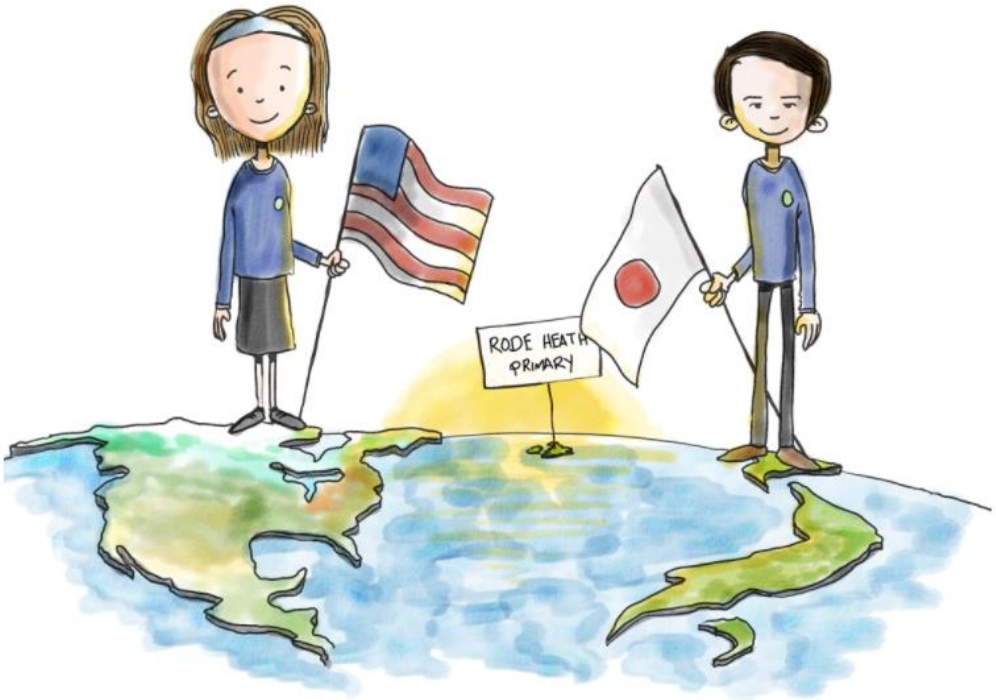
Geography Curriculum



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Rode Heath Primary School

Intent

At Rode Heath Primary School there are high expectations for all learners in Geography. Our scheme of work, based on the Kapow planning, aims to inspire pupils to become curious and explorative thinkers, with a diverse knowledge of the world. We want our children to have a thorough understanding of the World around them and as the children progress through the school, we encourage them to "think like Geographers." We want our pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them. This links closely to our 'Eco Team', made up of children in Years 5 and 6,who actively contribute to making our school more environmentally sustainable. Our Geography scheme of work equips our children 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 children 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 framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. Therefore, Geography enables children to be aware of: knowledge, skills and cultural capital in order to have a broad and balanced view on the world.

Our scheme of work encourages:

• A strong focus on developing both geographical skills and knowledge.

• Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.

• The development of fieldwork skills across each year group. In particular, 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.

• A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.

• A growing understanding of geographical concepts, terms and vocabulary.

Rode Heath Primary School's Geography scheme of work enables children to meet the end of key stage attainment targets in the National curriculum. The aims also align with those in the National curriculum. For EYFS, the activities allow pupils to work towards the 'Understanding the world' Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further Geography learning in Key stage 1.

Implementation

The National curriculum organises the Geography attainment targets under four subheadings or strands:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Rode Heath Primary School's Geography scheme has a clear progression of skills and knowledge within these four strands across each year group. Our Progression of skills and knowledge shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage. Geographical key concepts are woven across all units rather than being taught discretely as seen in the Progression of key geographical concepts. Our National curriculum coverage document shows which of our units cover each of the National curriculum attainment targets as well as each of the four strands in Key stage 1 and 2. The document also reflects which Development Matters statements and Early learning goals are met in each activity within the EYFS units.

Our Geography curriculum is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. At Rode Heath Primary School, we believe prior knowledge to be of vital importance, in order for our children to be able to make connections and embed their learning; in other words, “making knowledge stick.” Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children’s understanding of key concepts, such as scale and place, in Geography. The two EYFS units provide a solid foundation of geographical skills, knowledge and enquiry for children to transition successfully onto Key stage 1 Geography learning, whilst also working towards the Development matters statements and Early Learning Goals. Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning.

Our enquiry questions form the basis for our Key stage 1 and 2 units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. We have designed these questions to be open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change, further enforcing our aim to encourage our children to think critically and exploratively. In attempting to answer these questions, our children learn how to collect, interpret and represent data using geographical methodologies and make informed decisions by applying their geographical knowledge. Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible and embedded purposefully, rather than taught as a separate entity to geographical knowledge. Our units of work follow an enquiry cycle that maps out the fieldwork process of question, observe, measure, record, and present, to reflect the elements mentioned in the National curriculum. This ensures children will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it to a range of appropriate stakeholders in various formats. Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features.

Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods. It also gives children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places. Furthermore, our children in Year 6 have the opportunity to create their own independent fieldwork enquiry, which further encourages them to become curious, explorative and reflective learners.

Our Geography lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Each lesson provides guidance for teachers on how to adapt their teaching to ensure that all pupils can access learning, and opportunities to stretch pupils’ learning are also available as required.

Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. Strong subject knowledge is vital for staff to deliver a highly effective and robust Geography curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support CPD. This means that our teachers are confident in delivering the Geography curriculum, and through support from the CPD and the subject leader, are able to deliver lessons of a high standard that ensure pupil progression.

Our children get additional opportunity to practise and embed the skills that they have learnt in their Geography lessons on their residential trips. All children in Years 2,3,4,5 and 6 take part in a residential trip that allows them to take part in further fieldwork opportunities, as well as conducting fieldwork in places that are unfamiliar or different from their home setting.

Our Geography scheme of work is continually analysed and revised to ensure that a breadth and depth of content is explored as we live on a dynamic planet.

The importance of and passion for Geography permeates throughout the school, for example through our 'Eco Club' and some of our children engaging in a "Sponsored Beach Clean". Children should be aware of their planet on various scales: local, national and global, however we believe that they also need to be aware of the human impact on the planet: socially, economically and environmentally, in order to achieve sustainability:

"**Sustainable** development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs." Brundtland Report, 1987

Impact

An enquiry-based approach to learning allows our teachers to assess children against the National Curriculum expectations for Geography. The impact of our Geography scheme of learning can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. At the end of several of the Geography units, there are composite tasks, which assess the children's learning of the unit taught. Furthermore, each unit has a unit quiz and knowledge catcher, which can be used at the start or end of the unit to assess children's understanding (or in many cases, both, to demonstrate the progression of knowledge), particularly in the modules without a composite task. Opportunities for children to present their findings using their geographical skills will also form part of the assessment process in each unit. In addition, we use our composite tasks at the end of a unit of work, to assess our children's knowledge and understanding. These tasks have been specifically created to assess the knowledge and skills learnt in each unit. Our pupils should leave school equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key

stage 3 and continue to “think like a Geographer”. We hope to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical.

The expected impact of our Primary Geography scheme of work is that children will:

● Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.

● Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.

● Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.

● Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.

● Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.

● Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.

● Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.

● Meet the ‘Understanding the World’ Early Learning Goals at the end of EYFS, and the end of key stage expectations outlined in the National curriculum for Geography by the end of Year 2 and Year 6.

Any subject specific information:

- Fieldwork packs for each year group are located on the shared area.
- Each year group (years 2-6) have opportunity to complete additional fieldwork on their residential trip.

Curriculum Overview Key Stage 1

Year 1	**What is it like here?** Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.	**What is our weather like in the U.K?** Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key.	**What is it like to live in Shanghai?** Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork.
	Composite Task **Children to independently draw a map of the school grounds.**	**Composite Task** **Create a weather report for Rode Heath.**	**Composite Task** **Unit quiz and knowledge catcher.**
Year 2	**Would you prefer to live in a hot or cold place?** Introducing children to the basic concept of climate zones and mapping out hot and cold	**Why is our world wonderful?** Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans	**What is it like to live by the coast?** Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding

	places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents.	and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this.	seas of the UK. They learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.
	Composite Task **Children choose whether they prefer a hot or a cold place and create an information sheet/page explaining their choice.**	**Composite Task** **Unit quiz and knowledge catcher.**	**Composite Task** **Children create an advertisement poster for tourists to visit Llandudno.**

Curriculum Overview Key Stage 2

Year 3	**Why do people live near volcanoes?** Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.	**Who lives in Antarctica?** Learning about latitude and longitude, pupils consider how this links to climate. Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far.	**Are all settlements the same?** Exploring different types of settlements and land use, pupils consider the difference between urban and rural. They describe the different human and physical features in their local area and how these have changed over time. Children make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations.
	Composite Task **Children create a grid of the positive and negative impacts of living near a volcano.**	**Composite Task** **Unit quiz and knowledge catcher.**	**Composite Task** **Page in curriculum journals comparing Rode Heath and New Delhi.**
Year 4	**Why are rainforests important to us?** Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers	**Where does our food come from?** Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school	**What are rivers and how are they used?** Exploring the different ways water is stored and moves, pupils develop an understanding of the water cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they

	of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally.	dinners comes from and the pros and cons of local versus global.	are used by humans, before studying a local river to spot these features.
	Composite Task **Children to create an information sheet or powerpoint all about the Amazon Rainforest and how it is being affected by humans.**	**Composite Task** **Children create a poster/information sheet encouraging people to buy food locally.**	**Composite Task** **Unit quiz and knowledge catcher.**

Year 5	**What is life like in the Alps?** Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings	**Where does our energy come from?** Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation considering the best location for a solar panel on the school grounds.	**Would you like to live in the desert?** Recapping biomes with focus on hot desert biomes and their various characteristics, children map the largest global deserts. The Mojave Desert is used as a case study to support the children in learning about the physical features of a desert. Children also consider how humans use deserts and the environmental threats that can occur in this landscape.
	Composite Task **Create a tourist information sheet on Innsbruck.**	**Composite Task** **A comparison between the energy usage of the U.K and the U.S.A.**	**Composite Task** **Unit quiz and knowledge catcher.**
Year 6	**Why does population change?** Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration.	**Why do oceans matter?** Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate	**Can I carry out an independent fieldwork enquiry?** Planning and carrying out their own independent enquiry, children explore an issue in their local area. They develop an enquiry question, design their own data collection methods, and then record, analyse and present their findings.

	Fieldwork is carried out to explore the impact of population on the local environment.	the amount and type of litter in their nearest marine environment.	
	Composite Task **Children to create a two page information sheet. One page consisting of push and pull factors that influence migration, and the other comparing two different case studies of how population has changed.**	**Composite Task** **Save our oceans information powerpoint.**	**Composite Task** **Unit quiz and knowledge catcher.**

Progression of Skills

The Geography Progression of skills and knowledge gives an overview of the **skills and knowledge** covered in each phase and strand and how these skills are developed in order to enable pupils to reach the end of key stage outcomes outlined in the National curriculum. Within each key stage, knowledge is often introduced at the start of the key stage so that there is time for that knowledge to be revisited and applied in later years which is why knowledge accumulation may look heavier in some year groups than others.

Key concepts and knowledge are revisited in different contexts to ensure that pupils have a secure understanding by the end of each phase.

Our Geography scheme of work is organised into four sections:

- Locational knowledge
- Place knowledge
- Human and Physical Geography
- Geographical Skills and Fieldwork

Note that those skills marked with an * appear under more than one strand.

Locational Knowledge

Year 1	Year 2	National curriculum - end of KS1 Pupils should be able to:
Locating two of the world's seven continents on a world map. Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. Showing on a map which continent they live in.	Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in.	
To know the name of two continents (Europe and Asia). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that an ocean is a large body of water. To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean).	To be able to name the seven continents of the world. To be able to name the five oceans of the world.	Name and locate the world's seven continents and five oceans
Locating the four countries of the United Kingdom (UK) on a map of this area. Showing on a map which country they live in and locating its capital city.	Locating the surrounding seas and oceans of the UK on a map of this area . Locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK.	Name, locate and identify characteristics of the four countries and capital cities of the

	Showing on a map the city, town or village where they live in relation to their capital city.	United Kingdom and its surrounding seas
To know that the UK is short for 'United Kingdom'. To know that a country is a land or nation with its own government. To know that the United Kingdom is made up of four countries and their names. To know the name of the country they live in.	To know that a sea is a body of water that is smaller than an ocean.* To know that there are four bodies of water surrounding the UK and to be able to name them. To name some characteristics of the four capital cities of the UK. To know the four capital cities of the UK. To know that a capital city is the city where a country's government is located.	

Year 3	Year 4	Year 5	Year 6	**National curriculum - end of KS2** Pupils should be able to:
Locating some countries in Europe and North and South America using maps.	Locating some countries in Europe and North and South America using maps.	Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied.	Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied.	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on

Locating some major cities of the countries studied. Locating some key physical features in countries studied on a map including significant environmental regions. Locating some key human features in countries studied. Locating the world's most significant mountain ranges on a world map and identifying any patterns. Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.	Locating some major cities of the countries studied. Locating some key physical features in countries studied on a map including significant environmental regions. Locating some key human features in countries studied. Locating some of the world's most significant rivers and identifying any patterns. To know where North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South America. To know the names of some of the world's most significant mountain ranges. To know the	Locating key physical features in countries studied on a map. Locating key human features in countries studied. Identifying significant environmental regions on a map. Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.	Locating key physical features in countries studied on a map. Locating key human features in countries studied. Identifying significant environmental regions on a map. Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.	their environmental regions, key physical and human characteristics, countries, and major cities.

	names of some of the world's most significant rivers. To know that climate zones are areas of the world with similar climates.* To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).* To know that biomes are areas of world with similar climates, vegetation and animals.* To know the world's biomes.* To know vegetation belts are areas of the world which are home to similar plant species.*			
		To know the name of many countries and major cities in Europe and North and South America. To know the location of key physical features in countries studied. To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest,		

		mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).*		
Locating some counties in the UK (local to your school). Locating some cities in the UK (local to your school). Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. Beginning to locate the twelve geographical regions of the UK.	Identifying how topographical features studied have changed over time using examples. Describing how a locality has changed over time, giving examples of both physical and human features.	Locating many counties in the UK. Locating many cities in the UK. Identifying key physical and human characteristics of the geographical regions in the UK. Understanding how land-use has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features.	Confidently locating the twelve geographical regions of the UK. Identifying key physical and human characteristics of the geographical regions in the UK. Understanding how land-use has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features.	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.

Finding the position of the Equator and describing how this impacts our environmental regions. Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. Identifying the position and significance of both the Arctic and Antarctic Circle.	Finding lines of latitude and longitude on a globe and explaining why these are important. Identifying the position of the Tropics of Cancer and Capricorn and their significance.	Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. Using longitude and latitude when referencing location in an atlas or on a globe.	Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. Using longitude and latitude when referencing location in an atlas or on a globe.	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)
To know that countries near the Equator have less seasonal change than those near the poles. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.	To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. To know lines of latitude are invisible lines on the globe that	To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones.	To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones.	

To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.	determine how far north or south a location is from the Equator.			

Place knowledge:

Year 1	Year 2	National curriculum - end of KS1 Pupils should be able to:
Naming some key similarities between their local area and a small area of a contrasting non-European country. Naming some key differences between their local area and a small area of a contrasting non-European country.	Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country.	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

	Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place.	in a contrasting non-European country.
To know that life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours.	To know some similarities and differences between their local area and a contrasting non-European country.	

Year 3	Year 4	Year 5	Year 6	**National curriculum - end of KS2** Pupils should be able to:
Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments.	Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments.	Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied.	Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied.	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

Discussing how climates have an impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in cold places. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	Discussing how climates have an impact on trade, land use and settlement. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and settlement. Explaining how humans have used desert environments. Using maps to explore wider global trading routes.	Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and settlement. Using maps to explore wider global trading routes.	
To know the negative effects of living near a volcano. To know the positive effects of living near a volcano. To know the negative effects an earthquake can have on a community. To know ways in which communities respond to earthquakes.		To know some similarities and differences between the UK and a European mountain region. To know why tourists visit mountain regions.		

Human and Physical Geography

Year 1	Year 2	National curriculum - end of

		KS1 Pupils should be able to:
Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather'.	Locating some hot and cold areas of the world on a world map. Locating the Equator and North and South Poles on a world map. Locating hot and cold areas of the world in relation to the Equator and the North and South poles.	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.
To know the four seasons of the UK. To know that 'weather' refers to the conditions outside at a particular time. To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know that weather conditions can be measured and recorded.	To know that the Equator is an imaginary line around the middle of the Earth. To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.	

Recognising some physical features in their locality.	Describing the key physical features of a coast using subject specific vocabulary.	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
To know that physical features means any feature of an area that is on the Earth naturally.	To know that coasts (and other physical features) change over time. To know some key physical features of the UK.	
Recognising some human features in their locality.	Describing and understanding the differences between a city, town and village. Describing the key human features of a coastal town using subject specific vocabulary.	Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

To know that human features means any feature of an area that was made or built by humans.	To know that a sea is a body of water that is smaller than an ocean. To know that human features change over time. To know some key human features of the UK.	

Year 3	Year 4	Year 5	Year 6	**National curriculum - end of KS2** Pupils should be able to:
Describing how physical features, such as mountains are formed, and why volcanoes and earthquakes occur. Describing where volcanoes, earthquakes and mountains are located globally. Describing and explaining how physical features such as mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.	Mapping and labeling the seven biomes on a world map. Understanding some of the causes of climate change. Describing how physical features, such as rivers are formed. Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Describing how humans use water in a variety of ways.	Describing and understanding the key aspects of the six biomes. Understanding some of the impacts and causes of climate change. Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.	Describing and understanding the key aspects of the six climate zones. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

To know that climate zones are areas of the world with similar climates.* To know the world's different climate zones.* To know that climates can influence the foods able to grow.	To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know the courses and key features of a river. To know the different types of mountains and volcanoes and how they are formed. To know that an earthquake is the intense shaking of the ground. To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.* To know the world's biomes.* To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.	To know vegetation belts are areas of the world that are home to similar plant species.* To name and describe some of the world's vegetation belts.	To know why the ocean is important.	
Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features.		Understanding the distribution of natural resources both globally and within a specific region or country studied. Describing and explaining how humans can impact the environment both positively	Describing and understanding economic activity including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years.	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

Explaining why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively, using examples.		and negatively, using examples.	Describing the 'push' and 'pull' factors that people may consider when migrating. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples.	
To know the main types of land use.* To know the different types of settlement.* To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside.	To know water is used by humans in a variety of ways. To know that a natural resource is something that people can use which comes from the natural environment. To know the threats to the rainforest both on a local and global scale. To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.	To know that natural resources can be used to make energy. To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment.	To know the global population has grown significantly since the 1950s. To know which factors are considered before people build settlements. To know migration is the movement of people from one country to another. To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment.	

	To know the UK grows food locally and imports food from other countries.			

Geographical Skills and Fieldwork

Through fieldwork studies in each unit, pupils carry out geographical enquiries using our enquiry cycle. These fieldwork enquiries combine substantive knowledge from the other strands: Locational knowledge, Place knowledge, Human and physical geography and allow pupils to understand the discipline of Geography and how this substantive knowledge was formed.

	EYFS: Reception	Year 1	Year 2	**National curriculum - end of KS1** Pupils should be able to:
Question	Ask questions about the world around them.		Recognising there are different ways to answer a question.	

Observe	Commenting on the features they see in their school and school grounds.		Discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds.	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.
Measure	Answering simple questions, guided by the teacher.	Asking and answering simple questions about the features of their school and school grounds.	Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.	
Record	Creating some of the features they notice in their school and school grounds.	Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.	Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality. Making digital audio recordings when interviewing someone.	
Present	Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.	Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.	Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.	

	Lower key stage 2	Upper key stage 2	**National curriculum - end of KS2** Pupils should be able to:
Question	Beginning to choose the best approach to answer an enquiry question.	Developing their own enquiry questions. Choosing the best approach to answering an enquiry question.	
Observe	Mapping land use in a small local area using maps and plans. Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one- step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments.	Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.	
Measure	Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. Designing a questionnaire / interviews to collect quantitative fieldwork data.	Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately.	Use fieldwork to observe, measure, record and present the human and

Record	Taking digital photos and labeling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Beginning to use a simplified Likert Scale to record their judgements of environmental quality. Using a questionnaire/interviews to collect qualitative fieldwork data.	Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. To identify and mitigate potential risks during fieldwork.	physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Present	Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection. Analysing and presenting quantitative data in charts and graphs.	Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables.	

EYFS: Reception	Understanding the world; Development matters and Early Learning Goals
Ask questions about the world around them. Commenting on the features they see in their school and school grounds. Answering simple questions, guided by the teacher. Drawing some of the features they notice in their school and school grounds. Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. Beginning to use modelled directional vocabulary when describing features in the surrounding environment. Recognising features on maps (real or imaginary). Draw real or imaginary maps even if features are indistinguishable.	**Development matters** Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand that some places are special to members of their community Draw information from a simple map. **Early Learning Goals** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in
To know that a map is a picture of a place. To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind).	

	this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Year 1	Year 2	**National curriculum - end of KS1** Pupils should be able to:
Using an atlas to locate the UK. Using a map of the UK to locate the four countries. Beginning to use an atlas to locate the four capital cities of the UK. Using a world map and globe to locate two of the world's seven continents (Europe and Asia). Using an atlas to locate the Atlantic Ocean and Pacific Ocean.	Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. Using a world map, globe and atlas to locate all the world's seven continents. Using a world map, globe and atlas to locate the world's five oceans.	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
Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes.	Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map. Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds.	Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map

Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.	Using a map to follow a prepared route.	
Recognising local landmarks on aerial photographs . Recognising basic human features on aerial photographs. Recognising basic physical features on aerial photographs. Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features. Adding labels to sketch maps. Using simple picture maps and plans to move around the school.	Recognising landmarks of a city studied on aerial photographs and plan perspectives. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Drawing a map and using class agreed symbols to make a simple key. Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. Finding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). Using an aerial photograph to draw a simple sketch map using basic symbols for a key.	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

Lower key stage 2	Upper key stage 2	**National curriculum - end of KS2** Pupils should be able to:
Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied . Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied . Using the scale bar on a map to estimate distances. Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map.	Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Using the scale bar on a map to calculate distances. Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Beginning to use thematic maps to recognise and describe human and physical features studied. Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass. Using a simple key on their own map to show an example of both physical and human features. Following a route on a map with some accuracy. Saying which directions are N, S, E, W on an OS map. Making and using a simple route on a map. Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.	Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied. Confidently locating features using the 8 points of a compass. Following a short pre-prepared route on an OS map. Identifying the 8 compass points on an OS map. Planning a journey to another part of the world using six figure grid references and the eight points of a compass.	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 1	Year 2
To know that an aerial photograph is a photograph taken from the air above. To know that atlases give information about the world and that a map tells us information about a place. To know that a map is a picture of a place, usually drawn from above. To know that symbols are often used on maps to represent features. To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards). To know what a sketch map is.	To know that a globe is a spherical model of the Earth. To begin to recognise world maps as a flattened globe. To know that a compass is an instrument we can use to find which direction is north. To know which direction is N, S, E, W on a map. To know that maps need a title and purpose. To know that maps need a key to explain what the symbols and colours represent. To know that an interview can be a way to find out people's views about their area. To know that a tally chart is a way of collecting data quickly. To know that a pictogram is a chart that uses pictures to show data.

Lower key stage 2	Upper key stage 2
To understand that a scale shows how much smaller a map is compared to real life. To recognise world maps as a flattened globe.	To know that contours on a map show height and slope.
To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.	To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.*
To know that an OS map shows human and physical features as symbols. To know that grid references help us locate a particular square on a map.	To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.
To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.	To know that a pie chart can represent a fraction or percentage of a whole set of data. To know a line graph can represent variables over time.
To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation)	To be aware of some issues in the local area.
To know an enquiry-based question has an open-ended answer found by research. To know how to use various simple sampling techniques.	To know what a range of data collection methods look like. To know how to use a range of data collection methods.
To know what a questionnaire and an interview are.	
To know that quantitative data involves numerical facts and figures and is often objective.	

To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. To know a Likert scale is used to record people's feelings and attitudes. To know that qualitative data involves opinions, thoughts and feelings and is often subjective. To know what a bar chart, pictogram and table are and when to use which one best to represent data.	

Curriculum Endpoints:

Year 1:

What is it like here?

- Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live.
- Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom.
- Recognise four features in the school grounds using a map.
- Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey.
- Draw a design to improve three areas of the playground using the results from the survey.

What is the weather like in the U.K?

- Name and locate the four countries on a map of the UK.
- Identify the country they live in.
- Identify the four seasons.
- Describe some seasonal changes.
- Identify the four compass directions.
- Use the compass directions to describe the location of features.
- Observe and describe daily weather patterns.
- Begin to locate the four capital cities of the UK.
- Explain what the weather is like during each season in the UK.
- Suggest appropriate clothing and activities for each season.

What is life like in Shanghai?

- Give examples of human and physical features.
- Identify features they see on a walk.
- Explain the location of features using some directional language.
- Use an aerial photograph to locate physical and human features.
- Draw simple pictures or symbols on a sketch map.
- Draw compass points.

- Name the continent they live in.
- Use an atlas to locate the UK and China on a world map.
- Use an atlas to locate Europe and Asia on a world map.
- Identify China's physical and human geography.
- Sort physical and human features using photographs.
- Identify physical and human features in images of Shanghai.
- Compare Shanghai to their locality.
- Identify similarities and differences between human and physical features.

Year 2:

Would you prefer to live in a hot or cold place?

- Name and locate the seven continents on a world map.
- Locate the North and the South Poles on a world map.
- Locate the Equator on a world map.
- Describe some similarities and differences between the UK and Kenya.
- Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.
- Recognise the features of hot and cold places.
- Locate some countries with hot or cold climates on a world map.

Why is our world wonderful?

- Identify and locate characteristics of the UK on a map.
- Identify human and physical features.
- Locate human and physical features on a world map.
- Explain the difference between oceans and seas.
- Name and locate the five oceans on a world map.
- Use an aerial photograph to draw a simple sketch map.
- Collect data by sketching findings on a map and completing a tally chart.
- Present their findings in a bar chart.

What is it like to live by the coast?

- Name and locate the seas and oceans surrounding the UK in an atlas.
- Label these on a map of the UK.

- Describe the location of the seas and oceans surrounding the UK using compass points.
- Define what the coast is.
- Locate coasts in the UK.
- Name some of the physical features of coasts.
- Explain the location of UK coasts using the four compass directions.
- Name features of coasts and label these on a photograph.
- Identify human features in a coastal town.
- Describe how people use the coast.
- Follow a prepared route on a map.
- Identify human features on the local coast.
- Record data using a tally chart.
- Represent data in a pictogram.
- Describe how the local coast has been used.

Year 3

Why do people live near volcanoes?

- Name all four layers of the Earth in the correct order, stating one fact about each layer.
- Explain one or more ways a mountain can be formed.
- Give a correct example of a mountain range and its continent.
- Describe a tectonic plate and know that mountains occur along plate boundaries.
- Correctly label the features of shield and composite volcanoes and explain how they form.
- Name three ways in which volcanoes can be classified.
- Describe how volcanoes form at tectonic plate boundaries.
- Explain a mix of negative and positive consequences of living near a volcano.
- State whether they would or would not want to live near a volcano.
- State that an earthquake is caused when two plate boundaries move and shake the ground.
- Explain that earthquakes happen along plate boundaries.
- List some negative effects that an earthquake can have on a community.
- Observe, digitally record and map different rocks using a symbol on a map.
- Identify rock types and their origins based on collected data.

Who lives in Antarctica?

- Describe what lines of latitude and longitude are, giving an example.
- Understand that the Northern and Southern Hemispheres experience seasons at different times.
- Define what climate zones are.
- Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.
- Describe Antarctica's location in the far south of the globe.
- State that tourism and research are the two main reasons people visit Antarctica.
- Describe equipment researchers might use and clothes they wear.
- List some of the research carried out in Antarctica.
- State the outcome of Shackleton's expedition.
- Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.
- Describe a similarity and difference between life in the UK and life in Antarctica.
- Confidently use the zoom function on a digital map.
- Begin to recall the eight points of a compass, following at least four of them.
- Recognise and describe features on their school grounds from an aerial map.
- Draw a map of the route they take on an expedition.
- State one thing that went well on the expedition and one aspect that did not go as hoped.

Are all settlements the same?

- Locate some cities in the UK.
- Describe the difference between villages, towns and cities.
- Identify features on an OS map using the legend.
- Describe the different types of land use.
- Follow a route on an OS map.
- Discuss reasons for the location of human and physical features.
- Locate some geographical regions in the UK.
- Identify and begin to offer explanations about changes to features in the local area.
- Describe the location of New Delhi.
- Identify some human and physical features in New Delhi.
- State some similarities and differences between land use and features in New Delhi and the local area.

Year 4:

Why are rainforests important to us?

- Describe a biome and give an example.
- State the location and some key features of the Amazon rainforest.
- Name and describe the four layers of tropical rainforests.
- Understand that trees and plants adapt to living in the rainforest and give an example.
- Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.
- Name one way in which the Amazon is changing.
- Articulate why the Amazon rainforest is important.
- Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.
- Use a variety of data collection methods with support.
- Summarise how the local woodland is used and suggest changes to improve the area.

Where does our food come from?

- Identify that different foods grow in different biomes and say why.
- Explain which food has the most significant negative impact on the environment.
- Consider a change people can make to reduce the negative impact of food production.
- Describe the intentions around trading responsibly.
- Explain that food imports can be both helpful and harmful.
- Describe the journey of a cocoa bean.
- Locate countries on a blank world map using an atlas.
- Use a scale bar correctly to measure approximate distances.
- Collect data through an interview process.
- Analyse interview responses to answer an enquiry question.
- Discuss any trends in data collected.

What are rivers and how are they used?

- Identify water stores and processes in the water cycle.
- Describe the three courses of a river.
- Name the physical features of a river.
- Name some major rivers and their location.

- Describe different ways a river is used.
- List some of the problems around rivers.
- Describe human and physical features around a river.
- Identify the location of a river on an OS map.
- Make a judgement on the environmental quality in a river environment.
- Make suggestions on how a river environment could be improved.

Year 5

What is life like in the Alps?

- Locate the Alps on a world map and identify and label the eight countries they spread through.
- Locate three physical and three human characteristics in the Alps.
- Research and describe the physical and human features of Innsbruck.
- Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.
- Compare the human and physical geography of their local area and Innsbruck.
- Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'

Would you like to live in the desert?

- Identify the lines of latitude where hot desert biomes are located.
- Describe the characteristics of a hot desert biome.
- Locate the largest deserts in each continent.
- Describe ways the Mojave Desert is used.
- Name and describe the physical features found in a desert.
- Identify how humans use the desert.
- Explain how human activity may contribute to the changing climate and landscape of a desert.
- Recognise that the Mojave Desert has a different time zone to the UK.
- Describe some of the threats to deserts.
- Give the benefits and drawbacks of living in a desert environment.
- Identify characteristics of two contrasting biomes and compare land use.
- Discussing if a desert environment is hospitable and why.

Where does our energy come from?

- Describe the significance of energy.
- Give examples of sources of energy and their trading routes.
- Define renewable and non-renewable energy.
- Discuss the benefits and drawbacks of different energy sources.
- Describe the significance of the Prime Meridian.
- Identify human features on a digital map.
- Discuss how transport links have changed over time.
- Locate UK cities on a map.
- Use six-figure grid references to identify features on an OS map.
- Consider and justify the location of energy sources.
- Design and use interview questions.
- Plot points on a sketch map.

Year 6:

Why does population change?

- Identify the most densely and sparsely populated areas.
- Describe the increase in global population over time.
- Begin to describe what might influence the environments people live in.
- Define birth and death rates, suggesting what may influence them.
- Define migration, discussing push and pull factors.
- Explain why some people have no choice but to leave their homes.
- Describe the causes of climate change, explaining its impact on the global population.
- Suggest an action they can take to fight climate change.
- Calculate the length of a route to scale.
- Follow a selected route on an OS map.
- Use a variety of data collection methods, including using a Likert scale.
- Collect information from a member of the public.
- Create a digital map to plot and compare data collected from two locations.
- Suggest an idea to improve the environment.

Why do oceans matter?

- Describe the water cycle.
- Describe how the ocean is used for human activity.
- Explain how the ocean helps to regulate the Earth's climate and temperature.
- Identify the Great Barrier Reef as part of Australia.
- Describe the benefits of the Great Barrier reef.
- Describe how humans impact the oceans and the consequences of this.
- Explain some actions that can be taken to help support healthy oceans.
- Explain which data collection method would be best for marine fieldwork and why.
- Collect data using a tally chart, photographs and a sketch map.
- Safely navigate the fieldwork environment.
- Make suggestions for how to improve a marine environment.
- Present data using a tally chart and pie chart.

Can I carry out an independent fieldwork enquiry?

- Give examples of issues in the local area.
- Identify questions to be asked to find the relevant data.
- Justify which data collection method is most suitable.
- Design an accurate data collection template.
- Identify areas along a route that are best for data collection.
- Discuss how to mediate potential risks.
- Collect data at points located on an OS map.
- Manage risks during a fieldwork trip.
- Identify any outcomes from data collected.
- Map data digitally.
- Describe the enquiry process.