Hotham Primary School
Geography Curriculum Overview

End of Year Expectations	
Nursery	Children recognise and understand their immediate environment, including their classroom, school, house and street. They are able to talk about different environments such as mountains, deserts, forests and the ocean. They are able to use simple language to compare different environments and landscapes. They enjoy exploring and talking about changes they see, such as weather and seasons.
Reception	Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They 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. They know some similarities and differences between the natural world around them and contrasting environments.
Year 1	Children have a developing understanding of their immediate environment and local area. They can locate the UK and Europe on a map and know some of their key features. They can talk about hot and cold places in the world, and how the weather changes across the seasons. They can recognise human features locally and how they are connected. They can use and create simple maps. They can use simple fieldwork to respond to a geographical question.
Year 2	Children can compare where they live to another place in the world and explain why they are different. They know the key characteristics of the UK (countries, capital cities, seas) and can find the seven continents. They know how a location's position in relation to the equator/poles will have an impact on its climate. They can use a range of maps and aerial photos to identify geographical features. They can use compass directions correctly. They can form an answer to a geographical question using fieldwork.
Year 3	Children can locate and identify the key geographical landmarks of the UK, and are beginning to expand their knowledge of Europe. They explain why places in different locations are different. They are beginning to understand the effect of landscape features, localities and natural resources on humans. They can interpret and create maps using symbols and keys. They are able to use a wider range of fieldwork methods to answer a geographical question.
Year 4	Children have a secure knowledge of the UK and its key geographical features. They can describe a location in terms of equator, hemispheres, poles and time zones. They can explain different types of human settlement and land use. They are beginning to understand how humans have been affected by changes in their environment, both natural and man-made. Their knowledge of the planet is expanding to include climate, biomes and vegetation belts. They can carry out simple geographical enquiries, recording their findings using the most appropriate method.
Year 5	Children can name and locate the significant features of the UK and explain why these are important. They can name and identify key countries around the world. They can explain different weathers around the world and how these relate to climate zones. They are beginning to understand how economic activity has had an impact on human geography. They can draw on what they know to make informed comparisons between two locations. They can answer geographical questions and present their findings taking the audience into account.
Year 6	Children can explain how significant places and geographical features in the UK have affected the population. They can name and locate key countries, rivers and mountains around the world. They can explain the importance of a locality within its global context. They are able to explain how trade links have impacted human populations. They can explain physical processes over time, and can identify different topographical features and land use patterns. They can use a range of geographical resources to draw more complex conclusions. They can independently plan and carry out geographical enquiries. They can present their findings effectively, by using the most appropriate method for their audience.

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Units of work at a glance			
	Autumn	**Spring**	**Summer**
Nursery	Habitats/Climate Celebrations around the world	Understanding of the World, the wider and local community	Where do families live? People in our local community
Reception	Local habitats and climate Different landscapes	Exploring our community, learn about jobs, mapwork, make a simple map of walk	Protecting the planet: reduce, reuse, recycle, ocean and jungle
Year 1		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.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
	Toys	**Putney (12 lessons)**	**British Queens (6 lessons)**
Year 2	Definition of a settlement – local area features and that of a prehistoric village.		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
	Prehistoric Britain (9 lessons)	**Inventors**	**Kenya/Shetland (12 lessons)**
Year 3		A region in a European country, volcanoes, mountains, earthquakes	UK physical geography and infrastructure
	Egypt	**Iceland (12 lessons)**	**Romans (9 lessons)**
Year 4		Rivers	Climate zones, biomes, climate change, water cycle
	Settlers and Invaders	**Thames (9 lessons)**	**Habitats/Climate (12 lessons)**
Year 5		The earth from space, global geography, hemispheres, time zones	A region within North or South America
	Greeks	**Space (6 lessons)**	**America (12 lessons)**
Year 6	Economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Western Europe (including Russia) and how this changed in the 20th century	
	Maya (9 lessons)	**WWII (9 lessons)**	**Theatre**

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Nursery		
Essential knowledge by the end of the year:		**Four seasons – spring, summer, autumn, winter** **Weather – cold/icy/frosty/hot/warm** **Human features – house, farm, school, bus station, road** **Modes of transport – car, train, plane, bus** **Prepositional language – over, under, on top, behind, in front**
Strand	**Learning Outcomes**	**Key teaching points**
Locational / Place Knowledge	● I know some similarities and differences between the natural world around me and contrasting environments. ● To understand my local area	● I can talk about nocturnal animals and their natural habitats (such as owls and bats) ● I can talk about contrasting environments – grassland, river, forest, cave, snowy/icy, beach ● I can make observations about the weather and use simple vocabulary such as cold, frosty, icy, sunny, warm
Global Understanding	● I know some similarities and differences between the natural world around me and contrasting environments. ● I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	● I can tell you what an Atlas is ● I can talk about different countries that my family or friends are from ● I can tell you what a map is and how I can use it ● I can tell you some languages that people speak around the world ●I can tell you if I speak another language at home
Human and Physical Geography	● I can make connections between the features of my family and other families ● I can show interest in different occupations ● I can begin to make sense of my own and my family's history ● I know that there are different countries	● I can talk about where I live (e.g., in a city) ● I can talk about houses that people live in ● I can talk about different professions that people have ● I can tell you where my family is from ● I can compare life in some settings to my own (Icy landscapes/UK, Desserts/Mountains) ●I can talk about different modes of transport

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Mapwork	● I can draw pictorial representations of an environment (drawings, simple maps).	● I can make a simple representation of a map ● I can verbally give directions or using Beebots
Fieldwork	● I can use all my senses in hands-on exploration of natural materials ● I can explore my environment to find answers to my questions.	● I can use simple instruments such as a magnifying glass to observe my natural environment ● I can talk about key geographical features using simple vocabulary ● I can use simple vocabulary to ask questions about observed phenomena in my environment
Communication of Ideas	● I can draw pictorial representations of an environment (drawings, simple maps). ● I can ask questions about my environment. ●I can make observations about my environment and that of my local area	● I can make observations about the weather and use simple vocabulary such as cold, frosty, icy, sunny, warm ● I can ask questions about simple observed phenomena outside such as the rain, ice and weather ● I can draw simple pictorial representations of the outdoor environment ● I can mark-make imaginary and real maps/representations

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Reception		
Essential knowledge by the end of the year:		**Four seasons –** spring, summer, autumn, winter **Contrasting environments –** river, forest, snowy/icy, beach **Human features –** house, farm, school, cafe, road **Modes of transport –** car, train, plane, boat, bus **Language of maps –** forwards, backwards, up, down, behind, in front
Strand	**Learning Outcomes**	**Key teaching points**
Locational / Place Knowledge	● I know some similarities and differences between the natural world around me and contrasting environments. ● I can make comparisons by drawing on my experiences and what has been read in class.	● Daily weather discussion – sun, cloud, hot, cold, warm, rain, snow (and associated adjectives) ● Seasons – key changes (e.g. autumn, leaves change colour, fall off, it gets colder, animals prepare for winter) through observation and stories (Linked to The Leaf Thief, Winter Hibernation, Bee and Forest School) ● Observation of plants growing in the outside area (seed, shoot, leaf, stem, flower, water, sun) ● Contrasting environments – grassland, river, forest, cave, snowy/icy, beach (Linked to Bear Hunt)
Global Understanding	● I can explain some similarities and differences between life in this country and life in other countries ● I can draw on geographical knowledge from stories, non-fiction texts and – when appropriate – maps.	● Comparing life in this country with Antarctica (linked to Penguins) and Australia. ● Geographical knowledge drawn from core books and artists of the week. ● Opportunities during the year to talk about where their family comes from/live, holidays, celebrations.
Human and Physical Geography	● I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	● Encouraged to talk about their own house (house, flat, bedroom, kitchen, stairs, garden) ● Different modes of transport (car, train, plane, boat, bus, scooter, bicycle) ● Features of the school (classrooms, toilets, playgrounds, office, woodland) ● Other key human geographical features (home, farm, cafe, beach ice cream shop) explored and taught through role play in the environment. ● Key language reinforced through weekly weekend news.
Mapwork	● I can recognise a map and what it is used for. ● I can use maps in roleplay. ● I can follow simple directions.	● Introduction to world map/globe as well as smaller scale maps in stories. ● Look at addresses on letters. ● Maps/letters explored and taught through role play in the environment. ● Directions (forwards, backwards, behind, in front) used through roleplay, games and language in the environment. ● Directions programmed into Beebots, using directional language and planning a route.
Fieldwork	● I can ask questions about my environment.	● Regular discussions about the journey to school (how did you get here? what did you see?), including recording responses in a tally chart.

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	● I can explore my environment in order to find the answer to my questions.	● Planning routes: local walk to library, bus trip to Kidzania London, farm visit. ● Ongoing questioning around objects – manmade or natural. ● Open ended fieldwork in Forest School – child-led enquiry questions.
Communication of Ideas	● I can talk about my environment. ● I can draw pictorial representations of an environment (drawings, simple maps).	● Correct use of tense in descriptive sentences (it is, it was, there are, there were, I see, I saw). ● Ongoing verbal description and enquiry in Forest School ● Drawing and descriptive writing of different landscapes, settings and places of interest. ● Imaginary and real maps through directed activities and encouraged in the environment.

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Year 1			
		Putney	**British Queens**
Essential knowledge by the end of this project:		**Four seasons –** features of each season **Human features –** church, station, city, town, village, bridge **Map symbols –** road, path, church, station **Compass directions –** north, south, east, west **Key landmarks in Putney –** Thames, Putney Bridge, high street	**Four countries of UK –** England, Scotland, Wales, Northern Ireland **Location of UK and Europe –** on a world map **Transport routes –** footpath, road, railway, airport, river **Equator and poles –** how proximity to these areas of the globe affects hot/cold **Geographical decisions –** one reason that Tower of London was built where it is
Strand	**Learning Outcomes**	**Key teaching points**	**Key teaching points**
Locational / Place Knowledge	● I can name, place and talk about the four countries and key cities of the UK. ● I can locate Europe on a globe/atlas. ● I can name, describe and compare places I know. ● I can link home with other places in my area.	● Local area study (human and physical features of the school and locality of Putney) ● Key features of local area (home, school, park, river, church, station) ● Discussion of home in relation to school / Putney (close, far, transport routes, journeys etc)	● Map of UK – names of countries, capital cities, flags ● World map – identify difference between continent and country, identify and name the 7 continents. ● Locate Europe on a variety of maps.
Global Understanding	● I can describe seasonal and daily weather patterns in the UK. ● I can talk about hot and cold places in the world. ● I am beginning to talk about the equator.	● Weather vocabulary (build on Rec plus mild, freezing, dry, drizzle, fog, ice) linking this to the season and effect on immediate environment ● Four seasons and features of each season ● Temperature and its effect on natural environment (animals, trees) and human environment (houses, clothes, activity).	● Compare location in world of different countries and look at difference in temperature (use countries in Commonwealth where Victoria was head of state) ● Locations closer to equator generally hotter, closer to pole generally colder. ● Countries on equator have tropical rather than seasonal climates.
Human and Physical Geography	● I can understand how some places are linked (e.g. footpaths, roads, trains) ● I can talk about about human/physical changes to the local environment (e.g. at school) ● I can suggest ideas for improvements to the local environment.	● Transport routes (roads, paths, railways) between home and school and within the locality ● Human features – factory, farm, house, office, shop, city, town, village, bridge, church, high street, pier, place of worship ● Physical features – river, high tide/low tide, woodland, trees, mud flats.	● Transport routes between key cities (Edinburgh, Cardiff, Belfast, London) in the country (motorway, train, airports, ferry)

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		● Improvement study – how to make the school more biodiverse	
Mapwork	● I can use a map to recognise the four countries of the UK. ● I can identify features using aerial photos/pictures. ● I can begin to use simple compass directions. ● I can use simple maps of the local area. ● I can draw simple maps and plans.	● Compass directions (north, south, east, west) in context using Secret Garden compass ● Simple map of Putney – follow a route ● Map symbols – road, path, church, station ● Aerial photographs of Putney – identify school, playground, river, bridge, high street ● Create map/plan – area of school and simple route.	● Label four countries of the UK on maps ● Aerial photographs of castles – identify different features of castle and surrounding landscape
Fieldwork	● I can ask geographical questions. ● I can use simple fieldwork tools and observational skills with assistance. ● I can make simple fieldwork sketches/ diagrams/ tables with assistance.	● What is the busiest time of day on Charlwood Road? – transport survey including modes of transport ● Use of tally charts, drawings, clocks/timers, identification diagrams	● Tower of London – why was it built there? ● Exploration of physical features which explain decision to build castle in that location –proximity to river, near roads, close to the city, near the sea
Communication of Ideas	● I can communicate simple findings verbally/ pictorially / in tables / in written form.	● Able to present results to local transport survey using pictures / in a table / descriptively.	● Able to verbally explain why a key castle was built in a given location.

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Year 2			
		Prehistoric Britain (Stone Age to Iron Age)	**Kenya and the Shetland Isles**
Essential knowledge by the end of this project:		**Compass directions –** north, south, east, west **Human features –** house, path/street/road, farm, stores, gathering place, cooking area, religious area **Map symbols –** forest, river, school, bridge **Geographical decisions –** can explain why a settlement is often built near a river/sea **Features of a settlement** – one feature that all settlements have in common	**Seven Continents –** Europe, Asia, Africa, North America, South America, Oceania, Antarctica **Urban/rural –** the definition/difference of these **Human/physical features –** factory, office, port, harbour, ocean, beach, coast, mountain **Climate measures –** temperature, rainfall, wind speed, wind direction **Geographical comparison –** one key geographical difference between Kenya and Shetland
Strand	**Learning Outcomes**	**Key teaching points**	**Key teaching points**
Locational / Place Knowledge	● I can name, locate and identify characteristics of the UK (four countries, capital cities, seas) ● I can name and place the world's seven continents and five oceans. ● I can name, describe and compare places I know. ● I can link home with other places locally.	● Map of UK – location of London and Putney and location of Skara Brae. ● Key features of the local area (Build on Y1 plus shop, bakery, shopping centre, bus station, warehouse, cycle lane).	● Map of UK – names of countries, capital cities, flags, seas – locate Shetland Isles ● World map – identify and name the 7 continents and 5 oceans. ● Name and locate Kenya, identify key cities and physical features
Global Understanding	● I can compare seasonal and daily weather patterns between two places in the world. ● I can locate hot and cold areas of the world in relation to the Equator and the North and South poles.	● Comparison of two settlements in terms of North/South and proximity to ocean – how this affects the climate and therefore geography of the settlement.	● Compare climate and weather (primarily temperature and rainfall) between Shetland and Kenya. ● Make comparisons between two locations and explore reasoning – proximity to equator/poles and oceans/desert.
Human and Physical Geography	● I can identify, understand and compare geographical similarities and differences (human and physical) between two contrasting places in the world.	● Similarity study – Putney and Skara Brae – what are the features of a 'settlement'? ● Physical features and how these impact human settlement choices – e.g. proximity to water, location on a hill, next to a forest, close to other humans. ● Human features of settlements which are the same or have developed over time – house,	● Human features – cities, towns, factories, farms, houses, offices, ports, harbours, shops ● Physical features – seas, oceans, beaches, cliffs, coasts, forests, hills, mountains, rivers, soil, valley, vegetation ● Urban/rural definitions – how do these relate to these two locations ● Comparison study – locate and compare these features in Shetland and Kenya

		path/street/road, farm, stores, gathering place, cooking area, religious area.	
Mapwork	● I can use maps, atlases, globes and digital mapping to locate countries, continents and oceans. ● I can use the four simple compass directions (N/S/E/W). ● I can use aerial photographs and plans to recognise landmarks and basic human and physical features. ● I can create a simple map with a basic key.	● Compass directions (north, south, east, west) in terms of maps, photos and plans. ● Use aerial photos/plans of Skara Brae and Putney – identify physical and human similarities and differences ● Create simple map of a settlement including its essential features ● Map symbols – build on Y1 plus forest, river, school, bridge	● Locate countries of the UK, continents, oceans on a map. ● Locate Shetland and Kenya on map of UK/Africa ● Language of compass directions in relation to countries studied (e.g. Shetland is in north of UK)
Fieldwork	● I can ask geographical questions and suggest ways to find answers. ● I can use simple fieldwork tools and observational skills independently. ● I can make simple fieldwork sketches/ diagrams/ tables independently.	● What are the essential features of a settlement? ● Exploration of the features of settlements which have existed since Stone Age times, and how this have developed (house, path/street/road, farm, stores, gathering place, cooking area, religious area)	● Why are there geographical differences between Kenya and Shetland? ● Exploration of differences in relation to housing, location of villages, different occupations (consider climate, proximity to sea, wealth)
Communication of Ideas	● I can answer a geographical question verbally / pictorially / in tables / in written form.	● Able to draw/explain the essential features of a settlement throughout history.	● Able to verbally/in writing compare the human/physical geographical differences between Shetland and Kenya.

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Year 3			
		Iceland	**Romans and Anglo-Saxons**
Essential knowledge by the end of this project:		**Five oceans –** Pacific, Atlantic, Indian, Southern, Arctic **Europe –** location of Iceland, France, Spain, Italy **Earthquakes –** caused by tectonic plates **Volcano eruption –** caused by magma pushing through surface of earth **Natural disaster –** one impact this has on the local population	**Mountainous regions in UK –** in Scotland, Wales and Lake District **Maps –** Eight points of the compass **Natural resources –** water, gold, iron **OS maps –** the most detailed maps of the UK available **Geographical change –** one change the Romans made to the geography of the UK which impacts us today
Strand	**Learning Outcomes**	**Key teaching points**	**Key teaching points**
Locational / Place Knowledge	● I can name, locate and identify characteristics of the UK (four countries, capital cities, seas, key landmarks, key geographical features) ● I can name and locate countries within Europe	● Location of Iceland on world map – where it sits in comparison to UK, Europe and North America ● Location of other key countries in Europe – France, Spain, Italy	● UK seas – Irish Sea, Atlantic, North Sea, English channel ● Mountainous regions – Scotland, Wales, Lake District ● UK landmarks – Hadrian's Wall, Roman Baths, Watling Street
Global Understanding	● I can recognise, name and place the world's seven continents and five oceans. ● I can explain why there are similarities and differences between places in different parts of the world.	● World map – identify and name the 7 continents and 5 oceans. ● Location of Iceland between two continents and the impact this has on its geography (mountains, volcanoes, earthquakes, hot springs) – and how this compares to the geography of the UK. ● Climate of Iceland – as influenced by proximity to the north pole and Atlantic Ocean.	● Compare climate and weather (temperature, rainfall, sunshine, wind) between York and London. ● Using OS maps, compare physical geography of two UK locations – area around Hadrian's Wall and East Anglia – what are the similarities and differences? Can you see the Roman impact on these regions?
Human and Physical Geography	● I can describe how people have been affected by changes in the environment. ● I can understand the effect of landscape features, localities and developments. ● I can talk about key natural resources (e.g. water) in a geographical location.	● Volcanoes and earthquakes – tectonic plates, plate margins, magma, lava, crust. ● Impact of a natural disaster on the population of Iceland – Eldfell volcano 1973 (evacuation of island, destruction of homes, using sea water to stop lava, heat to generate electricity, volcanic material to build runway, return of population).	● ● Impact of road building on the population – examination of transport links before Roman invasion and afterwards – which roads still exist today? ● Natural resources of the UK and where they can be found (water, iron, lead, copper, silver and gold)

		● Mountains – valley, peak, glacier.	
Mapwork	● I can use and interpret maps, globes, atlases and digital mapping to find countries and key features. ● I can use the 8 points of a compass. ● I can draw accurate maps using symbols and keys.	● Use map of Iceland to locate key geographical features ● Map symbols – build on Y2 plus contour lines, peak (and height), viewpoint, parking, campsite ● Compass directions (N, S, E, W, NE, NW, SE, SW) in terms of maps, photos and plans. ● Annotate map of Eldfell island with symbols and keys.	● Use OS maps to locate Roman settlements/roads and link these with modern day equivalents ● Use OS maps to locate key Roman landmarks (Hadrian's Wall, Roman Baths and Watling Street) ● Compare historic mapping with modern day mapping
Fieldwork	● I can ask geographical questions and suggest the most appropriate way to find an answer. ● I can use a larger range of fieldwork methods to observe, measure, record and present human/ physical features. ● I can make clear fieldwork sketches/ diagrams/ tables.	● Where could the next natural disaster happen in Iceland? ● Use of maps, aerial photographs, digital maps, Google Earth, historical photography. ● Record findings on maps and in tables.	● Which geographical changes made by the Romans still exist today? ● Consider roads, cities, forts, walls, water ● Record findings in tables, using diagrams and sketches.
Communication of Ideas	● I can answer a geographical question using a diagram / written explanation / in tables.	● Able to describe a natural disaster and the impact this had on the local population	● Able to explain how the Romans impacted the geography of the UK

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Year 4			
		The Thames	**Our Changing Planet**
Essential knowledge by the end of this project:		**Rivers of UK –** location of Thames and Severn **River terminology –** source, channel, mouth **Maps –** four figure grid references **Greenwich –** significance of port, navy, GMT **The Thames –** one benefit the Thames has brought to its surrounding area	**Hemispheres –** northern and southern **Climate zones –** polar, temperate, arid, tropical, mediterranean, mountains **Biomes –** aquatic, desert, tundra, grassland, forest **Climate change –** caused by release of greenhouse gases and impact is warming the planet
Strand	**Learning Outcomes**	**Key teaching points**	**Key teaching points**
Locational / Place Knowledge	● I can name, locate and identify characteristics of the UK (four countries, capital cities, local cities, seas, rivers, key landmarks, key geographical features) ● I can recall, locate and identify characteristics of the seven continents and five oceans. ● I can explain how a locality is set within a wider geographical context.	● Map of UK – build on Y3 plus different rivers including Thames, Severn, Trent, Mersey ● UK cities – capital cities, plus Oxford, Bristol, Liverpool, Manchester (link to rivers) ● Source of the Thames to the estuary	● Seven continents – recall, locate and discuss key features of each (e.g. Himalayas located in Asia). ● Five oceans – recall, locate and discuss key features of each (e.g. Pacific is largest ocean, almost half the globe)
Global Understanding	● I can identify and describe the position of a location in terms of equator/ poles / hemisphere. ● I can understand time zones.	● Greenwich and its impact on time zones – Greenwich Mean Time (GMT)	● Key global terminology and definitions – recall and locate equator, poles, Arctic, Antarctica and how climate of locations is linked to proximity to these. ● Hemispheres – northern and southern hemisphere ● Time zones east/west of GMT
Human and Physical Geography	● I can describe human features of UK regions, cities, and countries. ● I can understand the wider context of places (e.g. region, country, continent) ● I can explain the impact of key natural resources (e.g. water) in a geographical location. ● I can describe and understand key aspects of human geography such as types of settlement and land use. ● I can describe how people have been affected by changes in the environment.	● Settlements along the Thames (Oxford, London, Greenwich). ● Impact of natural resource (water) on the area surround the Thames – drinking water, irrigation, animals, transport, trade, and then impact on growth of London as a world city. ● Transport links and trade from Thames to other regions, countries and continents. ● River terminology – source, channel, mouth, estuary, tributary, floodplain	● Climate zones – polar, temperate, arid, tropical, mediterranean, mountains ● Biomes – aquatic, desert, tundra, grassland, forest ● Vegetation belts – plant life within a biome ● Climate change – causes and effects ● Impact of climate change of Arctic zone and the effect this is having on the planet / humans (e.g. rise in sea levels and effect on low lying areas)

	● I can name and explain key aspects of physical geography, including climate zones, biomes, vegetation belts.		
Mapwork	● I can use and interpret maps, globes, atlases and digital mapping to find countries and key features. ● I can identify features, compare and draw conclusions using aerial photos/pictures ● I can use 4 figure grid references. ● I can draw accurate maps with more complex keys.	● Use maps of Britain and the River Thames (including Ordnance Survey Maps) ● Use aerial photographs of the River Thames to identify key features (e.g. estuary, tributary, floodplain) ● Map symbols – build on Y3 plus footbridge, bridleway, marsh, sand ● Four figure grid references – find locations and annotate maps	● Use of globes, world maps and atlases to identify biomes, vegetation belts, climate zones and time zones ● Aerial photography of areas impacted by climate change (e.g. ice shelves)
Fieldwork	● I can form a simple question and plan and carry out a geographical enquiry. ● I can use a range of fieldwork methods to observe, measure, record and present human/ physical features. ● I can make clear fieldwork sketches/ diagrams/ tables.	● How fast does the River Thames flow? ● Compare speed of the river at Putney and at Thames Barrier ● Use of timers, tables, measuring equipment, grid references, calculators to record findings	● What effect is climate change having on the Arctic? ● Use of aerial photography, Google Earth, satellite imagery, traditional photography ● Use of sketches, diagrams, tables to record findings
Communication of Ideas	● I can answer a geographical question by choosing the most appropriate form of communication (e.g. a diagram / written explanation / in tables).	● Able to explain/draw diagram of the geographical journey down the River Thames	● Able to explain/demonstrate the impact of climate change on an area of the planet

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Year 5			
		Space Race	**Alaska to the Amazon**
Essential knowledge by the end of this project:		**Global understanding -** identifying main countries on each continent and oceans, positions of latitude, longitude, tropics, time zones **Natural resources -** distribution, comparing how rich natural resources are in USA/Russia to Vatican City **Global mapping** - using globes, aerial photography, google earth, space photography, weather diagrams	**Maps –** six figure grid references **Global understanding** - **Three regions of the Americas and how they are different –** Alaska, Death Valley, the Amazon Rainforest
Strand	**Learning Outcomes**	**Key teaching points**	**Key teaching points**
Locational / Place Knowledge	● I can name and locate significant places in the UK (e.g cities, rivers, seas, mountains, key landmarks, key geographical features), and explain why they are significant. ● I can name and locate the 7 continents and identify some of the main countries in Africa, Asia and Australasia / Oceania.	● Seven continents – locate and identify main counties in each (e.g. European countries previously learnt, USA, Australia, India). ● Oceans– recall, locate and discuss key features of each (e.g. Pacific is largest ocean, almost half the globe)	● The Americas cover a huge area of the globe, extending over several lines of latitude and longitude. ● The characteristics of different countries and regions vary significantly, including weather, land use and flora and fauna.
Global Understanding	● I can explain how a locality is set within a wider global geographical context. ● I can give reasons why people have a differing quality of life living in different locations and environments. ● I can understand weather patterns around the world and their climate zones. ● I can describe and understand the impact of economic activity in human geography.	● Looking at cities from space - distribution of world's population ● Looking at weather patterns from space (e.g. storms, cloud formations, snowfall) ● Identify positions of latitude, longitude, hemispheres, tropics, time zones	● Comparing climates and weather patterns around North America (humid east, dry west) and South America ● Build on Year 4 learning of GMT, the meridian 100° west is a line of longitude which marks the boundary in North America between the dry climate in the west and the humid climates in the east. ● Identify range of biomes in South America - rainforest, grassland, marine, alpine, desert, freshwater, wetlands, mangroves
Human and Physical Geography	● I can explain why two locations are different in terms of physical and human geography. ● I can explain the impact of key natural resources (e.g. water) in a geographical location and how this compares to other locations.	● Distribution of key natural resources around the world ● Maps to show where richest natural resources are compared with the least - compare the USA or Russia to Vatican City?	● A comparison of Alaska / Death Valley (California) / Amazon Rainforest: ● Natural resources similarities and differences - Alaska and Amazon have an abundance of forests, fossil fuels, minerals, wildlife etc.

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	● I can explain physical features and processes, e.g how rivers erode, transport and deposit materials/ river origins / coastal erosion and deposition ● I can compare the features of a region of the UK with a region in North or South America.	● Build on Y4's learning of trade from the Thames, which countries rely on importation of natural resources and why?	● Population, land-use patterns and how each area has changed over time due to human development ● Topography/ land-form - Denali, Badwater Basin, rainforest
Mapwork	● I can use a wide range of geographical resources (maps, atlases, globes, digital, compass and fieldwork tools) ● I can measure straight line distances using the right scale. ● I can explore features on OS maps using 6 figure grid references.	● Global mapping - globes, aerial photography, google earth, space photography, weather diagrams ● Exploring differing scales of world map · What is the mercator projection?	● Measuring straight line distances using correct scale and 8 point compass knowledge to compare locations over North America. ● Map of Alaska - identify elevation contours lines ● Build on Year 4's learning of four figure grid reference - six figure grid reference to state exact locations of key features in Alaska/Amazon.
Fieldwork	● I can form a question and plan and carry out a geographical enquiry. ● I can use a range of fieldwork methods to observe, measure, record and present human/physical features. ● I can make detailed fieldwork sketches/ diagrams/ tables.	●	● Which area will change the most in the next century; Alaska, Death Valley or the Amazon? ○ Use past data on population, aerial photos showing land-forms, pollution figures, effect of climate change on biomes.
Communication of Ideas	● I can answer a geographical question by choosing the most appropriate form of communication (e.g. a diagram / written explanation / in tables), taking my audience into account.	● Able to demonstrate strong understanding of global geography using a range of geographical resources.	● Able to give a thorough comparison of human and physical features in three areas using geographical terminology.

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Year 6			
		Ancient Maya	**World War II**
Essential knowledge by the end of this project:		**Central and South America –** Yucatan peninsula, Mexico, Belize, Guatemala **Natural resources cultivated by the Maya –** cacao, maize, limestone (for construction), volcanic rock obsidian (for tools and weapons) and salt. **Trade links –** economic activities, barter system, high value items - gold, metals, pottery **Ending of this civilisation –** exhausted natural resources, overpopulation, overuse of land, drought	**Western Europe -** key countries, capital cities, population **Mapwork -** 6 figure grid references, identifying topographic features **Impact of the war** - how the landscape changed across Western Europe, focusing on the UK, Germany and France
Strand	**Learning Outcomes**	**Key teaching points**	**Key teaching points**
Locational / Place Knowledge	● I can name and locate significant places in the UK (e.g cities, rivers, seas, mountains, key landmarks, key geographical features), and how their significance has affected the population. ● I can name and locate the main mountains, seas and rivers in the UK, Europe and around the world. ● I can confidently locate European countries with high populations and large areas (including Russia). ● I can name and locate the 7 continents and identify some of the main countries in Africa, Asia and Australasia/Oceania.	● Understanding the changing geography of the Maya and Mesoamerica. ● Identifying countries, capital cities and oceans in this area - locating the Maya within the context of the Americas.	● Key countries in Western Europe - UK, France, Germany, Italy, Spain, Russia ● Identify - Poland, Scandinavia, ● Capital cities / key features / population ● Germany borders
Global Understanding	● I can explain the importance of a locality within a wider global geographical context. ● I can describe and understand the impact of economic activity over time and trade links in human geography.	● Economic activities of the Maya - trade links, barter system, high value items - gold, metals, pottery. ● How this changed society and the impact on the economy it has.	● Impact of key cities in Western Europe bombed during the war e.g., military centres, cities, railways, harbours, industrial districts
Human and Physical Geography	● I can explain how natural resources (e.g. water) have impacted the development of human geographical features. ● I can identify a range of key topographical features	● Natural resources in this area - water, limestone, wood, jade, feathers, shells, maize, cacao - how were they used by Ancient Mayans. ● How natural resources impacted the end of this civilisation (exhausted natural resources and could	● How natural resources resulted in invasion - Germans wanting to invade due to natural resources: Ukraine - Caucasus - for oil, wheat, Norway for iron ore

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	● I can explain how different forms of land-use (residential, agricultural, recreational, transportation, and commercial) have developed.	not sustain), overpopulation, overuse of land, drought ● Use of land for agriculture - types of farming: raised field, terrace farming and slash and burn, developed due to Mayans' understanding of the calendar and seasons. Roadways and waterways developed.	● Key human and physical characteristics of countries in Western Europe ● Using maps compare forms of land-use in UK, France and Germany before WW2 and now - how has residential/agricultural/commercial land developed.
Mapwork	● I can use a wide range of geographical resources (maps, atlases, globes, digital, compass and fieldwork tools) ● I can analyse evidence, compare and draw conclusions using aerial photos/pictures ● I can use the eight points of a compass, 4 and 6-figure grid references, symbols and key (incl OS maps)	● Identifying topographic features on map of Yucatan Peninsula: hills, caves, headlands, rivers, mountains, valleys, fjords	● Identifying topographic features on a variety of maps: hills, caves, headlands, rivers, mountains, valleys, fjords ● Finding features using 6 figure grid references in Western Europe country ● Creating a map including 6 figure grid references
Fieldwork	● I can independently plan and carry out my own geographical enquiry. ● I can use a range of fieldwork methods to observe, measure, record and present human/physical features. ● I can make effective fieldwork sketches/diagrams/tables.	● How does our prevailing wind direction in the UK differ from the trade winds?	● A study of how the bombings have affected our area today
Communication of Ideas	● I can answer a geographical question by suggesting the most appropriate form of communication for my audience.	● Able to explain the natural resources in Mesoamerica and how this contributed to the demise of this civilisation.	● Able to explain the changing landscape of countries in Western Europe before and after WW2.