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EYFS - Geography in the National Curriculum links to Understanding the World, Communication & Language, Literacy and Personal and Social and Emotional Development in the Early Years Foundation Stage Curriculum. There are also links to Expressive Arts and Design – the way that artists represent the weather, the seaside, etc.						
EYFS	**Autumn 1st half-term**	**Autumn 2nd half-term**	**Spring 1st half-term**	**Spring 2nd half-term**	**Summer 1st half-term**	**Summer 2nd half-term**
THEMES	**ALL ABOUT ME**	**SPACE/FESTIVALS**	**PEOPLE WHO HELP US**	**LOCAL PROJECT**	**GROWTH**	**MINIBEASTS/UNDER THE SEA**
ACTIVITIES	Finding out about our families and where we live, where our family comes from. Talking about the similarities and differences between us. Autumn activities – exploring natural objects.	Finding out about Diwali, Hannukah and Christmas and the ways they are celebrated around the world. Talking about the different celebrations children in class participate in and the ways that they are similar and different. Finding out about the solar system and why we can't live on the moon. Talking about the similarities and differences between what we can see in pictures of the moon and Earth.	Talking about the different people who help us at school and in our local area. Winter – freezing and melting.	Exploring the physical and human features in our local area – weekly welly walks to the nature reserve, Epping Forest, River Roding, allotments, local shops, church…… Spring walks – looking for the signs of Spring.	Growing our own plants and learning about what we need to do to look after them. Hatching ducklings – learning about life cycles.	Observing and identifying minibeasts in our environment and learning about where they live. Learning about animals which live in the sea and how we can care for them – reducing the use of plastic. Summer – talking about the activities we enjoy in the Summer.

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KEY KNOWLEDGE	I know that there are different countries in the World. I can talk about the differences I have experienced or seen in photos. I can talk about where my family and I live**.** To develop positive attitudes about the differences between people.	I know that there are different countries in the World. I can talk about the differences I have experienced or seen in photos. To develop positive attitudes about the differences between people.	I show an interest in different occupations. To develop positive attitudes about the differences between people.	I can talk about the differences I have experienced or seen in photos. I can talk about where my family and I live**.**	I can begin to understand the need to respect and care for the natural environment and all living things.	I can begin to understand the need to respect and care for the natural environment and all living things (link to PSED) I can talk about the differences I have experienced or seen in photos
LINKS TO YEAR 1 & NC	Links to 'What is the Geography of Where I Live?' Using maps, atlases and globes	Links to 'What is the Geography of Where I Live?' Human Geography Using maps, atlases and globes	Links to 'How does the Weather affect our lives?' (Also, attributes of people who help us and the explorers – question 6 - why do we remember…?) Using maps, atlases and globes	Links to 'What is the Geography of Where I Live?' Using maps, atlases and globes	Links to 'How does the Weather affect our lives?'	Links to 'How does the Weather affect our lives?' 'Why don't Penguins need to fly?' (why animals live where they live- their similarities and differences).
At the end of the Reception year children will: *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps* *Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.*						

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YEAR 1	Autumn 1st half-term	Autumn 2nd half-term	Spring 1st half-term	Spring 2nd half-term	Summer 1st half-term	Summer 2nd half-term
	WHAT IS IT LIKE HERE?		**WHAT IS THE WEATHER LIKE IN THE UK?**		**WHAT IS IT LIKE TO LIVE IN SHANGHAI?**	
QUESTIONS	1. Where in the world are we? 2. What can we see in our classrooms? 3. What can we find in our school grounds? 4. Where are the different places in our school? 5. How do we feel about our playground? 6. Can we make our playground even better?		1. Where is the UK? 2. What are the four seasons? 3. What are the compass directions? 4. What is the weather like today? 5. Is the weather the same everywhere in the UK? 6. How do people prepare for the weather?c?		1. What can we see in our local area? 2. Can we map our local area? 3. Where in the world is China? 4. What can you see in China? 5. What is Shanghai like? 6. How is Shanghai different from our local area?	
LOCATIONAL KNOWLEDGE	Using an atlas to locate the UK.		Showing on a map which continent they live in. Locating the four countries of the United Kingdom (UK) on a map of this area. Beginning to locate the capital cities of the four countries of the UK on a map of this area. Showing on a map which country they live in and locating its capital city.		Locating two of the world's seven continents on a world map. Showing on a map which continent they live in. Using an atlas to locate the UK. Using a world map and globe to locate four of the world's seven continents (Europe and Asia). Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean.	
HUMAN AND PHYSICAL	Recognising some physical features in their locality. Recognising some human features in their locality. Recognising basic human features on aerial photographs. Recognising basic physical features on aerial photographs. Recognising local landmarks on aerial photographs.		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'. Recognising some physical features in their locality.		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. Recognising some physical features in their locality. Recognising some human features in their locality. Recognising local landmarks on aerial photographs. Recognising basic human features on aerial photographs.	

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			Recognising basic physical features on aerial photographs.
SKILLS AND FIELDWORK	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. Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features. Using simple picture maps and plans to move around the school. Asking questions about the world around them. Commenting on the features they see in their school and school grounds on a walk around the respective places. Asking and answering simple questions about the features of 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. Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.	Using an atlas to locate the UK. Using an atlas to locate the four countries in the UK. 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. Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. Using simple picture maps and plans to move around the school. Commenting on the features they see in their school and school grounds on a walk around the respective places. Asking and answering simple questions about the features of 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. Responding to instructions using directional language to follow routes. Recognising local landmarks on aerial photographs. Asking questions about the world around them.	Using directional language to describe features on a map in relation to other features (real or imaginary). Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features. Adding labels to sketch maps. Commenting on the features they see in their school and school grounds on a walk around the respective places. Asking and answering simple questions about the features of 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.

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YEAR 2	Autumn 1st half-term	Autumn 2nd half-term	Spring 1st half-term	Spring 2nd half-term	Summer 1st half-term	Summer 2nd half-term
	WOULD YOU PREFER TO LIVE IN A HOT OR COLD PLACE?		**WHY IS OUR WORLD WONDERFUL?**		**WHAT IS IT LIKE TO LIVE BY THE COAST?**	
QUESTIONS	1. Where are the continents? 2. Where are the coldest places on earth? 3. Where is the equator? 4. What is life like in a hot place? 5. Do we live in a hot or cold place? 6. Would you prefer to live in a hot or cold place?		1. What are some of the UK's amazing features and landmarks? 2. Where are some of the world's most amazing places? 3. Where are our oceans? 4. What is amazing about our local area? 5. Why are natural habitats special? 6. How can we look after natural habitats?		1. Where are the seas and oceans surrounding the UK? 2. What is the coast? 3. What are the features of the Jurassic Coast? 4. How do people use Weymouth? 5. How do people use our local coast? (Data collection) 6. How do people use our local coast? (Findings)	
LOCATIONAL KNOWLEDGE	Locating all the world's seven continents on a world map. 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.		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. Confidently locating the capital cities of the four countries of the UK on a map of this area. Showing on a map the city, town or village where they live in relation to their capital city.		Showing on a map the oceans nearest the continent they live in. Locating the surrounding seas of the UK on a map of this area. Confidently locating the capital cities of the four countries of the UK on a map of this area.	
HUMAN AND PHYSICAL	Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. 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.		Identifying characteristics (both human and physical) of the four capital cities of the UK. Describing the key physical features in a local river area using basic geographical vocabulary.		Describing the key physical features of a coast and how it changes over time using subject-specific vocabulary. Describing and understanding the differences between a city, town and village. Describing the key human features of a coast and how it changes over time using subject-specific vocabulary.	

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SKILLS AND FIELDWORK	Using a world map, globe and atlas to locate all the world's seven continents on a world map. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Recognising there are different ways to answer a question. Asking and answering simple questions about human and physical features of the area surrounding their school grounds.	Recognising why maps need a title. sing 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 on a world map. Using a world map, globe and atlas to locate the world's five oceans. 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. 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.	Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. 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 a map to follow a prepared route. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Asking and answering simple questions about human and physical features of the area surrounding their school grounds. Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. Presenting data in simple tally charts or pictograms and commenting on what the data shows. -Asking and answering simple questions about data.

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YEAR 3	Autumn 1st half-term	Autumn 2nd half-term	Spring 1st half-term	Spring 2nd half-term	Summer 1st half-term	Summer 2nd half-term
	WHY DO PEOPLE LIVE NEAR VOLCANOES?		**WHO LIVES IN ANTARCTICA?**		**ARE ALL SETTLEMENTS THE SAME**	
QUESTIONS	1. How is the Earth constructed? 2. Where are mountains found? 3. Why and where do we get volcanoes? 4. What are the effects of a volcanic eruption? 5. What are earthquakes and where do we get them? 6. Where have the rocks around school come from?		1. What is climate? 2. Where is Antarctica? 3. Who lives in Antarctica? 4. Who was Shackleton? 5. Can we plan an expedition around school? 6. How did our expedition go?		1. What is a settlement? 2. How is land used in my local area? 3. Can I explain the location of features in my local area? 4. How has my local area changed over time? 5. How is land used in New Delhi? 6. How does land use in New Delhi compare with my local area?	
LOCATIONAL KNOWLEDGE	Locating some countries in Europe and North and South America using maps. Locating key physical features in countries studied including significant environmental regions. Locating the world's most significant mountain ranges on a map and identifying any patterns. Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. Describing where volcanoes, earthquakes and mountains are located globally.		Locating some countries in Europe and North and South America using maps. Locating key physical features in countries studied including significant environmental regions. Locating some key human features in countries studied. Finding the position of the Equator and describing how this impacts our environmental regions. 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 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. Describing where volcanoes, earthquakes and mountains are located globally.		Locating some major cities of the countries studied. Locating key physical features in countries studied including significant environmental regions. Locating some key human features in countries studied. Locating some counties in the UK (local to your school). Locating some cities in the UK (local to your school). Beginning to locate the twelve geographical regions of the UK.	

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HUMAN AND PHYSICAL	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. Describing how and why humans have responded in different ways to their local environments. Understanding some of the causes of climate change. Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.	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. Discussing climates and their 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. Describing how humans use water in a variety of ways. Describing and understanding types of settlement and land use. Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place.	Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. Describing how a locality has changed over time, giving examples of both physical and human features. 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 how people who live in a contrasting physical area may have different lives to people in the UK. Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. 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. Explaining why people might prefer to live in an urban or rural place.
SKILLS AND FIELDWORK	Beginning to use maps at more than one scale. Finding countries and features of countries in an atlas using contents and index. Asking and answering one-step and two-step geographical questions.	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 and human features in countries studied.	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 and human features in countries studied.

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	Observing, recording, and naming geographical features in their local environments. Using simple sampling techniques appropriately. Taking digital photos and labelling or captioning them. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. Finding answers to geographical questions through data collection.	Using the scale bar on a map to estimate distances. Finding countries and features of countries in an atlas using the contents and index. Zooming in and out of a digital map. Accurately using four-figure grid references to locate features on a map in regions studied. Beginning to locate features using the eight points of a compass. Making and using a simple route on a map. Observing, recording, and naming geographical features in their local environments.	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. Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. 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. Beginning to choose the best approach to answer an enquiry question. Mapping land use in a small local area using maps and plans. Asking and answering one-step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments. Taking digital photos and labelling or captioning them. Finding answers to geographical questions through data collection.

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YEAR 4	Autumn 1st half-term	Autumn 2nd half-term	Spring 1st half-term	Spring 2nd half-term	Summer 1st half-term	Summer 2nd half-term
	WHERE DOES OUR FOOD COME FROM?		**WHY ARE RAINFORESTS IMPORTANT TO US?**		**WHAT ARE RIVERS AND HOW ARE THEY USED**	
QUESTIONS	1. How can our food choices impact the environment? 2. What does it mean to trade responsibly? 3. How do we get our chocolate? 4. Where does our food come from? 5. Are our school dinners locally sourced? 6. Is it better to buy local or imported food?		1. Where in the world are tropical rainforests? 2. What is the Amazon rainforest like? 3. Who lives in the rainforest? 4. How are rainforests changing? 5. How is our local woodland used? (Data collection) 6. How is our local woodland used? (Findings)		1. What is the water cycle? 2. How are rivers formed? 3. Where can we find rivers? 4. How are rivers used? 5. What can we find out about our local river? 6. What feature does our local river have?	
LOCATIONAL KNOWLEDGE	Locating some major cities of the countries studied. Locating key physical features in countries studied including significant environmental regions. Locating some key human features in countries studied. Finding the position of the Equator and describing how this impacts our environmental regions. Identifying the position of the Tropics of Cancer and Capricorn and their significance. Identifying the position and significance of both the Arctic and Antarctic Circle.		Locating some countries in Europe and North and South America using maps. Locating key physical features in countries studied 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. Finding the position of the Equator and describing how this impacts our environmental regions. 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.		Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied. Locating key physical features in countries studied including significant environmental regions. Locating the world's most significant mountain ranges on a map and identifying any patterns. Locating some of the world's most significant rivers and identifying any patterns. Locating some cities in the UK (local to your school). Beginning to locate the twelve geographical regions of the UK. Describing where volcanoes, earthquakes and mountains are located globally.	
HUMAN AND PHYSICAL	Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied.		Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. Identifying how topographical features studied have changed over time using examples.		Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. Describing how and why humans have responded in different ways to their local environments.	

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	Describing how and why humans have responded in different ways to their local environments. Discussing climates and their 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. Mapping and labelling the six biomes on a world map. Understanding some of the causes of climate change. 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. 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.	Describing how a locality has changed over time, giving examples of both physical and human features. 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. Discussing climates and their 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. Mapping and labelling the six biomes on a world map. Understanding some of the causes of climate change. 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 types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Describing how humans can impact the environment both positively and negatively, using examples.	Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. 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 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.

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SKILLS AND FIELDWORK	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 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. Beginning to choose the best approach to answer an enquiry question. 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. Making digital audio recordings for a specific purpose. Designing a questionnaire/interviews to collect qualitative fieldwork data. Using a questionnaire/interviews to collect quantitative fieldwork data. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. Finding answers to geographical questions through data collection.	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. Finding countries and features of countries in an atlas using contents and index. Making and using a simple route on a map. Beginning to choose the best approach to answer an enquiry question. 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 annotated sketches, field drawings and freehand maps to record observations during fieldwork. Collecting quantitative data in charts and graphs. Using a questionnaire/interviews to collect quantitative fieldwork data. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection.	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 and human features in countries studied. Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map. 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. Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. Beginning to choose the best approach to answer an enquiry question. Mapping land use in a small local area using maps and plans. Asking and answering one-step and two-step geographical questions.

			Observing, recording, and naming geographical features in their local environments. Taking digital photos and labelling 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. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection.

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YEAR 5	Autumn 1st half-term	Autumn 2nd half-term	Spring 1st half-term	Spring 2nd half-term	Summer 1st half-term	Summer 2nd half-term
	WHAT IS LIFE LIKE IN THE ALPS?		**WOULD YOU LIKE TO LIVE IN THE DESERT?**		**WHY DO OCEANS MATTER?**	
QUESTIONS	1. Where are the Alps? 2. What is it like in the Alps? 3. Why do people visit the Alps? 4. What is there to do in our local area? 5. How are the Als different from our local area? 6. What is life like in the Alps?		1. What is a hot desert biome? 2. Where are deserts located? 3. What physical features are found in a desert? 4. How can people use deserts? 5. What are the threats to deserts? 6. Would you like to live in the desert?		1. How do we use our oceans? 2. What is the Great Barrier Reef? 3. Why are our oceans suffering? 4. What can we do to help our oceans? 5. How littered is our marine environment? (Data collection) 6. How littered is our marine environment? (Findings)	
LOCATIONAL KNOWLEDGE	Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Locating some 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 and identifying any patterns. Using longitude and latitude when referencing location in an atlas or on a globe.		Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Locating some 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 and identifying any patterns. Confidently locating the twelve geographical regions of the UK. 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.		Locating major cities of the countries studied. Locating some key physical features in countries studied on a map. Locating key human features in countries studied. Identifying significant environmental regions on a map.	

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HUMAN AND PHYSICAL	Explaining why a locality has changed over time, giving examples of both physical and human features. Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. Understanding how climates impact on trade, land use and settlement. Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. 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.	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. Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. 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. Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Describing and understanding economic activity, including trade links. Describing the 'push' and 'pull' factors that people may consider when migrating. Understanding the distribution of natural resources both globally and within a specific region or country studied.	Identifying key physical and human characteristics of the geographical regions in the UK. Explaining why a locality has changed over time, giving examples of both physical and human features. 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. Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. Describing and understanding economic activity, including trade links. 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.

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		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.	
SKILLS AND FIELDWORK	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. Using the scale bar on a map to calculate distances. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Following a short pre-prepared route on an OS map. Choosing the best approach to answering an enquiry question. Making sketch maps of areas studied including labels and keys where necessary. Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Conducting interviews/questionnaires to collect qualitative data. Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.	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 models and maps to talk about contours and slopes. Interpreting and using real-time/live data. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Analysing quantitative data in pie charts, line graphs and graphs with two variables.	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. Using the scale bar on a map to calculate distances. Beginning to use thematic maps to recognise and describe human and physical features studied. Selecting a map for a specific purpose. Choosing the best approach to answering an enquiry question. 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. Selecting appropriate methods for data collection. Beginning to use standard field sampling techniques appropriately. Using GIS (Geographical Information Systems) to plot data sets. Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at

	Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.		length and digital technologies (photos with labels/captions) 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.

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YEAR 6	Autumn 1st half-term	Autumn 2nd half-term	Spring 1st half-term	Spring 2nd half-term	Summer 1st half-term	Summer 2nd half-term
	WHY DOES THE POPULATION CHANGE?		**WHERE DOES OUR ENERGY COME FROM**		**CAN I CARRY OUT AN INDEPENDENT FIELDWORK ENQUIRY?**	
QUESTIONS	1. How is the global population changing? 2. What are birth and death rates? 3. Why do people migrate? 4. How is climate change impacting the population? 5. How is population impacting our environment? (Data collection) 6. How is population impacting our environment? (Findings)		1. Why is energy important? 2. What is renewable energy? 3. How does the United States generate energy? 4. How does the United Kingdom generate energy? 5. What is the best way to generate energy? 6. Where is the best place for a solar panel on the school grounds?		1. Developing an enquiry question. 2. Creating data collection methods. 3. Mapping a route. 4. Collecting the data. 5. Analysing the data. 6. Presenting the data.	
LOCATIONAL KNOWLEDGE	Locating more countries in Europe and North and South America using maps. Locating key human features in countries studied. Locating many counties in the UK. Confidently locating the twelve geographical regions of the UK.		Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Locating some key physical features in countries studied on a map. Locating key human features in countries studied. Locating many cities in the UK. 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.		Locating major cities of the countries studied. Locating some key physical features in countries studied on a map. Locating key human features in countries studied. Locating many cities in the UK. Confidently locating the twelve geographical regions of the UK.	
HUMAN AND PHYSICAL	Identifying key physical and human characteristics of the geographical regions in the UK. Explaining why a locality has changed over time, giving examples of both physical and human features.		Identifying key physical and human characteristics of the geographical regions in the UK. Understanding how land use has changed over time using examples.		Identifying key physical and human characteristics of the geographical regions in the UK. Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.	

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	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. Understanding some of the impacts and causes of climate change. Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. Describing and understanding economic activity, including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years. 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.	Explaining why a locality has changed over time, giving examples of both physical and human features. Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. Understanding how climates impact on trade, land use and settlement. Using maps to explore wider global trading routes. Understanding some of the impacts and causes of climate change. Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. Describing and understanding economic activity, including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years. Understanding the distribution of natural resources both globally and within a specific region or country studied. 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.	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.
SKILLS AND FIELDWORK	Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied.	Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied.	Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied.

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	Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Beginning to use thematic maps to recognise and describe human and physical features studied. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using four and six-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. Planning a journey to another part of the world using six-figure grid references and the eight points of a compass. Developing their own enquiry questions. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. Beginning to use standard field sampling techniques appropriately. Using GIS (Geographical Information Systems) to plot data sets. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data.	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). 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. Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using four and six-figure grid references to locate features on a map in regions studied. 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.	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). 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. Selecting a map for a specific purpose. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using four and six-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 eight compass points on an OS map. Developing their own enquiry questions. Choosing the best approach to answering an enquiry question. 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. Selecting appropriate methods for data collection.

	Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) 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.		Designing interviews/questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately. Using GIS (Geographical Information Systems) to plot data sets. 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. Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) 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.