name and locate:**  - 7 continents  - 5 oceans  **Name, locate and identify features of:**  - 4 countries and capital cities of UK  - Seas surrounding UK | **Study human and physical geography of small area of UK.**  **Study human and physical geography of a small area of a contrasting non-European country.**  **Understand similarities and differences between places.** | **Identify seasonal and daily weather patterns in UK.**  **Locate hot and cold areas in world in relation to Equator and Poles.**  **Physical features:**  - Beach, cliff, coast, sea, ocean.  - Forest, hill, mountain, soil, river, valley, vegetation.  - Season, weather.  **Human features:**  city, town, village, factory, farm, house, office, port, harbour, shop. | **Use maps, atlases and globes.**  **Use simple compass directions and locational and directional language.**  **Use photos and aerial perspectives to recognise landmarks, human features and physical features.**  **Devise a simple map with basic symbols and a key.**  **Use fieldwork and observational skills to study the school and its grounds.**  **Use fieldwork and observational skills to study human and physical features of the environment surrounding school.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **SPRING 1** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **Dragon Machine**    **INVENTORS** | **Name and locate:**  - 7 continents  - 5 oceans  **Name, locate and identify features of:**  - 4 countries and capital cities of UK  - Seas surrounding UK | **Study human and physical geography of small area of UK.**  **Study human and physical geography of a small area of a contrasting non-European country.**  **Understand similarities and differences between places.** | **Identify seasonal and daily weather patterns in UK.**  **Locate hot and cold areas in world in relation to Equator and Poles.**  **Physical features:**  - Beach, cliff, coast, sea, ocean.  - Forest, hill, mountain, soil, river, valley, vegetation.  - Season, weather.  **Human features:**  city, town, village, factory, farm, house, office, port, harbour, shop. | **Use maps, atlases and globes.**  **Use simple compass directions and locational and directional language.**  **Use photos and aerial perspectives to recognise landmarks, human features and physical features.**  **Devise a simple map with basic symbols and a key.**  **Use fieldwork and observational skills to study the school and its grounds.**  **Use fieldwork and observational skills to study human and physical features of the environment surrounding school.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **SPRING 2** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **My Name is not Refugee**    **REFUGEES: LEAVING HOME** | **Name and locate:**  - 7 continents  - 5 oceans  **Name, locate and identify features of:**  - 4 countries and capital cities of UK  - Seas surrounding UK | **Study human and physical geography of small area of UK.**  **Study human and physical geography of a small area of a contrasting non-European country.**  **Understand similarities and differences between places.** | **Identify seasonal and daily weather patterns in UK.**  **Locate hot and cold areas in world in relation to Equator and Poles.**  **Physical features:**  - Beach, cliff, coast, sea, ocean.  - Forest, hill, mountain, soil, river, valley, vegetation.  - Season, weather.  **Human features:**  city, town, village, factory, farm, house, office, port, harbour, shop. | **Use maps, atlases and globes.**  **Use simple compass directions and locational and directional language.**  **Use photos and aerial perspectives to recognise landmarks, human features and physical features.**  **Devise a simple map with basic symbols and a key.**  **Use fieldwork and observational skills to study the school and its grounds.**  **Use fieldwork and observational skills to study human and physical features of the environment surrounding school.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **SUMMER 1** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **The Last Wolf**    **CONSERVATION** | **Name and locate:**  - 7 continents  - 5 oceans  **Name, locate and identify features of:**  - 4 countries and capital cities of UK  - Seas surrounding UK | **Study human and physical geography of small area of UK.**  **Study human and physical geography of a small area of a contrasting non-European country.**  **Understand similarities and differences between places.** | **Identify seasonal and daily weather patterns in UK.**  **Locate hot and cold areas in world in relation to Equator and Poles.**  **Physical features:**  - Beach, cliff, coast, sea, ocean.  - Forest, hill, mountain, soil, river, valley, vegetation.  - Season, weather.  **Human features:**  city, town, village, factory, farm, house, office, port, harbour, shop. | **Use maps, atlases and globes.**  **Use simple compass directions and locational and directional language.**  **Use photos and aerial perspectives to recognise landmarks, human features and physical features.**  **Devise a simple map with basic symbols and a key.**  **Use fieldwork and observational skills to study the school and its grounds.**  **Use fieldwork and observational skills to study human and physical features of the environment surrounding school.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **SUMMER 2** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **Major Glad, Major Dizzy**    **MUSEUMS** | **Name and locate:**  - 7 continents  - 5 oceans  **Name, locate and identify features of:**  - 4 countries and capital cities of UK  - Seas surrounding UK | **Study human and physical geography of small area of UK.**  **Study human and physical geography of a small area of a contrasting non-European country.**  **Understand similarities and differences between places.** | **Identify seasonal and daily weather patterns in UK.**  **Locate hot and cold areas in world in relation to Equator and Poles.**  **Physical features:**  - Beach, cliff, coast, sea, ocean.  - Forest, hill, mountain, soil, river, valley, vegetation.  - Season, weather.  **Human features:**  city, town, village, factory, farm, house, office, port, harbour, shop. | **Use maps, atlases and globes.**  **Use simple compass directions and locational and directional language.**  **Use photos and aerial perspectives to recognise landmarks, human features and physical features.**  **Devise a simple map with basic symbols and a key.**  **Use fieldwork and observational skills to study the school and its grounds.**  **Use fieldwork and observational skills to study human and physical features of the environment surrounding school.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **YEAR 2 END POINTS**  Non-negotiable **knowledge** to be learnt:  Non-negotiable **skills** to be applied:  Non-negotiable **processes** to be understood: | | | | |

**Subject content Key stage 2**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

**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 characteristics, countries, and major cities
* name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
* identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

**Place knowledge**

* 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

**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) 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.

**KLIPS Skills Progression Document Year 3 & Year 4**

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| **Mapping** | **Fieldwork** | **Enquiry and Investigation** | **Communication** | **Use of ICT / technology** |
| * Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. * Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. * Use maps at more than one scale. * Recognise that larger scale maps cover less area. * Make and use simple route maps. * Recognise patterns on maps and begin to explain what they show. * Use the index and contents page of atlases. * Label maps with titles to show their purpose * Recognise that contours show height and slope. * Use 4 figure coordinates to locate features on maps. * Create maps of small areas with features in the correct place. * Use plan views. * Recognise some standard OS symbols. * Link features on maps to photos and aerial views. * Make a simple scaled drawing e.g. of the classroom. * Use a scale bar to calculate some distances * Relate measurement on large scale maps to measurements outside. | * Use the eight points of a compass. * Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. * Make links between features observed in the environment to those on maps and aerial photos. | * Ask more searching questions including, ‘how?’ and, ‘why? as well as, ‘where?’ and ‘what?’ when investigating places and processes * Make comparisons with their own lives and their own situation. * Show increasing empathy and describe similarities as well as differences. | * Identify and describe geographical features, processes (changes), and patterns. * Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. * Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. * Express opinions and personal views about what they like and don’t like about specific geographical features and situations e.g. a proposed local wind farm. | * Use the zoom facility on digital maps to locate places at different scales. * Add a range of text and annotations to digital maps to explain features and places. * View a range of satellite images * Add photos to digital maps. * Draw and follow routes on digital maps. * Use presentation/multimedia software to record and explain geographical features and processes. * Use spreadsheets, tables and charts to collect and display geographical data. * Make use of geography in the news – online reports & websites. |

**YEAR 3**

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| **AUTUMN 1** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **Seal Surfer**  **COASTS** | **Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe and North/South America.**  **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how some of these have changed over time.**  **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.** | **Study the human and physical geography of a region of the United Kingdom.**  **Study the human and physical geography of a region in a European country.**  **Study the human and physical geography a region within North or South America.**  **Understand geographical similarities and differences between the places studied.** | **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**  **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.** | **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**  **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS 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.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **AUTUMN 2** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **Winter’s Child**  **WINTER** | **Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe and North/South America.**  **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how some of these have changed over time.**  **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.** | **Study the human and physical geography of a region of the United Kingdom.**  **Study the human and physical geography of a region in a European country.**  **Study the human and physical geography a region within North or South America.**  **Understand geographical similarities and differences between the places studied.** | **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**  **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.** | **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**  **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS 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.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **SPRING 1** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **Stone Age Boy**  **SETTLERS** | **Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe and North/South America.**  **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how some of these have changed over time.**  **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.** | **Study the human and physical geography of a region of the United Kingdom.**  **Study the human and physical geography of a region in a European country.**  **Study the human and physical geography a region within North or South America.**  **Understand geographical similarities and differences between the places studied.** | **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**  **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.** | **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**  **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS 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.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **SPRING 2** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **The Silence Seeker**    **WELCOMING NEWCOMERS** | **Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe and North/South America.**  **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how some of these have changed over time.**  **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.** | **Study the human and physical geography of a region of the United Kingdom.**  **Study the human and physical geography of a region in a European country.**  **Study the human and physical geography a region within North or South America.**  **Understand geographical similarities and differences between the places studied.** | **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**  **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.** | **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**  **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS 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.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **SUMMER 1** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **Journey**  **RIVERS** | **Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe and North/South America.**  **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how some of these have changed over time.**  **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.** | **Study the human and physical geography of a region of the United Kingdom.**  **Study the human and physical geography of a region in a European country.**  **Study the human and physical geography a region within North or South America.**  **Understand geographical similarities and differences between the places studied.** | **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**  **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.** | **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**  **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS 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.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **SUMMER 2** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **Zeraffa Giraffe**  Image result for zeraffa giraffa  **ANCIENT CIVILIZATIONS** | **Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe and North/South America.**  **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how some of these have changed over time.**  **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.** | **Study the human and physical geography of a region of the United Kingdom.**  **Study the human and physical geography of a region in a European country.**  **Study the human and physical geography a region within North or South America.**  **Understand geographical similarities and differences between the places studied.** | **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**  **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.** | **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**  **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS 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.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **YEAR 3 END POINTS**  Non-negotiable **knowledge** to be learnt:  Non-negotiable **skills** to be applied:  Non-negotiable **processes** to be understood: | | | | |

**YEAR 4**

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| **AUTUMN 1** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **Gorilla**    **ANIMALS IN CAPTIVITY** | **Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe and North/South America.**  **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how some of these have changed over time.**  **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.** | **Study the human and physical geography of a region of the United Kingdom.**  **Study the human and physical geography of a region in a European country.**  **Study the human and physical geography a region within North or South America.**  **Understand geographical similarities and differences between the places studied.** | **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**  **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.** | **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**  **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS 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.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **AUTUMN 2** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **Leon & the Place Between**    **THE CIRCUS** | **Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe and North/South America.**  **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how some of these have changed over time.**  **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.** | **Study the human and physical geography of a region of the United Kingdom.**  **Study the human and physical geography of a region in a European country.**  **Study the human and physical geography a region within North or South America.**  **Understand geographical similarities and differences between the places studied.** | **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**  **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.** | **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**  **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS 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.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **SPRING 1** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **Escape from Pompeii**    **INVADERS** | **Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe and North/South America.**  **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how some of these have changed over time.**  **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.** | **Study the human and physical geography of a region of the United Kingdom.**  **Study the human and physical geography of a region in a European country.**  **Study the human and physical geography a region within North or South America.**  **Understand geographical similarities and differences between the places studied.** | **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**  **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.** | **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**  **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS 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.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **SPRING 2** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **Wisp**    **REFUGEE CAMPS: HOPE & FREEDOM** | **Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe and North/South America.**  **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how some of these have changed over time.**  **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.** | **Study the human and physical geography of a region of the United Kingdom.**  **Study the human and physical geography of a region in a European country.**  **Study the human and physical geography a region within North or South America.**  **Understand geographical similarities and differences between the places studied.** | **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**  **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.** | **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**  **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS 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.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **SUMMER 1** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **When the Giant Stirred**    **VOLCANOES** | **Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe and North/South America.**  **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how some of these have changed over time.**  **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.** | **Study the human and physical geography of a region of the United Kingdom.**  **Study the human and physical geography of a region in a European country.**  **Study the human and physical geography a region within North or South America.**  **Understand geographical similarities and differences between the places studied.** | **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**  **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.** | **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**  **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS 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.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **SUMMER 2** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **Where the Forest Meets the Sea**  **RAINFORESTS** | **Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe and North/South America.**  **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how some of these have changed over time.**  **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.** | **Study the human and physical geography of a region of the United Kingdom.**  **Study the human and physical geography of a region in a European country.**  **Study the human and physical geography a region within North or South America.**  **Understand geographical similarities and differences between the places studied.** | **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**  **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.** | **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**  **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS 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.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **YEAR 4 END POINTS**  Non-negotiable **knowledge** to be learnt:  Non-negotiable **skills** to be applied:  Non-negotiable **processes** to be understood: | | | | |

**KLIPS Skills Progression Document Year 5 & Year 6**

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| **Mapping** | **Fieldwork** | **Enquiry and Investigation** | **Communication** | **Use of ICT / technology** |
| * Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. * Relate different maps to each other and to aerial photos. * Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. * Choose the most appropriate map/globe for a specific purpose. * Follow routes on maps describing what can be seen. * Interpret and use thematic maps. * Understand that purpose, scale, symbols and style are related. * Recognise different map projections. * Identify, describe and interpret relief features on OS maps. * Use six figure coordinates. * Use latitude/longitude in a globe or atlas. * Create sketch maps using symbols and a key. * Use a wider range of OS symbols including 1:50K symbols. * Know that different scale OS maps use some different symbols. * Use models and maps to discuss land shape i.e. contours and slopes. * Use the scale bar on maps. * Read and compare map scales. * Draw measured plans. | * Use eight cardinal points to give directions and instructions. * Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. * Interpret data collected and present the information in a variety of ways including charts and graphs. | * Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? * Make predictions and test simple hypotheses about people and places. | * Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. * Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. * Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. * Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm. | * Use appropriate search facilities when locating places on digital/online maps and websites. * Use wider range of labels and measuring tools on digital maps. * Start to explain satellite imagery. * Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. * Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. * Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. * Investigate electronic links with schools/children in other places e.g. email/video communication. |

**YEAR 5**

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| **AUTUMN 1** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **Queen of the Falls**  **DAREDEVILS** | **Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe and North/South America.**  **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how some of these have changed over time.**  **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.** | **Study the human and physical geography of a region of the United Kingdom.**  **Study the human and physical geography of a region in a European country.**  **Study the human and physical geography a region within North or South America.**  **Understand geographical similarities and differences between the places studied.** | **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**  **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.** | **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**  **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS 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.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **AUTUMN 2** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **Lost Happy Endings**    **TRADITIONAL TALES: WITCHES, THE TUDORS & THE STUARTS** | **Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe and North/South America.**  **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how some of these have changed over time.**  **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.** | **Study the human and physical geography of a region of the United Kingdom.**  **Study the human and physical geography of a region in a European country.**  **Study the human and physical geography a region within North or South America.**  **Understand geographical similarities and differences between the places studied.** | **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**  **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.** | **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**  **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS 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.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **SPRING 1** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **Arthur and the Golden Rope**  **ANCIENT GREEKS** | **Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe and North/South America.**  **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how some of these have changed over time.**  **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.** | **Study the human and physical geography of a region of the United Kingdom.**  **Study the human and physical geography of a region in a European country.**  **Study the human and physical geography a region within North or South America.**  **Understand geographical similarities and differences between the places studied.** | **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**  **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.** | **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**  **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS 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.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **SPRING 2** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **Malala’s Magic Pencil**    **WOMEN WHO CHANGED THE WORLD** | **Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe and North/South America.**  **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how some of these have changed over time.**  **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.** | **Study the human and physical geography of a region of the United Kingdom.**  **Study the human and physical geography of a region in a European country.**  **Study the human and physical geography a region within North or South America.**  **Understand geographical similarities and differences between the places studied.** | **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**  **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.** | **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**  **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS 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.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **SUMMER 1** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **The Darkest Dark**    **EARTH & SPACE** | **Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe and North/South America.**  **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how some of these have changed over time.**  **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.** | **Study the human and physical geography of a region of the United Kingdom.**  **Study the human and physical geography of a region in a European country.**  **Study the human and physical geography a region within North or South America.**  **Understand geographical similarities and differences between the places studied.** | **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**  **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.** | **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**  **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS 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.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **SUMMER 2** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **Leather Shoe Charlie** | **Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe and North/South America.**  **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how some of these have changed over time.**  **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.** | **Study the human and physical geography of a region of the United Kingdom.**  **Study the human and physical geography of a region in a European country.**  **Study the human and physical geography a region within North or South America.**  **Understand geographical similarities and differences between the places studied.** | **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**  **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.** | **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**  **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS 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.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **YEAR 5 END POINTS**  Non-negotiable **knowledge** to be learnt:  Non-negotiable **skills** to be applied:  Non-negotiable **processes** to be understood: | | | | |

**YEAR 6**

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| **AUTUMN 1** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **Star of Fear, Star of Hope**    **WORLD WAR 1 & 2** | **Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe and North/South America.**  **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how some of these have changed over time.**  **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.** | **Study the human and physical geography of a region of the United Kingdom.**  **Study the human and physical geography of a region in a European country.**  **Study the human and physical geography a region within North or South America.**  **Understand geographical similarities and differences between the places studied.** | **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**  **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.** | **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**  **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS 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.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **AUTUMN 2** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **Can we Save the tiger?**  **ECOLOGY/**  **CONSERVATION** | **Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe and North/South America.**  **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how some of these have changed over time.**  **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.** | **Study the human and physical geography of a region of the United Kingdom.**  **Study the human and physical geography of a region in a European country.**  **Study the human and physical geography a region within North or South America.**  **Understand geographical similarities and differences between the places studied.** | **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**  **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.** | **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**  **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS 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.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **SPRING 1** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **Jemmy Button**  **The Island**  **MULTICULTURALISM** | **Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe and North/South America.**  **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how some of these have changed over time.**  **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.** | **Study the human and physical geography of a region of the United Kingdom.**  **Study the human and physical geography of a region in a European country.**  **Study the human and physical geography a region within North or South America.**  **Understand geographical similarities and differences between the places studied.** | **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**  **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.** | **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**  **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS 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.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **SPRING 2** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **The Day War Came**    **DISPLACEMENT & MIGRATION** | **Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe and North/South America.**  **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how some of these have changed over time.**  **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.** | **Study the human and physical geography of a region of the United Kingdom.**  **Study the human and physical geography of a region in a European country.**  **Study the human and physical geography a region within North or South America.**  **Understand geographical similarities and differences between the places studied.** | **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**  **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.** | **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**  **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS 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.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **SUMMER 1** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **Manfish**    **TROPICAL SEAS** | **Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe and North/South America.**  **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how some of these have changed over time.**  **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.** | **Study the human and physical geography of a region of the United Kingdom.**  **Study the human and physical geography of a region in a European country.**  **Study the human and physical geography a region within North or South America.**  **Understand geographical similarities and differences between the places studied.** | **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**  **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.** | **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**  **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS 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.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **SUMMER 2** | **Locational Knowledge** | **Place Knowledge** | **Human & Physical Geography** | **Geographical Skills & Fieldwork** |
| **Sky Chasers**    **THE SKIES ABOVE** | **Use maps to locate the countries, environmental regions, key physical and human characteristics and major cities of Europe and North/South America.**  **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how some of these have changed over time.**  **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.** | **Study the human and physical geography of a region of the United Kingdom.**  **Study the human and physical geography of a region in a European country.**  **Study the human and physical geography a region within North or South America.**  **Understand geographical similarities and differences between the places studied.** | **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**  **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.** | **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**  **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS 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.** |
| Narrative  **VOCABULARY:**  **Key Question:** | | | |
| **YEAR 6 END POINTS**  All pupils 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.  All pupils 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.  All pupils 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.  All pupils are competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).  All pupils are competent in the geographical skills needed to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. | | | | |