

	Cycle A	Cycle B
Autumn		
UW/PC		
Vocabulary		
Enrichment		
Spring	Weather and Seasons China (Chinese new year)	Space
	<p>Early Learning Goal UW/TW Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Early Learning Goal UW/TW They talk about the features of their own immediate environment and how environments might vary from one another.</p>	
Vocabulary	hot, cold, country, weather, seasons, autumn, winter, spring, summer, rain, sun, snow, wind China, Chinese, new year, country, globe.	
Enrichment	Local weather walk CNY day in school.	
Summer	Ocean / Seaside	Holidays

	<p>Early Learning Goal UW/TW</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	
Vocabulary	beach, sea, sand, seaside, holiday, ocean, coast, cliff	
Enrichment	trip to beach, Bempton cliff	

Year 1/2	Cycle A – 2019-2020	Cycle B – 2020-2021
Autumn	What is the geography of where I live like?	
NC POS	<p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. <p>Human and physical geography</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical and human features. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple observational skills to study key human and physical features of environments. <p>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.</p>	
Skills	<ul style="list-style-type: none"> Identify and describe physical and human geographical features of a range of environments and understand that geography is the study of how people are connected with these environments; Use a number of GIS layers of <i>Google Earth</i> to identify and observe familiar physical and human geographical features of the immediate vicinity of their school; Identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe; Using a range of layers in <i>Google Earth</i> GIS imagery, identify, describe and offer reasons for changes in land use they can observe and record in the local area of the school; Understand that the many different uses of land observed in the local area can be grouped into a small number of categories; 	

	<ul style="list-style-type: none"> ● Through fieldwork observe and record in a variety of ways, significant examples of physical and human geographical features of the local area; ● Use interactive online mapping to plot, describe and explain a geographical walk around the local area that would introduce a visitor to some of the key physical and human geographical features; ● Recognise, identify and locate the key human and physical geographical features of their own home area and offer reasons for any current changes in land use; 	
Vocabulary	Place; People; Environment; Landscape; Community; Natural; Physical geography; Human geography; Global; United Kingdom; Country; Nation; City; Capital; Continent; Ocean; Europe; Equator; Sea; Tree; Wood; Forest; Tropical; Buildings; Landslide; Beach; Wave; Motorway; Canyon; Mountain; Snow; Cliff; Town; Moor; Train; Offices; Service; Hotel; Departmental Store; Fishing; Boat; Farm; Ice; Freeze; Plough; Field; Road; Bridge; Safari; Holiday; Sport; Timber; Railway; Geo tagged; Geographical Information System (GIS); Annotated; Local area; Stadium; Change; Construction; Land use; Scale; Street; Transport; Recreation; Economic; Residential.	
Enrichment		
Spring	Why can't penguin Fly?	How does weather effects of lives?/ Kampong Ayer
NC POS	<p>Locational knowledge</p> <ul style="list-style-type: none"> ● Name and locate the world's seven continents and five oceans. ● Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Place knowledge</p> <ul style="list-style-type: none"> ● Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. <p>Human and physical geography</p> <ul style="list-style-type: none"> ● Use basic geographical vocabulary to refer to key physical and human features. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ● Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage. ● Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. ● Use simple observational skills to study key human and physical features of environments. <p>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.</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> ● Name and locate the world's seven continents and five oceans. <p>Human and physical geography</p> <ul style="list-style-type: none"> ● Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles. ● Use basic geographical vocabulary to refer to key physical and human features. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ● Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. ● Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. ● Use simple fieldwork and observational skills to study key human and physical features of environments.

<p>Skills</p>	<ul style="list-style-type: none"> ● Identify and describe physical and human geographical features of a range of environments and understand that geography is the study of how people are connected with these environments; ● Use a number of GIS layers of <i>Google Earth</i> to identify and observe familiar physical and human geographical features of the immediate vicinity of their school; ● Identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe; ● Using a range of layers in <i>Google Earth</i> GIS imagery, identify, describe and offer reasons for changes in land use they can observe and record in the local area of the school; ● Understand that the many different uses of land observed in the local area can be grouped into a small number of categories; ● Through fieldwork observe and record in a variety of ways, significant examples of physical and human geographical features of the local area; ● Use interactive online mapping to plot, describe and explain a geographical walk around the local area that would introduce a visitor to some of the key physical and human geographical features; ● Recognise, identify and locate the key human and physical geographical features of their own home area and offer reasons for any current changes in land use; 	<ul style="list-style-type: none"> ● Identify and describe the basic atmospheric elements of the weather; ● Observe, measure and record the elements of daily weather by using a variety of simple instruments and devices; ● Present, describe and offer reasons for some of the ways in which the weather has changed during the period of measurement; ● Identify, describe and begin to explain ways in which great artists depict elements of the weather and the techniques they use to convey noise, smell and emotional feelings; ● Observe how weather conditions change during the four seasons of the year and offer reasons for changes which occur; ● Recognise and describe how Vivaldi in his concerto <i>The Four Seasons</i> is able to create an evocative picture of changes in the weather from one season to another; ● Observe and offer reasons for the distribution of hot and cold places in the world; ● Explain in simple terms why the temperature of places decreases with distance from the Equator towards the north and south poles; ● Compare and contrast the environments of Antarctica and the Sahara Desert and begin to explain through reasoning the similarities and differences; ● Understand why Captain Robert Scott and his team wanted to be the first human beings to reach the South Pole, the reasons for their failure and empathise with the emotions they would have felt as a result; ● Locate the Amazon Basin on a labelled world map, describe its typical daily weather, suggest reasons for why it's so hot and wet and explain why it's so different from the Sahara Desert and Antarctica;
<p>Vocabulary</p>	<p>Place; People; Environment; Landscape; Community; Natural; Physical geography; Human geography; Global; United Kingdom; Country; Nation; City; Capital; Continent; Ocean; Europe; Equator; Sea; Tree; Wood; Forest; Tropical; Buildings; Landslide; Beach; Wave; Motorway; Canyon; Mountain; Snow; Cliff; Town; Moor; Train; Offices; Service; Hotel; Departmental Store; Fishing; Boat; Farm; Ice; Freeze; Plough; Field; Road; Bridge; Safari; Holiday; Sport; Timber; Railway; Geo tagged; Geographical Information System (GIS); Annotated; Local area; Stadium; Change; Construction; Land use; Scale; Street; Transport; Recreation; Economic; Residential.</p>	<p>Weather; Rainfall; Temperature; Sunshine; Wind; Fog; Snow; Tornado; Drought; Cloud; Thermometer; Anemometer; Rain gauge; Weather vane; Compass; Season; Winter; Spring; Summer; Autumn; Thunderstorm; Ice; Country; City; Lagoon; Canal; Island; Equator; North Pole; South Pole; Key; Solar; Desert; Continent; Ocean; Sahara; Antarctica; Blizzard; Expedition; Environment; Atmosphere.</p>

Enrichment		
Summer	Why does it matter where our food comes from?	Why do we love being by the seaside?
NC POS	<p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Human and physical geography</p> <ul style="list-style-type: none"> Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles. Use basic geographical vocabulary to refer to key physical and human features. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple observational skills to study key human and physical features of environments. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Human and physical geography</p> <ul style="list-style-type: none"> Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles. Use basic geographical vocabulary to refer to key physical and human features. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage. Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple fieldwork and observational skills to study key human and physical features of environments.
Skills	<ul style="list-style-type: none"> Recognise that all the food we eat comes from either plants or animals and that a farm is an area of land and buildings where those plants and animals are produced; Identify, describe and offer reasons for the main features of a dairy farm and observe how milk is used as a raw material in a wide range of dairy products; Identify and describe the main geographical features of the physical landscape of Devon and compare and contrast these with some of the human features of its towns and cities; Offer reasons and begin to explain why the weather in Devon makes it a good place for dairy farming; Compare and contrast the average annual weather conditions in Devon with those of the United Kingdom as a whole; Describe how cheese is manufactured on one Devon farm and how it is exported; Identify the top 10 most popular fruits in the United Kingdom and understand why half of these are imported; Identify and describe the main stages in the harvesting, packaging and export of bananas from Costa Rica to the United Kingdom; Explain why Costa Rica is a good location for farmers to grow bananas and how exported bananas reach the United Kingdom; 	<ul style="list-style-type: none"> Identify and describe the main physical and human features of seaside environments; Provide reasons as to why it is important to protect living things at the seaside; Describe popular activities undertaken at the seaside; Understand the interdependence of living things in seaside environments; Identify, describe and categorise living things within a rock pool habitat; Identify, categorise and begin to explain the distribution of sea shells on a beach; Identify, describe and offer reasons for the presence of pollution on a beach; Describe and explain how people can take greater care of the seaside environment; Describe and explain reasons why seaside holidays have changed in living memory; Identify, describe and offer reasons for European flight destinations from their nearest regional airport;

	<ul style="list-style-type: none"> • Identify and describe how sugar is refined from sugar beet on British farms; • Understand why being careful about how much added sugar we eat each day is important for maintaining a healthy lifestyle; • Identify and categorise fruit and vegetables sold at a high street greengrocer, their cost and whether they are locally produced, UK grown or imported; • Describe and explain some of the benefits of greengrocers and supermarkets buying fruit and vegetables from local farmers; • Identify the animals from which common meats sold at butcher shops and supermarkets derive and explain what 'free-range' means and why this is beneficial; • Identify ingredients of the top 10 dishes cooked at home by people in Britain and explain whether these are home produced or imported. 	Compare and contrast modern day experiences of the seaside with those of older members of their families or the Victorians.
Vocabulary	Farm; Dairy products; Supermarket; Shop; Pasture; Grass; Jersey; Channel Islands; Economic activity; Business; Raw material; County; Devon; South West England; United Kingdom; Landscape; Wood; Hedgerow; Tree; Field; Lake; Weather; Average; Temperature; Growing season; Rainfall; Sunshine; Settlement; Town; City; Village; Industry; Airport; Motorway; Office; Factory; Railway; Cathedral; Aeroplane; Trade; Plantation; Harvest; Export; Costa Rica; South America; North America; Central America; Harvest; Container ship; Import; Tropical; Calories; Vegetable; Processing; Health; Butcher; Greengrocer; Locally produced; Free-range; Refining; Vitamins; Nutrition.	Seaside; Countryside; Town; City; Urban; Rural; Flats; Sand; Beach; Pebbles; Mountain; Rocks; Field; High Street; Sea; Shops; Road; Street; Heath; Trees; Wood; Crops; Farming; Cliff; Houses; Hill; Traffic; Habitat; Environment; Adaptation; Camouflage; Nutrition; Food chain; Plankton; Pollution; Continent; Ocean; Country; North Pole; South Pole; North America; South America; Europe; Africa; Asia; Australia; Antarctica; Ocean; Pacific Ocean; Indian Ocean; Arctic Ocean; Southern Ocean; Atlantic Ocean; Compass; Map; River; Mountain; Desert; Island; Capital; Resort; Region.
Enrichment		

Year 3/4	Cycle A - 2019-2020	Cycle B - 2020-2021
Autumn		Why is the jungle so wet and the desert so dry?
NC POS		<p>Locational knowledge</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <p>Human and physical geography Describe and understand key aspects of:</p>

		<ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p>Geographical skills</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
Skills		<ul style="list-style-type: none"> Observe, describe and explain in basic terms the pattern of climate in the United Kingdom; Identify, describe and begin to offer reasons for the distribution of different types of climate around the world; Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world; Construct a climate graph from temperature and rainfall data for their home location and compare and contrast this with climate graphs of other locations to reach conclusions and make judgements; Understand how climate affects both the landscape of different biomes and the plants and animals that can live there; Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall; Describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world; Identify, locate; describe and explain how plants and animals are adapted to the climate of either the coniferous forest or savanna biome.
Vocabulary		<p>Weather; Climate; Temperature; Political map; Temperate; Council; Pattern; Location; North Pole; Equator; Location; Distribution; Country; Prevailing; Wind; Ocean; Climate graph; Classification; Key; Tropic of Cancer; Tropic of Capricorn; Polar; Continental; Mediterranean; Tropical; Equatorial; Drought; Annual; Winter; Summer; Mild; Season; Northern Hemisphere; Southern Hemisphere; Meteorological; Climate station; Average; Coniferous; Tropical; Rainforest; Savanna; Hot desert; Ice cap; Tundra; Mountain; Environment; Grassland; Shrubs; Trees; Animals; Herbivores; Landscape; Lichens; Moss; Deciduous; Forest; Evergreen; Predators; Humid; Oxygen; Drought; Carnivore; Biome; South America; River; Amazon Basin; Amazonia; Nile; Andes; Tributary; Source; Mouth; Humid; Convection; Condensation; Cloud; Thunderstorm; Cumulonimbus; City; Inhabited; Polar; Sahara; Adaptation.</p>
Enrichment		
Spring	Natural Disasters – Why do the Biggest Earthquakes not cause the most damage?	

<p>NC POS</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • 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). <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p>Geographical skills</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 	
<p>Skills</p>	<p>Learning objectives</p> <p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <ul style="list-style-type: none"> • Locate and describe the effects of the Christchurch earthquake of 2011 from a range of sources; • Observe and record the distribution of earthquakes in New Zealand over the past two hundred years; • Identify, describe and explain the causes of earthquakes; • Describe and explain why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world; • Understand through explanation and reaching conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction; • Identify, describe and explain the causes of volcanoes; • Explain why volcanoes often occur at the same location as earthquakes in places such as New Zealand; • Locate, describe and explain why so many earthquakes and volcanoes occur around the Pacific Ring of Fire. 	
<p>Vocabulary</p>	<p>Earthquake; Volcano; Continent; Ocean; Latitude; Longitude; Northern Hemisphere; Southern Hemisphere; Political map; Evacuation; Infrastructure; Transport; Business; River; Flood; Search and rescue; Epicentre; Magnitude; Richter scale; Distribution; Location; Pattern; Energy; Projection; Tsunami; Plate; Inner core; Outer core; Mantle; Crust; Fault; Alpine Fault; Design; Homeless; Refugees; Wealth; Eruption; Magma; Lava; Rock; Dormant; Extinct; Cone; Vent; Gas;</p>	

	Cloud; Chamber; Pacific Ring of Fire; Technology; Quality of life; Distribution; Wealth; Gross National Income.	
Enrichment		
Summer	Beyond the Magic Kingdom	
NC POS	<p>Locational knowledge</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • 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). <p>Place knowledge</p> <ul style="list-style-type: none"> • 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. <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, water. <p>Geographical skills</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 	
Skills	<ul style="list-style-type: none"> • Identify, describe and explain the function and attraction of theme parks around the world and in particular the <i>Magic Kingdom</i> in Florida; • Identify, locate, compare and contrast the constituent states of the United States of America and recognise and describe key geographical features of one state other than Florida; • Describe and explain the historical significance of the Maya civilisation and suggest reasons for its catastrophic end; 	

	<ul style="list-style-type: none"> ● Observe, describe, explain and begin to draw conclusions about the geographical pattern of the origin of visitors to the <i>Magic Kingdom</i> from countries around the world; ● Recognise and describe the key geographical features of a peninsula and compare and contrast the Floridian peninsula with a number of peninsulas at different locations around the world; ● Recognise the key human and physical features and achievements of the Kennedy Space Centre in Florida and explain the geographical reasons for its location; ● Describe and explain why sea turtles which live in the waters around Florida are endangered and reach a judgement as to how they might be conserved for the future; ● Compare and contrast the climate of the United Kingdom and Florida and identify and explain the main differences particularly in relation to temperature and sunshine hours; ● Reach a conclusion and make a judgement as to the best time climatically for British tourists to holiday in Florida; ● Identify, describe and explain how hurricanes form and why they present such a threat to the people of Florida and understand the range of ways in which residents take measures to protect themselves and property from potential damage; ● Locate, describe and explain why the Everglades are a National Park. 	
Vocabulary	<p>Theme park; Tourist; Florida; United States of America; North America; Atlantic Ocean; Gulf of Mexico; State; Leisure; Recreation; Plan; Location; Scale; Distance; Political map; Island; Ice sheet; Population density; Contiguous; Time zone; Pacific Ocean; Central America; Maya; Civilisation; Empire; City; Exploitation; Climate; Drought; Tropical rainforest; Trade; Astronomy; Environment; Choropleth map; Key; Quality of life; Reliability; Trustworthiness; Peninsula; Coast; Sea; Satellite; Physical features; Human features; Space; Exploration; Mission; Trajectory; Axis; Orbit; Rotation; Equator; Latitude; Gravity; Europe; South America; Endangered; Conservation; Preservation; Life cycle; Hazard; Pollution; Species; Predator; Conflict; Extinct; Management; Atmosphere; Zone; Region; Weather; Climate; Temperature; Precipitation; Sunshine; Intense; Shallow; Oblique; Hurricane; Evacuation; Tropical Storm; Caribbean; National Park; Everglades.</p>	
Enrichment		

Year 5/6	Cycle A – 2019-2020	Cycle B – 2020-2021
Autumn		Who are Britain’s National Parks for?

NC POS		<p>Locational knowledge</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
Skills		<p>Identify, locate, describe and explain the distribution of the 15 National Parks in the UK;</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observe and record the common key natural features of the National Parks of the UK and explain why they are referred to as the country's 'breathing spaces'; <input type="checkbox"/> Recognise those other special qualities of National Parks which are referred to as 'cultural heritage' and reflect on the importance of their own cultural heritage in the context of this; <input type="checkbox"/> Recognise, describe and explain how National Parks actively encourage visitors to enjoy and learn about what makes them special; <input type="checkbox"/> Identify and record the key physical and human geographical features of Southwest England and compare and contrast the proportion of protected land here with other regions of the UK; <input type="checkbox"/> Identify, describe through observation of the landscape of The Valley of Rocks in Exmoor National Park, and explain the attraction of this area for visitors such as artists; <input type="checkbox"/> Identify, describe and, through observation, offer reasons for the existence of the bronze

		<p>Age ceremonial landscape in Dartmoor National Park, evaluate the reflections of others and reach a judgement about its purpose;</p> <p><input type="checkbox"/> Recognise, describe and explain the features of a hill or upland farm and why farmers are so important in helping to achieve the aims of National Parks in the UK;</p> <p><input type="checkbox"/> Understand who looks after National Parks in the UK and reflect upon and evaluate the importance of the jobs that people do;</p> <p><input type="checkbox"/> Compare and contrast the Everglades National Park with Dartmoor and Exmoor National Park and understand through explanation the main similarities and differences between National Parks in the UK and those in the USA;</p> <p><input type="checkbox"/> Locate and describe the geographical features of an additional National Park in the USA and explain why it received designation</p>
Vocabulary		<p>National Park; Location; Distribution; Country; City; Landscape; protection; Conservation; Fertiliser; Environment; Urban; Rural; Countryside; Theme park; Remote; Town; Canal; Mill; Fair; Castle; Coal; Steam; Garden; Fort; House; Regatta; Village; Viaduct; Cottage; Custom; Tradition; Culture; Lifestyle; Heritage; Cultural heritage; Religion; Community; Festival; Mountain; Reservoir; Waterfall; Wetland; Peat; Windmill; Wind pump; Forest; Outcrop; Granite; Tor; Bronze Age; Stone circle; Moorland; Sea; Deciduous; Coniferous; Cliff; Channel; Glacial; Fells; Loch; Firth; Lake; Heathland; Ancient; Tarn; Coastline; Saltmarsh; Mudflats; Hill; River; Coastal; Bay; Beach; Sand dune; Gorge; Chalk; Downland; Grassland; Limestone; Drystone wall; Pot hole; Cave; Chamber; Tourists; Visitors; Abbey; Medieval; Industrial revolution; Prehistoric; Area of Outstanding Natural Beauty; Region; Southwest England; World Heritage Site; Site of Special Scientific Interest; Valley; Contour lines; Distribution; Sea level; Incline; Hill; Tourists; Dry valley; Stream; Rock; Shattered; Fragmented; Ice Age; Island; Scrub; Weathering; Freeze-thaw; Erosion; Pedestal; Evoke; Pastoral; Technology; Factory; Mill; Prehistoric; Ceremonial; Mesolithic; Neolithic; Relief; Vegetation; Bracken; Heath; Diversify; Grassland; Marsh; Reeds; Cairn; Standing stones; Quarry; Farm; Wildlife; Species; Habitat; Beauty; Tranquillity; Land use; Economic activity; Livestock; Fodder; Government</p>
Enrichment		
Spring	Climate Change	
NC POS	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 	

	<ul style="list-style-type: none"> • 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) • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	
Skills	<p>Describe what an oceanographer is and be able to identify and locate the five major oceans of the world together with the world's largest expanses of sea and explain the difference between the two;</p> <p>Describe and explain what happened to the cargo of plastic ducks lost from a ship in the middle of the Pacific Ocean in 1992 and identify, locate and observe accurately on a world map the places around the world where they have washed up in the intervening years – offer reasons and judgements for the pattern observed;</p> <p>Demonstrate understanding through comprehension, recall and explanation of what ocean gyres are and how their action helps to create areas of waste accumulation known as ocean garbage patches;</p> <p>Evaluate the advantages and disadvantages of plastic as an incredibly versatile and widely used material and compare and contrast these with the negative environmental impact that they can have;</p> <p>Describe the main uses of single-use plastic in everyday life and identify and evaluate the potential benefits of more sustainable alternatives;</p> <p>Carry out a simulated survey of a beach using sampling techniques to estimate the number of microplastics present describing, explaining and evaluating the validity and trustworthiness of their methods and results.</p>	

<p>Vocabulary</p>	<p>Oceanographer, sea, globe, continuous, Pacific, Atlantic, Indian, Arctic, Southern, gulf, bay, bight, strait; Baffin Bay, Labrador Sea, Hudson Bay, Gulf of Mexico, Caribbean Sea, Greenland Sea, Norwegian Sea, North Sea, Mediterranean Sea, Black Sea, Caspian Sea, Red Sea, Persian Gulf, Arabian Sea, Bay of Bengal, South China Sea, East China Sea, Sea of Japan, container, container ship, products, location, storm, manufacture, exporting, importing, spilled, intervening, washed up, coast, countries, United Kingdom, Chile, Japan, Greenland, United States of America, Hawaii, Alaska, Australia, Philippines, France, Canada, North Pole, currents, pattern, gyres, circulate, garbage patches, whirlpool, collects, accumulates, rotating, refuse, debris, Great Pacific Garbage Patch, North Pacific Gyre, Hawaii, California, islands, misleading, erroneously, abandoned, microplastics, immediately, noticeable, naked</p> <p>eye, rigid, firm, favourable, popular, versatile, material, trillion, tonnes, conservative, estimate, current, remote, challenges, passion, impact, entanglement, ghost fishing, discarded, meshes, nylon, threads, abandoned, trap, wrap, loop, ingestion, mistakenly, nutritional, value, progressively, starve, inclination, compulsion, consume, poses, potential, portions, react, encounters, non-native, transport, algae, barnacles, crabs, organism, attach, invasive, settle, establish, environment, outcompete, overcrowd, native, species, disrupting, ecosystem, continuously, habitat, appropriate, violent, appetite, behaviour, decimate, local, go-to, electronic, recyclable, clam, oyster, odourless, storage, contamination, sterile, entire, wastefulness, balance, unfair, undeniable, reflect, island, surrounded, evidence, surveying, instruments, quadrat, squared, average, mean, square metre, sample, strandline, washed up, deposited, intervals, randomly, overlapping, identified, recording, extrapolation, validity, trustworthiness</p>	
<p>Enrichment</p>		
<p>Summer</p>	<p>Migration</p>	<p>What is a river?</p>
<p>NC POS</p>		<p>Locational knowledge</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

		<ul style="list-style-type: none"> • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Skills		<ul style="list-style-type: none"> ● Identify and describe how physical features of rivers change from source to mouth; ● Offer reasons to explain why the course of a river changes as it flows from higher to lower ground; ● Use OS maps, aerial photographs and GIS to recognise, describe, compare and contrast and explain how physical features change along the course of a river; ● Use a range of fieldwork techniques to measure, record and present and explain changes along a section of a local river and to reach a conclusion as to whether it constitutes a healthy habitat for living things; ● Identify and describe the features of river estuaries and explain why they are such important ecosystems for wildlife; ● Describe the components of the hydrological or water cycle and explain the important role that rivers play; ● Recognise, describe and explain the reasons why the Isle of Dogs developed to become part of the busiest river port in the world and evaluate the evidence and make a judgement about the causes of its sudden decline and closure; ● Interpret a range of geographical evidence to reach a conclusion as to why Bangladesh is at such a risk of serious annual river flooding; ● Reflect upon and evaluate the techniques used by classical composers to portray the different stages and features of the course of a river and create and record a personal musical piece to evoke the features of a waterfall; ● Understand climatically what the <i>Little Ice Age</i> refers to and how occasional severe winters impacted upon the River Thames and the people of London; ● Explain why China built the Three Gorges Dam along the Chang Jiang (Yangtze River) and describe and evaluate some of its geographical impacts.
Vocabulary		<p>River; Source; Mouth; Course; Channel; Meander; Stream, Waterfall; Bank; Flood plain; River island; Undercutting; Slip-off slope; Tidal, Marina, River cliff; Pebbles; Beach; Waves; Spit; Coast; Estuary; Erosion; Farms, Village; Town; Settlement; Fields, Hedgerow; Tropical rainforest; Atacama Desert; Wood; Rapids; Ox-bow lake; Mill; Hamlet; Railway; Transport; Bridge; Sewage works; Leisure; Recreation; Hypothesis; Validity; Load; Energy; Transportation; Habitat; Invertebrates; Molluscs; Crustaceans; Amphibians; Birds, Mammal; Reptile; Vertebrates; Algae; Eutrophication; Pollution; Indicator species; Biotic Index; Valley; Agriculture; Sea level; Flood; Bridge; Mud flat; Brackish; Coast; Diatom; Omnivore; Herbivore; Carnivore; Prey; Confluence; Annotate; Wildlife; Spit; Scale; Ecosystem; Migration; Food chain; Photosynthesis; Algae, Bacteria; Hydrological (water) cycle;</p>

		Precipitation; Runoff; Aquifer; Evaporation; Borough; River Thames; Isle of Dogs; Henry VIII; Marsh; Creek; Flood; Port; Trade; Dock; Economic activity; British Empire; Container; Monsoon; Refugee; Contaminated; Famine; Aid; Pattern; Relief; Romantic era; Symphony; Movement; Orchestra; Waterfall; Little Ice Age; Climate.
Enrichment		

Key stage 1

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

Locational knowledge	A	SP	SU
name and locate the world's seven continents and five oceans	A	B	A
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	A		A

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

Human and physical geography	A	SP	SU
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	A	B	A
use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		B	A

Geographical skills and fieldwork	A	SP	SU
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	A	B	A
use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map			

use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	A	B	A
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.	A	B	A

Key stage 2

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

Locational knowledge	A	SP	SU
locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	B B	A A	B A
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	B B	A A	B
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)	B B	A A	A

Place knowledge	A	SP	SU
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			A

Human and physical geography	A	SP	SU
describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	B B	A A	B A

♣ 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			
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Geographical skills and fieldwork	A	SP	SU
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	B B	A A	B A
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	B B	A A	B A
use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			B