

## Geographical Progression

KS1					
Themes	Dimensions	Working towards	Expected	Mastery	Deepening and Applying
	<p>Pupils: Should use basic geographical vocabulary to refer to key physical and human features, 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 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 Identify seasonal and daily weather patterns in the United Kingdom Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>I can: Use some basic geographical language to describe the physical and human features studied Locate the main physical features of the world including the seven continents and five oceans Locate the four countries of the UK name the capital cities and some geographical features List some similarities and differences between an area in the UK and an area in a non-European country Identify seasonal weather patterns in the UK Identify the hot and cold regions of the world in relation to the equator, north and south poles</p>	<p>I can: Use basic geographical language to describe the physical and human features studied Locate and identify the main physical features of the world including the seven continents and five oceans Locate and describe the four countries of the UK including their capital cities, main geographical features and the seas around them Describe the similarities and differences between an area in the UK and an area in a non-European country including the physical and human geography Describe seasonal weather patterns in the UK Identify and describe the hot and cold regions of the world in relation to the equator, north and south poles</p>	<p>I can: Use a range of geographical language to describe the physical and human features studied Locate and describe the main physical features of the world including the seven continents and five oceans identifying some similarities and differences Locate and describe the characteristics of the four countries of the UK including their capital cities, main geographical features and the seas around them and give some reasons for their differences Explain the similarities and differences between an area in the UK and an area in a non-European country including how the physical environment effects human activity Explain seasonal weather patterns in the UK based on its location in the world Identify and explain the characteristics of the hot and cold regions of the world in relation to the equator, north and south poles</p>	<p>I can: use an extended range of vocabulary  I can find out for myself about geographical features that interest</p>

	<p>Pupils:</p> <p>Should use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied</p> <p>Should use simple compass directions (NSEW) and locational and directional language to describe the location of features and routes on a map</p> <p>Should use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Should devise a simple map and use and construct basic symbols in a key</p> <p>Should 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>Should understand basic subject-specific vocabulary relating to human and physical geography</p>	<p>I can:</p> <p>Use simple world maps and globes to locate:</p> <ul style="list-style-type: none"> <li>• The UK and its countries</li> <li>• The 7 continents and 5 oceans of the world</li> <li>• Other countries we are studying</li> </ul> <p>Use a compass and know that the four points of the compass indicate direction and the location of features and routes on a map</p> <p>Find some human and physical features from aerial photos, maps and plans</p> <p>Devise a simple map of our area or the school that shows some key features</p> <p>Use observations, drawings and photographs to study the area in and around the school</p> <p>Understand some key words to enable me to read about the geography we are studying</p>	<p>I can:</p> <p>Use world maps, atlases and globes to locate:</p> <ul style="list-style-type: none"> <li>• The UK and its countries</li> <li>• The 7 continents and 5 oceans of the world</li> <li>• Other countries we are studying</li> </ul> <p>Use a compass and describe how to use the four points of the compass to indicate direction and location of features and routes on a map</p> <p>Recognise human and physical features from aerial photos, maps and plans</p> <p>Devise a simple map of our area or the school and make a key to show some of the features</p> <p>Use observations, measurements, drawings and photographs to study the area in and around the school</p> <p>Understand and use basic subject vocabulary to enable me to find out more about the world we live in</p>	<p>I can:</p> <p>Use world maps, atlases and globes to independently locate:</p> <ul style="list-style-type: none"> <li>• The UK and its countries</li> <li>• The 7 continents and 5 oceans of the world</li> <li>• Other countries we are studying</li> </ul> <p>Use a compass and explain how to use the four points of the compass to indicate direction and location of features and routes on a map</p> <p>Explain how to recognise human and physical features from aerial photos, maps and plans based on the characteristics</p> <p>Devise an accurate map of our area or the school and make a key to show the features using easily recognisable symbols</p> <p>Use observations, measurements, drawings and photographs independently to study the area in and around the school</p> <p>Understand and use a growing range subject vocabulary to enable me to find out more about the world we live in</p>	<p>I can carry out independent research using a range of geographical skill to evaluate important aspects of the subject, region or country I am learning about</p>

	<p>Explain the formation landscapes and environments.</p> <p>Explain the location and characteristics of key terrestrial and marine features and places</p> <p>Understand the interaction between physical and human processes</p> <p>Describe and explain key aspects of physical geography, including:</p> <ul style="list-style-type: none"> <li>• rivers, oceans</li> <li>• mountains,</li> <li>• volcanoes</li> <li>• earthquakes,</li> <li>• the water cycle</li> <li>• weather</li> <li>• climate</li> </ul> <p>Describe and explain key aspects of human geography including:</p> <ul style="list-style-type: none"> <li>•trade links,</li> <li>•distribution of natural resources including energy, food, minerals and water.</li> <li>•settlement</li> </ul> <p>Describe geographical similarities and differences and change</p>	<p>I can:</p> <p>Identify the main physical features of the world</p> <p>Identify the warm and cold regions of the world, some of the differences between them and how these effect the way people live in these regions</p> <p>Locate and identify the 4 countries, list some of their physical and human features and find some differences</p> <p>identify how people live in my local area and how this is different in another part of the world and give some reasons for the differences based on their climate and geography</p>	<p>I can:</p> <p>Describe how the main physical features of the world were formed</p> <p>Describe why there are warm and cold regions of the world, some of the differences between them and how these differences effect the way people live in these regions</p> <p>Describe the how the UK is made up of 4 countries, some of their physical and human features and make some comparisons between them</p> <p>Compare how people live in my local area and how this is different in another part of the world and give reasons for the differences based on their climate and geography</p>	<p>I can:</p> <p>Explain how the main physical features of the world were formed and locate and identify examples</p> <p>Explain why there are warm and cold regions of the world, some of the differences between them and how these differences effect the way people live in these regions</p> <p>Explain how the UK is made up of 4 countries, identify their significant physical and human features and make comparisons between them</p> <p>Compare and contrast how people live in my local area and in another part of the world and explain the differences based on their climate and geography</p>	<p>I can make an in-depth study of a chosen region of the world that interests me</p>
<b>Units of Work</b>					
<b>1x</b> <b>The seasons and climate – across KS1</b>	Should use basic geographical vocabulary to refer to key seasonal,	I can use basic geographical language to refer to seasonal weather and climate and climate features and say what	I can use geographical language to describe seasonal weather and climate features and describe the	I can use a wide range of geographical language to explain seasonal weather and climate features and explain the	I can find out a range of weather facts including hottest wettest and coldest

<p>Key Geographical Knowledge <i>The difference between climate and weather and how it impacts on human behaviour</i></p> <p>Key Geographical Enquiry <i>How does weather change between seasons – fieldwork using weather equipment</i></p>	<p>weather and climate features Identify seasonal and daily weather patterns in the British Isles Should develop knowledge about the weather in their locality. Understand geographical differences between the seasons Understand geographical similarities and differences in the weather between the different parts of the UK</p>	<p>we mean by climate and weather I can identify the seasonal weather patterns of the British Isles  I can identify the weather patterns in our local area  I can list some differences between the seasons  I can identify some reasons why the weather is different in (<i>somewhere else in UK with contrasting weather</i>)</p>	<p>difference between climate and weather  I can describe the seasonal and daily weather patterns in the British Isles  I can describe the weather patterns in our local area  I can describe the main differences between the seasons  I can identify the main differences between weather in our area and (<i>somewhere else in UK with contrasting weather</i>) and give reasons for the differences</p>	<p>difference between climate and weather I can explain the significance of the seasonal and daily weather patterns in the British Isles  I can explain the weather patterns in our local area and give some reasons for these  I can compare the different seasons in terms of the main weather types  I can compare and contrast the weather in our area and (<i>somewhere else in UK with contrasting weather</i>) and explain the differences</p>	<p>years in the last 100 years</p>
	<p>Should use world maps, atlases and globes to identify the location of the British Isles and their local area Should use simple compass directions (NSEW) and locational and directional language to describe the weather including wind direction Should use simple fieldwork and observational skills to study the weather in their area across the course of a year Should understand basic subject-specific vocabulary relating to weather and climate</p>	<p>I can locate the British Isles on a world map and our local area on a map of the British Isles and use simple compass directions (NSEW) and locational and directional language to identify where our local area is within the British Isles I can use a weather map to say what the weather will be like I can use simple compass directions (NSEW) to identify the weather including wind direction  I can use simple fieldwork and observational skills to</p>	<p>I can use maps, simple compass directions (NSEW) and locational and directional language to describe the location of the British Isles and our local area within the British Isles I can use the symbols on weather maps to describe what the weather will be like I can use simple compass directions (NSEW) to describe the weather including wind direction I can devise a map and use conventional weather symbols in a key to describe the typical weather in our area in different seasons</p>	<p>I can use a range of maps, compass directions (NSEW) and locational and directional language to explain the location of the British Isles and our local area within the British Isles I can explain what the symbols on a weather map tell us and how we can use them to forecast the weather I can use simple compass directions (NSEW) to explain the weather including wind direction  I can devise a weather map and use conventional symbols in a key to show to the typical weather in our area in different seasons and</p>	<p>I can carry out a survey to find out the types of weather people like or don't like and the reasons why  I can write to the meteorology office and ask them if our climate is changing and how they know</p>

	Use basic weather data to investigate similarities and differences	record the weather in our local area over the course of a year	I can use fieldwork and observational skills to describe the changes to the weather over the course of a year	use this to explain the reasons for differences in our weather  I can use fieldwork, surveys and observational skills to evaluate how the weather changes across the course of the year	
	Describe geographical similarities and differences and changes in the weather in different seasons and in different parts of the UK  Create a simple weather map to show the typical weather at different times of the year  Produce a season calendar where the illustrations depict typical weather and key features of the UK that are affected by the weather  Debate would the UK be better if it was hotter (or a similar issue) considering the benefits and disadvantages based on what they have learnt ( <i>best to decide this based on recent weather events so currently flooding might be a better issue but in a hot summer or a cold winter it could be different</i> )	I can list the key similarities and differences and changes in the weather in different seasons and in different parts of the British Isles  I can devise a simple map and use basic weather symbols in a key to show the weather in our local area  I can make a seasonal calendar where the illustrations depict typical weather  I can give some reasons why it would be better if .....	I can describe the key similarities and differences and changes in the weather in different seasons and in different parts of the British Isles  I can devise a map and use conventional weather symbols in a key to describe the typical weather in our area in different seasons  I can produce a season calendar where the illustrations depict typical weather and seasonal change (for example flowers in spring/ young animals)  I can identify reasons why it might be better or worse if .....	I can explain the key similarities and differences and changes in the weather in different seasons and in different parts of the UK  I can devise a weather map and use conventional symbols in a key to show the typical weather in our area in different seasons and use this to explain the reasons for differences in our weather  I can create a season calendar where the illustrations depict typical weather and seasonal change (for example flowers in spring/ young animals) and explain my choices  I can give arguments for and against it being better if.....	I can explain the climate in the British Isles and explain how it is changing

<p><b>1a</b></p> <p><b>Year 1 Autumn</b></p> <p><b>The world, hot and cold places</b></p> <p>Key Geographical Knowledge <i>Key climate zones and biomes</i></p> <p>Key Geographical Enquiry <i>Comparisons of photographs</i> <i>Using a globe</i></p>	<p>Should use basic geographical vocabulary to refer to key physical features of the world including the equator, north and south poles and the main climate regions</p> <p>Should develop knowledge about the hot and cold regions of the world their physical features and the lives of the people (and animals) that live there</p> <p>Understand geographical similarities and differences through studying the human and physical geography of hot and cold regions of the world by focusing on two locations – Living in Iceland and Living in Arizona or equivalent locations</p>	<p>I can use basic geographical language to refer to key physical features of the world including the equator, north and south poles and the main climate regions</p> <p>I can identify the main hot and cold regions of the world their physical features and the lives of the people (and animals) that live there</p> <p>I can list some similarities and differences through studying the human and physical geography of hot and cold regions of the world by focusing on two locations – Living in Iceland and Living in Arizona (or equivalent locations)</p>	<p>I can use geographical language to describe key physical features of the world including the equator, north and south poles and the main climate regions</p> <p>I can describe the main hot and cold regions of the world their physical features and the lives of the people (and animals) that live there</p> <p>I can describe the similarities and differences through studying the human and physical geography of hot and cold regions of the world by focusing on two locations – Living in Iceland and Living in Arizona (or equivalent locations)</p>	<p>I can use a wide range of geographical language to explain the key physical features of the world including the equator, north and south poles and the main climate regions</p> <p>I can explain the significance of the climate of the main hot and cold regions of the world and their physical features on the lives of the people (and animals) that live there</p> <p>I can explain the significance of the similarities and differences through studying the human and physical geography of hot and cold regions of the world by focusing on two locations – Living in Iceland and Living in Arizona (or equivalent locations)</p>	<p>I can find out how climate change is affecting hot and cold regions of the world</p>
	<p>Should use world maps, atlases and globes to identify the equator North and South Poles and the countries in hottest and coldest parts of the world</p> <p>Should use simple compass directions (NSEW) and locational and directional language to describe the location of the hot and cold regions of the world</p> <p>Should use aerial photographs digital media</p>	<p>I can use world maps, atlases and globes to locate the equator North and South Poles and the countries in hottest and coldest parts of the world</p> <p>I can use simple compass directions (NSEW) and locational and directional language to describe the location of the hot and cold regions of the world</p>	<p>I can use world maps, atlases and globes to identify the equator North and South Poles and the locate the countries in hottest and coldest parts of the world in relation to the poles and the equator</p> <p>I can use simple compass directions (NSEW) and locational and directional language to explain the location of the hot and cold regions of the world</p>	<p>I can use world maps, atlases and globes to identify the equator North and South Poles explain the location of the countries in hottest and coldest parts of the world</p> <p>I can use compass directions (NSEW) and locational and directional language to generalise about the location of the hot and cold regions of the world</p> <p>I can use aerial photographs and digital media to locate landmarks</p>	<p>I can carry out research to find the hottest and coldest place in the world and mark these on a map</p>

	<p>and plan perspectives to recognise landmarks and basic human and physical features in hot and cold regions</p> <p>Should devise a simple map and use and construct basic symbols in a key</p> <p>Should understand basic subject-specific vocabulary relating to human and physical geography of hot and cold regions of the world</p>	<p>I can use aerial photographs and digital media to recognise landmarks and basic human and physical features in hot and cold regions</p> <p>I can devise a simple map to show the location of hot and cold regions</p>	<p>I can use aerial photographs and digital media to locate and describe landmarks and basic human and physical features in hot and cold regions</p> <p>I can devise a simple map to show the location of the hottest and coldest regions of the world and the countries in those regions</p>	<p>and explain the significance of basic human and physical features in hot and cold regions</p> <p>I can create a map to show the location of the hottest and coldest regions of the world in relation to the North and south poles and the equator and the countries in those regions</p>	
	<p>Explain the formation landscapes and environments in hot and cold regions with a focus on the impact of extreme heat and extreme cold</p> <p>Explain the location and characteristics of the flora and fauna in hot and cold places</p> <p>Understand the interaction between physical and human processes by explaining how people live in hot and cold climates</p> <p>Describe and explain key aspects of physical geography, including: ice sheets, glaciers, icebergs, tundra deserts wells, oasis, sand dunes, wind,</p>	<p>I can list the reasons why some places are very hot and some are very cold</p> <p>I can define some of the characteristics of hot and cold regions in terms of the physical geography, landscape, flora and fauna</p> <p>I can identify how extremes of temperature impact on the way people live in these regions</p>	<p>I can explain the key reasons why some places are very hot and some are very cold</p> <p>I can describe some of the characteristics of hot and cold regions in terms of the physical geography, landscape, flora and fauna</p> <p>I can describe how extremes of temperature impact on the way people live in these regions including their homes and ways of life</p>	<p>I can summarise why some places are very hot and some are very cold</p> <p>I can explain some of the characteristics of hot and cold regions in terms of the physical geography, landscape, flora and fauna including some of the ways in which animals and plants survive in extreme temperatures</p> <p>I can how extremes of temperature impact on the way people live in these regions and how they have learnt to adapt in terms of their homes and ways of life</p>	<p>I can:</p> <p>Explain how climate change might mean that more people need to live in extreme climates and what that might mean in terms of adaptation</p>

<p><b>1b</b> <b>Year 1 Spring</b> <b>Our neighbourhood compared with a contrasting area in the UK for example a seaside resort or a tiny village</b> Key Geographical Knowledge <i>How development and population characterise an area</i> Key Geographical Enquiry <i>Photographs and visual descriptions of contrasting areas</i> <i>And/or</i> <i>Map a route in your area using a compass</i></p>	<p>Should use basic geographical vocabulary to refer to key physical and human features of the area around their school</p> <p>Should develop knowledge about where they live in the United Kingdom Name, locate and identify characteristics of their locality and a contrasting locality identifying human and physical geographical similarities and differences</p>	<p>I can identify where I live and the location of a contrasting locality in the United Kingdom</p> <p>I can find and identify the characteristics of my locality and a contrasting locality identifying human and physical geographical</p> <p>I can use basic geographical language to refer to key physical and human features of the area around my school and a contrasting locality</p>	<p>I can describe where I live and the location of a contrasting locality in the United Kingdom</p> <p>I can locate and describe the characteristics of my locality and a contrasting locality identifying human and physical geographical</p> <p>I can use geographical language to describe key physical and human features of the area around their school and a contrasting locality</p>	<p>I can explain where I live and the location of a contrasting locality in the UK and identify similarities and differences in the location</p> <p>I can explain the characteristics of my locality and a contrasting locality identifying human and physical geographical</p> <p>I can use a wide range of geographical language to explain the key physical and human features of the area around my school and a contrasting locality</p>	<p>I can find out a range of facts about the two localities</p>
	<p>Should use maps and atlases to identify their locality and a contrasting locality in the United Kingdom and recognise some physical and human features Should use simple compass directions (NSEW) and locational and directional language to describe the location of the two localities studied Should use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the two localities studied Should devise simple maps of the two localities and use</p>	<p>I can use simple maps to identify my locality and a contrasting locality in the United Kingdom and identify some physical and human features I can use scale to work out the distance between where I live and the contrasting locality I can use simple compass directions (NSEW) and locational and directional language to describe the location of my locality and the contrasting locality</p> <p>I can use aerial photographs and plan perspectives to recognise features in the two localities</p>	<p>I can use a range of maps and atlases to identify my locality and a contrasting locality in the United Kingdom and recognise the main physical and human features I can estimate the distance and use scale to work out the distance between where I live and the contrasting locality</p> <p>I can use simple compass directions (NSEW) and locational and directional language to describe the location of the two localities in relation to major human and physical features for example in relation to London, the coast, a motorway</p>	<p>I can use a range of different maps and can interpret the keys on maps to identify my locality and a contrasting locality in the United Kingdom and analyse the main physical and human features</p> <p>I can accurately estimate the distance between where I live and the contrasting locality use scale to check the accuracy of my estimate</p> <p>I can use simple compass directions (NSEW) and locational and directional language to explain the location of the two localities in relation to major human and physical features for example in relation to London, the</p>	<p>I can carry out a survey to find out what it is like to live in the two localities</p> <p>I can write to pupils in a school in the contrasting locality to find out what it is like to live there</p>



	<p>and construct basic symbols in a key Should use simple fieldwork and observational skills to study the geography of their locality and the key human and physical features of its surrounding environment. Should understand basic subject-specific vocabulary relating to human and physical geography</p>	<p>I can devise a simple map and use basic symbols in a key to show I can use simple fieldwork and observational skills to say what it is like to live in our area</p>	<p>I can use aerial photographs and plan perspectives to describe key features in the localities I can devise a simple map and use basic symbols in a key to show the  I can use simple fieldwork and observational skills to describe what it is like to live in our area</p>	<p>coast, a motorway and give reasons why this is important  I can use aerial photographs and plan perspectives to recognise key features and explain their significance  I can use fieldwork, surveys and observational skills to explain what it is like to live in our area</p>	
	<p>Describe geographical similarities and differences between the two localities  Explain how the geographical features in the two localities may determine how people live (i.e. town and country or coastal and inland)  Research and describe the advantages and disadvantages of living in the two localities</p>	<p>I can list the key similarities and differences between the two localities  I can identify reasons why the geographical features in the two localities may determine how people live (i.e. town and country or coastal and inland)  I can give some reasons why it is nice for children to live in each locality</p>	<p>I can describe the key similarities and differences between the two localities  I can describe why the geographical features in the two localities may determine how people live (i.e. town and country or coastal and inland)  I can describe why good and bad points for children in each locality</p>	<p>I can explain the key similarities and differences between the two localities  I can explain why the geographical features in the two localities may determine how people live (i.e. town and country or coastal and inland) and give reasons for my ideas  I can compare and contrast the two localities in terms of what it is like to live there as a child</p>	<p>I can: Create a fact file for the two localities of a promotional brochure</p>
<p><b>1c</b>  <b>Year 1 Summer Transport and travel</b> – our town as a transport hub - road rail and air</p>	<p>Pupils: Should use basic geographical vocabulary to refer to key transport links including: road, motorway rail, station, airport, runway, travel, speed, distance, MPH Should learn about the transport links in their</p>	<p>I can use basic geographical language to refer to key transport links in our area including: road, motorway rail, station, airport, runway, travel, speed, distance, MPH  I can identify the main transport links and routes</p>	<p>I can use geographical language to describe key transport links in our area including: road, motorway rail, station, airport, runway, travel, speed, distance, MPH  I can describe the main transport links and routes into Slough and using maps identify the main</p>	<p>I can use a wide range of geographical language to explain the key transport links in our area including: road, motorway rail, station, airport, runway, travel, speed, distance, MPH  I can explain the importance of the main transport links and</p>	<p>I can find out a range of transport facts, for example, how many cars there are in the UK, the number of miles of railway in the UK, when the first motorway was built, when Heathrow airport was built</p>

<p>Key Geographical Knowledge <i>The key transport present in the local area and why it is important</i></p> <p>Key Geographical Enquiry <i>Questionnaire on how people get to school / work to discover the most important for different age groups</i> <i>Presenting data on graphs</i></p>	<p>locality including the main routes into their area and the major towns and cities connected to them including Crossrail Should learn about why good transport links are important to a town for people and businesses including travel to work and movement of goods Should learn about the issues of building new roads, railways and runways Should learn about pollution from transport and why it is healthier to walk to school</p>	<p>into Slough and using maps identify the main places that Slough is linked to by road and rail</p> <p>I can identify the route of Crossrail /HS2 and name some of the places it will go to</p> <p>I can identify why good transport links are important to people and businesses in Slough I can list reasons why people might object to a new road, railway or runway being built</p> <p>I can identify why it is healthier to walk to school for us and the environment</p>	<p>places that Slough is linked to by road and rail. I can give reasons why these links are important.</p> <p>I can describe the route of Crossrail /HS2 and give reasons why it is important to improve travel across London</p> <p>I can describe why good transport links are important to people and businesses in Slough I can give reasons for and against a new road, railway or runway being built</p> <p>I can identify the damage done by pollution from cars and use this information to explain why it is healthier to walk to school for us and the environment</p>	<p>routes into Slough and use maps identify the main places that Slough/Luton is linked to by road and rail and why these are important to people and businesses</p> <p>I can explain the route of Crossrail/HS2 and why it is important to improve travel across London</p> <p>I can explain why good transport links are important to people and businesses in Slough I can show the pros and cons of building new road, railway or runway and form a view based on the evidence</p> <p>I can explain the damage done by pollution from cars and use this information to explain why it is healthier to walk to school for us and the environment</p>	
	<p>Pupils: Should use maps and atlases to identify the main road and rail routes into Slough and the location of Heathrow airport Should use the scale of maps to work out distances between places Should use simple compass directions (NSEW) and</p>	<p>I can use the keys on maps to find the main road and rail routes into Slough and Heathrow airport in relation to Slough</p> <p>I can use a simple scale to work out the distance by road or rail between Slough and key locations in the UK</p>	<p>I can use the keys on maps to identify the main road and rail routes into Slough and the location of Heathrow airport</p> <p>I can use scale to work out the distance by road or rail between Slough and key locations in the UK and how far it is to the nearest station and motorway from our school</p>	<p>I can use a range of different maps and can interpret the keys on maps to identify the main road and rail routes into Slough and the location of Heathrow Luton airport in relation to the town</p> <p>I can use scale to calculate the distance by road or rail between Slough and key locations in the UK</p>	<p>I can carry out a survey to find out where our parents work and how many of them go by road or rail</p> <p>I can write to a local company and ask them how the raw</p>

	<p>locational and directional language to describe the location of features and routes on a map Should use aerial photographs and plan perspectives to recognise transport features Should devise a simple map and use and construct basic symbols in a key to show the main routes into Slough Should use simple fieldwork and observational skills to evaluate how people coming to their school impact on the surrounding environment. Should understand basic subject-specific vocabulary relating to the impact of transport including pollution and safety</p>	<p>I can use simple compass directions (NSEW) and locational and directional language to identify the location of features and routes on a map I can use aerial photographs and plan perspectives to locate transport features  I can devise a simple map and use basic symbols in a key to show the main routes into Slough  I can use simple fieldwork and observational skills to find out how people coming to our school impact on the surrounding environment</p>	<p>I can use compass directions (NSEW) and locational and directional language to describe the location of features and routes on a map in relation to our school I can use aerial photographs and plan perspectives to locate and recognise the features of transport hubs  I can devise a map and use graphic symbols in a key to show the main routes into Slough/  I can use simple fieldwork and observational skills to describe how people coming to our school impact on the surrounding environment</p>	<p>and check my calculations using a mapping app I can compare the distances and calculate which is the nearest station and motorway intersection to our school I can use compass directions (NSEW) and locational and directional language to explain how to get to key transport features and routes from our school I can use aerial photographs and plan perspectives to recognise transport features and explain their characteristics  I can devise a transport map and use conventional symbols in a key to show the main routes into Slough  I can use fieldwork, surveys and observational skills to explain how people coming to our school impact on the surrounding environment</p>	<p>materials they use come to the town</p>
	<p>Pupils: Summarise the key transport routes into Slough and explain why they are important to the people that live here and local industries</p>	<p>I can list the key transport routes into Slough and give some reasons why they are important to the people that live here and local industries  I can identify why new routes are important to enable</p>	<p>I can explain the key transport routes into Slough and describe why they are important to the people that live here and local industries  I can describe why new routes are important to enable people</p>	<p>I can summarise the key transport routes into Slough and explain why they are important to the people that live here and local industries  I can explain why new routes are important to enable people and</p>	<p>I can: Create an advertising poster for a local company to say why people should come and live and work in Slough</p>

	<p>Explain why new routes are important to enable people and goods to get from place to place quickly and easily</p> <p>Explain why some people protest against new roads, railways or runways and give a balanced argument for and against a new runway at Heathrow from the perspective of a Slough resident</p> <p>Explain how pollution affects people and the environment to inform a campaign to encourage more people to walk to school</p>	<p>people and goods to get from place to place quickly and easily</p> <p>I can give some reasons why people protest against new roads, railways or runways</p> <p>I can say how pollution affects people and the environment to inform a campaign to encourage more people to walk to school</p>	<p>and goods to get from place to place quickly and easily</p> <p>I can describe why some people protest against new roads, railways or runways and give points for and against a new runway at Heathrow from the perspective of a Slough resident</p> <p>I can describe how pollution affects people and the environment to inform a campaign to encourage more people to walk to school</p>	<p>goods to get from place to place quickly and easily and give some ideas of what might happen to a town that did not have good transport links</p> <p>I can explain why some people protest against new roads, railways or runways and give a balanced argument for and against a new runway at Heathrow from the perspective of a Slough resident</p> <p>I can explain how pollution affects people and the environment to inform a campaign to encourage more people to walk to school</p>	
<p><b>2a</b></p> <p><b>Year 2a Autumn</b></p> <p><b>Local area compared</b> with a relevant and specific location in a non-European country where there are significant contrasts in terms of poverty and living conditions</p> <p>Key Geographical Knowledge</p>	<p>Should use basic geographical vocabulary to refer to key physical and human features of their town and a Kenyan Village</p> <p>Understand geographical similarities and differences through studying the human and physical geography of their town and of an area in a contrasting non-European country -</p> <p>Should use world maps, atlases and globes to locate their town and the contrasting location</p>	<p>I can use basic geographical language to refer to key physical and human features of their town and a Kenyan Village</p> <p>I can identify some things that are similar and some that are different between our locality and a Kenyan Village</p> <p>I can use a world map to locate my town and the contrasting location</p>	<p>I can use geographical language to describe key physical and human features of their town – and a Kenyan Village</p> <p>I can describe the main similarities and differences through studying the human and physical geography of their town and of a Kenyan Village</p> <p>I can use a range world maps, atlases and globes to locate my town and the contrasting location</p>	<p>I can use a wide range of geographical language to explain the key physical and human features of their town and a Kenyan Village</p> <p>I can explain the significance of the main similarities and differences through studying the human and physical geography of their town and a Kenyan Village</p> <p>I can use a range of different maps and can interpret the keys on maps to locate my town and the contrasting location</p>	<p>I can find out a range</p> <p>I can carry out a survey to find out</p> <p>I can write to</p>

<p><i>How development varies around the world</i></p> <p>Key Geographical Enquiry <i>Oral testimony - interview someone from the country chosen to create a comparison</i></p>	<p>Should use simple compass directions (NSEW) and locational and directional language to describe the location of features and routes on a map</p> <p>Should use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in the two locations</p> <p>Should devise a simple map of their town and the contrasting location and use and construct basic symbols in a key</p> <p>Should understand basic subject-specific vocabulary relating to human and physical geography of the two locations</p> <p>Should construct questions to interview someone who has lived in the contrasting location to understand how it compares with their town</p> <p>Should use data to gain basic facts about the two locations to understand similarities and differences</p>	<p>I can use simple compass directions (NSEW) and locational and directional language to describe where they are in relation to each other</p> <p>I can use aerial photographs, digital media and plan perspectives to identify landmarks and basic human and physical features in the two locations</p> <p>I can devise a simple map of their town and the contrasting location and use some basic symbols in a key</p> <p>I can use basic subject-specific vocabulary relating to human and physical geography of the two locations</p> <p>I can ask questions to collect oral testimony from someone who has lived in the contrasting location to understand how it compares with their town</p> <p>I can use simple data to understand the population of my local area and the contrasting location</p>	<p>I can use scale and NSEW to work out distance and direction between the two locations</p> <p>I can use aerial photographs, digital media and plan perspectives to locate and describe landmarks and basic human and physical features in the two locations</p> <p>I can devise a simple of their town and the contrasting location and devise some basic symbols in a key to show important features</p> <p>I can use subject-specific vocabulary relating to human and physical geography of the two locations to describe key features</p> <p>I can devise questions to help me collect oral testimony from someone who has lived in the contrasting location to understand how it compares with their town</p> <p>I can use simple data to describe the population of my local area and the contrasting location and how that has changed over time</p>	<p>I can use scale and NSEW to work out distance and direction between the two locations</p> <p>I can use aerial photographs, digital media and plan perspectives to locate and describe landmarks and basic human and physical features in the two locations and explain their significance</p> <p>I can create a map of each of the locations and use conventional symbols in a key to show key human and physical features</p> <p>I can use a wide range of geographical terms and subject-specific vocabulary relating to human and physical geography of the two locations to describe key features</p> <p>I can formulate valid questions to help me collect oral testimony from someone who has lived in the contrasting location to understand how it compares with their town</p> <p>I can use data to describe the population of my local area and the contrasting location and how and why that has changed over time</p>	
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	<p>Explain the location and characteristics of key terrestrial features of the two locations</p> <p>Understand the interaction between physical and human processes to compare the two locations and how these effect children living in the two locations</p> <p>Use research to write two accounts – the day in the life of a child from their town and the day in the life of a child in their contrasting location</p>	<p>I can list the key characteristics of the terrestrial features of the two locations including location and climate</p> <p>I can give some reasons why the human processes in the two locations impact on children including population, poverty, housing, industry, education</p> <p>I can list ways in which life for children in the two locations is similar or different</p>	<p>I can describe the key characteristics of the terrestrial features of the two locations including location and climate</p> <p>I can describe some reasons why the human processes in the two locations impact on children including population, poverty, housing, industry, education</p> <p>I can describe the day in the life of a child from my town and the day in the life of a child in the contrasting location</p>	<p>I can summarise the key characteristics of the terrestrial features of the two locations including location and climate and how these effect the way people live</p> <p>I can explain why human processes in the two locations impact on children including population, poverty, housing, industry, education</p> <p>I can write a dairy account of the day in the life of a child from my town and the day in the life of a child in the contrasting location using my research to add details of how they might feel</p>	<p>I can: Create a charity appeal to support families in a Kenyan Village</p>
<p><b>2b</b></p> <p><b>Year2 Spring</b></p> <p><b>The British Isles - countries, capitals and location in the world</b></p> <p>Key Geographical Knowledge</p> <p><i>Countries in the British Isles v the UK</i></p> <p>Key Geographical Enquiry</p> <p><i>OS map skills</i></p>	<p>Should use basic geographical vocabulary to refer to key physical and human features of the British Isles</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Understand geographical similarities and differences through studying the human and physical geography of the four countries of the United Kingdom</p>	<p>I can use basic geographical language to refer to key physical and human features of the British Isles</p> <p>I can identify and locate the main characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>I can identify the</p> <p>I can list reasons why the four countries of the UK are different in terms of size, population and industry</p>	<p>I can use geographical language to describe key physical and human features of the British Isles</p> <p>I can name, locate and describe characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>I can describe the</p> <p>I can compare the four countries of the UK and identify some key similarities and differences</p>	<p>I can use a wide range of geographical language to explain the key physical and human features of the British Isles</p> <p>I can explain the importance of the main</p> <p>I can name, locate and explain the significance of the main characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>I can compare and contrast the 4 counties of the UK and give reasons for the differences</p>	<p>I can find out a range of facts about the four countries of the UK in relation to a particular theme such as agriculture or industry</p>

<p><i>Draw and label their own map of the British Isles to show the understand the location and s</i></p>	<p>Should use maps and atlases to identify the four countries of United Kingdom and the seas around it</p> <p>Should use simple compass directions (NSEW) and locational and directional language to describe the location of features of the four countries of the UK on a map</p> <p>Should use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Should use data on the four countries of the UK to enable them to identify similarities and differences</p> <p>Should devise a simple map of the UK and use and construct basic symbols in a key</p> <p>Should understand basic subject-specific vocabulary relating to human and physical geography of the UK</p>	<p>I can use maps and atlases to identify the four countries of United Kingdom and the seas around it</p> <p>I can use simple compass directions (NSEW) and locational and directional language to outline the location of features of the four countries of the UK on a map</p> <p>I can use aerial photographs, digital mapping and plan perspectives to find landmarks and basic human and physical features</p> <p>I can devise a simple map and use basic symbols in a key to show the four countries of the UK</p> <p>I can use simple data on population, resources and industry to identify similarities and differences between the four countries of the UK</p>	<p>I can use the keys on maps to locate and identify the key features of the four countries of United Kingdom and the seas around it</p> <p>I can use compass directions (NSEW) and locational and directional language to describe the location of features of the four countries of the UK on a map</p> <p>I can use aerial photographs digital mapping and plan perspectives to recognise to recognise landmarks and basic human and physical features</p> <p>I can devise a simple map and use symbols in a key to show the four countries of the UK and key features</p> <p>I can use data on population, resources and industry to research and describe similarities and differences between the four countries of the UK</p>	<p>I can use a range of different maps and can interpret the keys on maps to identify the four countries of United Kingdom and the seas around it</p> <p>I can use compass directions (NSEW) and locational and directional language to explain the location of features of the four countries of the UK on a map</p> <p>I can use aerial photographs, digital mapping and plan perspectives to recognise and explain the significance of landmarks and basic human and physical features</p> <p>I can devise a map and use conventional symbols in a key to show the four countries of the UK and key physical and human features</p> <p>I can use a range of different data on population, resources and industry to compare and contrast the four countries of the UK</p>	<p>I can carry out research of data to find out facts about a core aspect of life in the four countries of the UK</p>
	<p>Compare and contrast the physical features of the four countries of the UK including size mountains, major rivers and estuaries</p>	<p>I can list the key physical features of the four countries of the UK including size</p>	<p>I can describe physical features of the four countries of the UK</p>		<p>I can: Create a tourist brochure/poster for one of the four</p>

	<p>Compare and contrast the human features of the four countries of the UK including population capital cities, ports, major cities, industry</p> <p>Explain how the location and physical geography of the four countries of the UK determine where people live and the main industries</p>	<p>mountains, major rivers and estuaries</p> <p>I can identify the human features of the four countries of the UK including population capital cities, ports, major cities, industry</p> <p>I can give some reasons why settlements developed in particular areas the four countries of the UK</p>	<p>including size mountains, major rivers and estuaries the key</p> <p>I can compare the human features of the four countries of the UK including population capital cities, ports, major cities, industry</p> <p>I can describe why some areas are more densely populated than others in the four countries of the UK</p>	<p>I can summarise the key physical features of the four countries of the UK including size mountains, major rivers and estuaries and explain their significance</p> <p>I can explain the reasons for differences between the human features of the four countries of the UK including population capital cities, ports, major cities, industry</p> <p>I can explain why some areas are more densely populated than others in the four countries of the UK linked to physical geography and communication</p>	<p>countries of the UK explaining what</p>
<p><b>2c</b></p> <p><b>Year 2 Summer</b></p> <p><b>The world – Oceans and continents</b></p> <p>Key Geographical Knowledge</p> <p><i>Locational knowledge and understanding the difference between continents and countries, oceans and seas</i></p>	<p>Should use basic geographical vocabulary to refer to key physical features of the world including the world's seven continents and five oceans</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Understand geographical similarities and differences through studying the physical geography of <b>the oceans and continents</b></p> <p>Identify climate zones and major habitats of the 7 continents</p>	<p>I can use basic geographical language to refer to key physical features of the world including the world's seven continents and five oceans</p> <p>I can identify, name and locate the world's seven continents and five oceans</p> <p>I can identify the similarities and differences through studying the physical geography of <b>the oceans and continents</b></p> <p>I can identify climate zones and major habitats of the 7 continents</p>	<p>I can use geographical language to describe key physical features of the world including the world's seven continents and five oceans</p> <p>I can name and describe the location of the world's seven continents and five oceans</p> <p>I can describe the similarities and differences through studying the physical geography of <b>the oceans and continents</b></p> <p>I can describe climate zones and major habitats of the 7 continents</p>	<p>I can use a wide range of geographical language to explain the key physical features of the world including the world's seven continents and five oceans</p> <p>I can explain the location of the world's seven continents and five oceans in terms of Northern and Southern hemisphere</p> <p>I can explain the similarities and differences through studying the physical geography of <b>the oceans and continents</b></p> <p>I can compare and contrast the climate zones and major habitats of the 7 continents</p>	<p>I can find out a range of facts</p>



<p>Key Geographical Enquiry</p> <p><i>Drawing the boundaries of the major seas, oceans and continents on a map to make comparisons of size</i></p>	<p>Identify the location of hot and cold oceans Linked to the previous unit of work and how this effects the creatures that live there</p>	<p>I can locate the hot and cold oceans of the world</p>	<p>I can identify the hot and cold oceans of the world and describe how the temperature effects the creatures that live there</p>	<p>I can compare the marine environment in hot and cold oceans and give reasons for the differences</p>	
	<p>Should use world maps, atlases and globes to identify the continents and oceans studied</p> <p>Should use simple compass directions (NSEW) and locational and directional language to describe the location of features on a map</p> <p>Should use aerial photograph, digital media and plan perspectives to recognise some of the significant physical features of the seven continents including rivers and mountain ranges</p> <p>Should devise a simple map and use and construct basic symbols in a key</p> <p>Should understand basic subject-specific vocabulary relating to the physical geography of the continents and oceans</p>	<p>I can use world maps, atlases and globes to identify the continents and oceans</p> <p>I can use scale to compare the size of the oceans and continents</p> <p>I can use simple compass directions (NSEW) to identify the location of the continents and oceans in relation to the poles, equator and N&amp;S hemispheres</p> <p>I can use aerial photograph and digital media to recognise some of the significant physical features of the seven continents including rivers and mountain ranges</p> <p>I can draw a simple map to show the oceans and continents of the world</p>	<p>I can use world maps, atlases and globes to locate and compare the continents and oceans studied</p> <p>I can use scale to compare the size of the oceans and continents and sequence them in order of size</p> <p>I can use simple compass directions (NSEW) to describe the location of the continents and oceans in relation to the poles, equator and N&amp;S hemispheres</p> <p>I can use aerial photographs and digital media to locate and describe some of the significant physical features of the seven continents including rivers and mountain ranges</p> <p>I can devise a simple map to show the oceans and continents of the world and the equator and the poles</p>	<p>I can use a range of different maps to locate and describe the main continents and oceans of the world</p> <p>I can use scale to compare the size of the oceans and continents and sequence them in order of size and compare this to their importance as a sea route</p> <p>I can use compass directions (NSEW) to explain the location of the continents and oceans in relation to the poles, equator and N&amp;S hemispheres and its significance</p> <p>I can use aerial photographs and digital media to locate and explain the significance of some of the significant physical features of the seven continents including rivers and mountain ranges</p> <p>I can devise a map to show the oceans and continents of the world and the equator and the poles and some of the most significant features such as major mountain ranges</p>	<p>I can carry out research to find out key facts about a continent or an ocean that interests me</p>

	<p>Describe geographical similarities and differences between the two localities</p> <p>Explain how the geographical features in the two localities may determine how people live (i.e. town and country or coastal and inland)</p> <p>Research and describe the advantages and disadvantages of living in the two localities</p>	<p>I can list the key similarities and differences between the two localities</p> <p>I can identify reasons why the geographical features in the two localities may determine how people live (i.e. town and country or coastal and inland)</p> <p>I can give some reasons why it is nice for children to live in each locality</p>	<p>I can describe the key similarities and differences between the two localities</p> <p>I can describe why the geographical features in the two localities may determine how people live (i.e. town and country or coastal and inland)</p> <p>I can describe why good and bad points for children in each locality</p>	<p>I can explain the key similarities and differences between the two localities</p> <p>I can explain why the geographical features in the two localities may determine how people live (i.e. town and country or coastal and inland) and give reasons for my ideas</p> <p>I can compare and contrast the two localities in terms of what it is like to live there as a child</p>	<p>I can: Create a fact file for the two localities of a promotional brochure</p>
<b>KS2</b>					
<b>Themes</b>	<b>Dimensions</b>	<b>Working towards</b>	<b>Expected</b>	<b>Mastery</b>	<b>Deepening and Applying</b>
	<p><b>GEOGRAPHICAL KNOWLEDGE</b> Identify the geographical regions and key topographical features and land-use patterns of the United Kingdom and understand how some of these have changed over time. Locate the world's countries, using maps to focus on Europe and North and South America, noting environmental regions, key physical and human characteristics, countries and major cities.</p>	<p>I can identify the main geographical regions and some key topographical features and land-use patterns of the United Kingdom I can describe how some of these have changed over time. I can locate countries in Europe, North and South America using maps I can identify different environmental regions, key physical characteristics in different parts of the world I can locate major cities of the world</p>	<p>I can identify the geographical regions and key topographical features and land-use patterns of the United Kingdom I can explain how some of these have changed over time. I can locate the world's countries, using maps with a focus on Europe and North and South America I can identify different environmental regions, key physical and human characteristics around the world I can locate major cities of the world and identify some important features</p>	<p>I can locate and classify the geographical regions and key topographical features and land-use patterns of the United Kingdom I can evaluate how and why some of these have changed over time. I can locate and analyse the key geographical features of the world's continents countries, using maps with a focus on Europe and North and South America I can compare and contrast environmental regions and physical and human characteristics in other countries and evaluate the reasons for differences</p>	<p>I can make an in depth study of a chosen region of the world that interests me</p>

	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones including day and night.	I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones including day and night.	I can explain the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones including day and night.	I can locate major cities of the world and evaluate their importance in terms of size and location I can generalise about the significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones including day and night.	
	<b>GEOGRAPHICAL SKILLS AND ENQUIRY</b> 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-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 a range of methods including sketch maps, plans and graphs, and digital Media to demonstrate their understanding	I can find different countries using maps, atlases, globes and digital mapping I can describe the features studied With support I can use the eight points of a compass, four and six-grid references, symbols and key including the use of Ordnance Survey maps to build my knowledge of the United Kingdom and the wider world. I can use a range of methods including sketch maps, plans and graphs, and digital media to illustrate my work	I can use maps, atlases, globes and digital mapping to locate countries I can explain the features studied I can use the eight points of a compass, four and six-grid references, symbols and key including the use of Ordnance Survey maps to build my knowledge of the United Kingdom and the wider world. I can use a range of methods including sketch maps, plans and graphs, and digital media to explain and illustrate my work	I apply my knowledge maps, atlases, globes and digital mapping to locate countries and evaluate the features studied I can independently and accurately use the eight points of a compass, four and six-grid references, symbols and key including the use of Ordnance Survey maps to build my knowledge of the United Kingdom and the wider world. I can select appropriate methods including sketch maps, plans and graphs, and digital media to justify my views and provide supporting evidence	I can carry out independent research using a wide range geographical skills to evaluate important aspects of the subject, region or country I am learning about
	<b>GEOGRAPHICAL CONCEPTS</b> Describe and explain key aspects of physical geography, including:	I can describe key aspects of physical geography, including: <ul style="list-style-type: none"> <li>• climate zones,</li> <li>• biomes</li> </ul>	I can explain key aspects of physical geography, including: <ul style="list-style-type: none"> <li>• climate zones,</li> <li>• biomes</li> </ul>	Generalise about the cause and /or effect of key aspects of physical geography, including: <ul style="list-style-type: none"> <li>• climate zones,</li> </ul>	I can generalise about how climate change may impact on different climate

	<ul style="list-style-type: none"> <li>• climate zones,</li> <li>• biomes</li> <li>• vegetation belts.</li> <li>• rivers,</li> <li>• mountains,</li> <li>• volcanoes</li> <li>• earthquakes,</li> <li>• the water cycle.</li> </ul> <p>Describe and explain key aspects of human geography including:</p> <ul style="list-style-type: none"> <li>• economic activity</li> <li>• trade links,</li> <li>• distribution of natural resources including energy, food, minerals and water.</li> </ul> <p>Describe and explain geographical similarities and differences and change through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America.</p> <p>Identify and explain the interaction between physical and human processes</p>	<ul style="list-style-type: none"> <li>• vegetation belts.</li> <li>• rivers,</li> <li>• mountains,</li> <li>• volcanoes</li> <li>• earthquakes,</li> <li>• the water cycle.</li> </ul> <p>I can describe key aspects of human geography including:</p> <ul style="list-style-type: none"> <li>• economic activity</li> <li>• trade links,</li> <li>• distribution of natural resources including energy, food, minerals and water.</li> </ul> <p>I can identify and list some geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America.</p> <p>I can describe some aspects of the interaction between physical and human processes</p>	<ul style="list-style-type: none"> <li>• vegetation belts.</li> <li>• rivers,</li> <li>• mountains,</li> <li>• volcanoes</li> <li>• earthquakes,</li> <li>• the water cycle.</li> </ul> <p>I can explain key aspects of human geography including:</p> <ul style="list-style-type: none"> <li>• economic activity</li> <li>• trade links,</li> <li>• distribution of natural resources including energy, food, minerals and water.</li> </ul> <p>I can identify and explain some geographical similarities and differences and change through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America.</p> <p>Identify and explain the interaction between physical and human processes</p>	<ul style="list-style-type: none"> <li>• biomes</li> <li>• vegetation belts.</li> <li>• rivers,</li> <li>• mountains,</li> <li>• volcanoes</li> <li>• earthquakes,</li> <li>• the water cycle.</li> </ul> <p>I can evaluate the reasons for key aspects of human geography and their impact on society and the environment including:</p> <ul style="list-style-type: none"> <li>• economic activity</li> <li>• trade links,</li> <li>• distribution of natural resources including energy, food, minerals and water.</li> </ul> <p>I can evaluate geographical similarities and differences and change through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America.</p> <p>I can generalise about the interaction between physical and human processes and reflect on the impact of human activity on the environment</p>	<p>zones and justify my views with evidence from my research</p> <p>I can generalise about the interaction between physical and human processes and reflect on the tension between human need and impact on the environment</p>
<b>Units of Work</b>					
<b>3a</b> <b>Y3 Autumn</b> <b>The topography of Great Britain –</b> Erosion - coasts,	Name and locate geographical regions of the United Kingdom and recognise their identifying physical features Locate the UK on a world map and identify the	I can locate the regions of the UK and describe their main physical features  I can identify the location of the UK in relation to lines of latitude and longitude	I can locate the regions of the UK and explain their main physical features, including how they were formed  I can identify the location of the UK in relation to lines of latitude	I can compare and contrast the different regions of the UK in relation to their physical features and give some reasons for their formation and evaluate how they affect land use	I can summarise the key physical characteristics of the main regions UK and reflect on how they impact on land use and population

mountains and valleys, biomes	position and significance of latitude, longitude, Northern Hemisphere the Prime/Greenwich Meridian and time zones including day and night		and longitude and explain how these impact on our biomes and vegetation belts	I can generalise about how the location of the UK in relation to the continent of Europe and lines of latitude and longitude impact on our biomes and vegetation belts	I can research a key geographical feature in the UK and write a report on my findings
Key Geographical Knowledge <i>The physical features of the British Isles</i>					
Key Geographical Enquiry <i>Sketch maps showing physical features and using a key to identify</i>	Use maps, atlases, globes and digital mapping to locate the UK and describe features studied Use symbols and key to build their knowledge of the United Kingdom. Use a range of methods including sketch maps, plans and graphs, and digital technologies Use fieldwork to observe, measure, record and present the physical features in the local area	I can locate the UK on a world map and describe its location I can use a simple map to locate some physical features With support I can use scale to work out distances on a map I can recognise symbols on an OS map I can use a grid reference to locate a place on a simple map  I can identify some features in my local area on a map	I can locate the UK on a world map and use other information on a map to explain its location I can use a map to locate physical features I can use scale to work out distances on a map I can recognise and use all the main symbols on an OS map I can use a grid reference to locate a place on a map and give the grid reference of a place or feature for others to locate  I can identify features that I know in my local area and locate them on a map	I can use maps and other sources to explain the location of the UK in relation to world features including latitude and longitude oceans and continents  I can generalise about how to use a map to locate and identify physical features and human activity I can design guidance for others on how to use scale to work out distances on a map I can explain how the symbols and conventions of OS maps helps us “read the landscape” of an area I can identify key landmarks in my local area and create a map to show their location	I can create a guide to map reading using my study of the UK to illustrate my guide
	Locate and describe aspects of physical geography of the UK including the main rivers, hills mountains and coastlines. Classify the key regions of the UK including their, biomes and vegetation belts. Understand geographical similarities and differences through the study of	I can describe the main physical features of the regions of the UK  I can describe key features of the climate and vegetation in the UK  I can compare two different regions of the UK and list some similarities and	I can explain the main physical features of the regions of the UK  I can explain the climate and vegetation in the UK in relation to its physical features and its location  I can compare two different regions of the UK and identify similarities and differences in the physical geography and land use	I can describe the main physical features of the regions of the UK and explain how they influence the land use and population I can explain how the location and physical features of the UK influences the climate and vegetation  I can compare two different regions of the UK and explain the	I can use my knowledge of the UK to find out about an area in the UK that interests me and create a factual guide to inform people visiting the area about its geographical features and important points of interest

	physical geography of two contrasting regions of the United Kingdom. (possibly South East England and the Lake District)	differences in the physical geography and land use		advantages and disadvantages of living there	
<b>3b</b>  <b>Y3 Spring</b> <b>Rivers and the water cycle</b> physical features, change over time and their importance for human endeavour comparing the Nile and the Thames and how the river is used for jobs, development and tourism  Key Geographical Knowledge <i>The physical features of rivers and how humans use them</i>  Key Geographical Enquiry <i>OS Maps to locate rivers in the British Isles and World maps to locate major rivers including the Nile</i>	Name and locate the major rivers of the world including the Nile and the River Thames recognising their identifying physical characteristics.  Understand key aspects of the physical geography of rivers and the water cycle including how rivers are formed and change along their course  Understand the importance of rivers for humans both now and in the past	I can find and list the major rivers of the world  I can identify how rivers are formed and how they develop along their course  I can draw a diagram to show the water cycle and the role of rivers in that cycle  I can give some reasons why rivers are important to humans as a means of transport and a natural resource  I can list some ways in which the Nile and the Thames are similar	I can name and locate the major rivers of the world and put them in order of length  I can describe how rivers are formed and how they develop along their course  I can describe the water cycle and the role of rivers in that cycle  I can describe why rivers are important to humans as a means of transport and a natural resource  I can describe how we use rivers for leisure and tourism  I can identify similarities and differences between the River Thames and the River Nile	I can name locate the major rivers of the world and name the counties they flow through I can create a graph to order and compare their length I can explain how rivers are formed, how they change along their course and how they change the landscape over time  I can explain the water cycle and what happens when there is a drought or flooding  I can explain why rivers are important to humans  I can explain why people enjoy using rivers  I can compare and contrast the River Thames and the river Nile in terms of how we use it	I can research the benefits and disadvantages of living by a river  Flooding and flood relief – flood relief scheme on the River Thames at Dorney
	Use maps, atlases, globes and digital/computer mapping to locate the world's major rivers and describe their size and key features Use a range of methods including sketch maps, plans and graphs, and digital technologies to show how	I can use maps and atlases to locate the world major rivers I can use a simplified scale to calculate the length of a river (Nile & Thames) I draw a river from source to mouth to show how it changes I can use maps to identify how rivers change the	I can use maps and atlases to locate the world major rivers and some of their features including source, estuary, delta, waterfall, valley, gorge, I can use scale to calculate the length of a river (Nile & Thames) I can make a sketch map of a river from source to mouth to show how it changes	I can independently select appropriate maps and atlases to locate the world major rivers and identify some of their features including source, estuary, delta, waterfall, valley, gorge, meander I can explain how to use scale to calculate the length of a river and why it is difficult to be accurate (Nile & Thames)	

	<p>rivers change along their course and how they change the landscape over time Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the location and features of the River Nile and the River Thames.</p>	<p>landscape over time using examples from the Thames and the Nile</p>	<p>I can use maps to identify and describe how rivers change the landscape over time using examples from the Thames and the Nile</p>	<p>I can map the course of a river from source to mouth to show how it changes using a key and symbols to show the main features I can use maps to explain how and why rivers change the landscape over time using examples from the Thames and the Nile</p>	
	<p>Explain how rivers are formed and flow to the sea and how they shape the landscape</p> <p>Explain how rivers determine settlement and land use.</p> <p>Explain the geographical similarities and differences between the River Thames and the River Nile</p>	<p>I can describe the journey of a river from source to sea</p> <p>I can list reasons why settlements grew up near to rivers and how rivers were useful to people</p> <p>I can list the similarities and differences between the River Nile and River Thames and identify similarities and differences</p>	<p>I can explain the journey of a river from source to sea</p> <p>I can explain why settlements grew up near to rivers and how rivers were useful to people</p> <p>I can compare the River Nile and River Thames and identify similarities and differences</p>	<p>I can write the story of a river to show how it changes as it moves towards the sea I can explain why people settled near rivers in the past but why that can be a problem for people today</p> <p>I can compare and contrast the River Nile and the River Thames and explain how they impact differently on the people who live near them</p>	
<p><b>3c</b></p> <p><b>Y3 Summer Climate and weather</b> linked to climate change and global warming</p> <p>Key Geographical Knowledge</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and how this influences the weather Explain the difference between weather and climate</p>	<p>I can list reasons why climate is determined by the location of countries in relation to the equator</p> <p>I can define the difference between climate and weather I can describe the climate of the UK and give some reasons for it</p> <p>I can describe how the weather varies in different</p>	<p>I can describe how climate is determined by the location of countries in relation to the equator</p> <p>I can describe the difference between climate and weather</p> <p>I can explain the climate of the UK and give some reasons for it</p> <p>I can explain how and why the weather varies in different parts</p>	<p>I can explain why climate is determined by the location of countries in relation to the equator</p> <p>I can explain the difference between climate and weather including why weather varies from year to year but climate remains constant</p> <p>I can summarise the key features of the climate of the UK and</p>	<p>Compare and contrast the weather in two regions of the UK</p> <p>How does weather effect the way we feel?</p>

<p><i>Our changing climate and extreme weather in the UK</i></p> <p>Key Geographical Enquiry</p> <p><i>Questionnaire – how we feel in different types of weather</i></p> <p><i>Snow days over the last 20 years – have the increased or decreased</i></p>	<p>Identify how the location of the UK determines the main weather patterns and the impact of that on how people live</p> <p>Collect and analyse information about the weather in Slough</p>	<p>parts of the UK and what impact this has on how people live</p> <p>I can collect information about the weather in Slough/ Luton using fieldwork and data</p>	<p>of the UK and what impact this has on how people live</p> <p>I can collect and analyse information about the weather in Slough/ Luton using fieldwork and data</p>	<p>explain how the position of the UK determines its weather patterns</p> <p>I can summarise how and why the weather varies in different parts of the UK and what impact this has on how people live</p> <p>I can collect and analyse information about the weather in Slough/ Luton using fieldwork and data and summarise my findings</p>	
	<p>Use maps, atlases, globes and digital/computer mapping to describe the location of the UK and how this affects our climate and weather</p> <p>Use symbols and key used on weather maps to build their knowledge of how weather forecasters can predict the weather</p> <p>Use fieldwork to observe, measure, record and present information on local weather patterns</p>	<p>I can use maps and atlases to locate the UK</p> <p>I can use simple symbols on a weather map to identify different weather features</p> <p>I can use field work including the measurement of rainfall, windspeed, hours of sunlight and temperature to collect information on the weather in Slough/ Luton</p>	<p>I can use maps and atlases to describe the location of the UK</p> <p>I can use symbols and a key to interpret a weather map and make a prediction about the weather</p> <p>I can use data and field work including the measurement of rainfall, windspeed, hours of sunlight and temperature to record information on the weather in Slough/ Luton</p>	<p>I can use maps and atlases to describe the location of the UK in relation to world climate zones</p> <p>I can interpret a weather map using symbols and a key to make a valid prediction about the weather and explain my reasoning</p> <p>I can use data and field work including the measurement of rainfall, windspeed, hours of sunlight and temperature to record, interpret and present information on the weather in Slough/ Luton</p>	<p>I can present information on the weather in Slough / Luton presenting using a range of different graphs and charts</p>
	<p>Identify how the geographical location of two different regions of the UK affects the weather and how people live (possibly South East England and the Lake District)</p> <p>Identify the interaction between physical and</p>	<p>I can identify the difference in weather between two different regions of the UK and give some reasons for those differences</p> <p>I can list ways in which weather affects the way we live and work using examples including school life,</p>	<p>I can describe the difference in weather between two different regions of the UK and give some reasons for those differences and explain how this affects the people who live there</p> <p>I can describe how the weather affects the way we live and work using examples including school</p>	<p>I can compare and contrast the weather in two different regions of the UK and explain how this affects land use</p> <p>Using examples such as school life, travelling, leisure and holidays I can explain how and why weather affects the way we live and the choices we make</p>	<p>I can hypothesise about how weather in the UK might change with global warming and how that might effect the way we live</p>



	human processes - how weather affects humans. (i.e. where are the main holiday resorts in the UK, what happens in school when it rains a lot, how do we spend our free time at different times of the year)	travelling, leisure, holidays etc	life, travelling, leisure, holidays etc		
<p>4a <b>Year 4 Autumn Agriculture – comparison of agriculture in the UK with Italy</b></p> <p>Key Geographical Knowledge <i>The value of agriculture in developing contrasting regions</i></p> <p>Key Geographical Enquiry <i>Use graphs to show key crops grown in contrasting areas</i></p>	<p>Identify the key physical geographical features of Europe including climate, biomes, vegetation belts, mountains, main rivers and volcanoes</p> <p>Identify the similarities and differences between the physical geography of Italy and the UK and how this affects agriculture</p> <p>Identify the main agricultural crops grown in the UK and in Italy and identify the conditions needed to grow them</p>	<p>I can identify the different climate zones in Europe including the UK and list some reasons why effect agriculture</p> <p>I can identify and describe the main physical features of Italy and the UK</p> <p>I can describe the main crops and produce grown in the UK and Italy</p>	<p>I can identify the different climate zones in Europe including the UK and explain how these effect agriculture</p> <p>I can identify the main physical features of Italy and the UK and explain how these would affect agriculture</p> <p>I can describe the main crops and produce grown in the UK and Italy and explain why there are differences</p>	<p>I can generalise about the different climate zones in Europe and reflect on how these effect agriculture</p> <p>I can compare and contrast the main physical features and climate of Italy and the UK and explain how these would affect agriculture</p> <p>I can identify similarities and differences between the main crops and produce grown in the UK and Italy and generalise how this is determined by climate and physical features of the locality</p>	<p>Using my knowledge of Italy and the UK I can generalise about the differences in the traditional diet</p> <p>I can use my own food choices to analyse how much of what I eat is grown in Britain and generalise about why this is important (food miles)</p>
	<p>Use maps, atlases, globes and digital/computer mapping to locate the countries of Europe and describe features which effect land use</p> <p>Use a range of methods including sketch maps, plans and graphs, and digital technologies to illustrate key information about agriculture in Southern Italy and East Anglia</p>	<p>I can use maps to identify the main climate zones in Europe and describe some of the differences</p> <p>I can use maps to locate some physical features of Italy and the UK</p> <p>I can use maps to identify which climate zones the UK and Italy are in</p>	<p>I can use maps to identify the main climate zones in Europe and evaluate the reasons for the differences based on their location and physical characteristics</p> <p>I can use maps to compare and contrast the main physical features of Italy and the UK</p> <p>I can use maps to identify the climate zones of the UK and Italy and evaluate how this affects land use</p>	<p>I can use maps to identify the main climate zones in Europe and evaluate the reasons for the differences based on their location and physical characteristics</p> <p>I can use maps to compare and contrast the main physical features of Italy and the UK</p> <p>I can use maps to identify the climate zones of the UK and Italy and evaluate how this affects land use</p>	<p>I can summarise the similarities and differences between the UK and Italy based on the physical features and climate zones</p>

	<p>Explain how key aspects of physical geography including climate zones, biomes and vegetation belts, rivers and mountains effect land use</p> <p>Explain the geographical similarities and differences between East Anglia and Southern Italy</p> <p>Explain how the geographical similarities and differences between East Anglia and Southern Italy effect land use and diet</p>	<p>I can list reasons why agriculture in the UK is different from Italy based on the location and the physical environment</p> <p>I can describe how differences in agriculture in the UK and Italy means that we traditionally have a different diet</p> <p>Identify a traditional Italian and British dish, find out the ingredients and describe how these are based on their traditional agriculture</p>	<p>I can describe why agriculture in the UK is different from Italy based on the location and the physical environment</p> <p>I can explain how differences in agriculture in the UK and Italy means that we traditionally have a different diet</p> <p>I can create a typical menu for an Italian and a British family based on their traditional agriculture</p>	<p>I can explain why agriculture in the UK is different from Italy based on the location and the physical environment</p> <p>I can generalise about how differences in agriculture in the UK and Italy means that we traditionally have a different diet and explain why this has changed in recent times</p> <p>I can create a typical menu for an Italian and a British family based on their traditional agriculture showing the key crops and produce used</p>	<p>Where does our food actually come from – research where the actual ingredients for your menu actually come from today</p>
<p><b>4b</b></p> <p><b>Year 4 Spring</b></p> <p><b>Focus on Europe</b></p> <p>Countries, capitals, topography and politics</p> <p>Including demographics and migration</p> <p>Key Geographical Knowledge</p> <p><i>Awareness of key locations in Europe and how population is distributed</i></p>	<p>Locate the continent of Europe on a world map and identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Arctic Circle, the Prime/Greenwich Meridian and time zones</p> <p>Identify the seas and oceans around Europe</p> <p>Identify the main physical features including mountains, lakes, rivers volcanoes and earthquake zones</p> <p>Identify the countries of Europe including those within the European Union and those that are not.</p>	<p>I can locate of the continent of Europe in relation the rest of the world and describe the significance of its location in terms of climate, vegetation and biomes</p> <p>I can identify and describe some of the main physical features of Europe including mountains, lakes, rivers volcanoes and earthquake zones</p> <p>I can name the countries of Europe</p> <p>I can order the countries of Europe in terms of size</p> <p>I can give reasons why people might want to leave their country</p>	<p>I can describe the location of the continent of Europe in relation the rest of the world and explain the significance of its location in terms of climate, vegetation and biomes</p> <p>I can describe the main physical features of Europe including mountains, lakes, rivers volcanoes and earthquake zones</p> <p>I can name the countries of Europe and identify which ones are in the European Union</p> <p>I can order the countries of Europe in terms of size and population</p> <p>I can explain the difference between immigration and emigration and give reasons why</p>	<p>I can describe the location of the continent of Europe in relation the rest of the world and explain the significance of its location in terms of climate zones, vegetation and biomes and how this affects land use</p> <p>I can describe the main physical features of Europe including mountains, lakes, rivers volcanoes and earthquake zones and explain how this affects where people live</p> <p>I can name the countries of Europe and identify which ones are in the European Union and explain why some countries are not</p>	<p>I can generalise about how the location and climate of Europe has contributed to economic development</p>

Key Geographical Enquiry <i>In depth study of one country to create a profile</i>	Identify the density of population of different countries in Europe and evaluate where and why most people live Understand the difference between immigration and emigration and how this has changed over time		people might want to leave their country	I can order the countries of Europe in terms of size and population and use this information to calculate population density I can explain the difference between immigration and emigration and give reasons why people want to migrate to Europe from Africa and the Middle East	
	Use maps, atlases, globes and digital/computer mapping to locate the continent of Europe and the countries within it and describe the key physical features Use symbols and key to build knowledge of Europe including land use and settlement Use a range of methods including sketch maps, plans and graphs, and digital technologies to describe key features of life in Europe Use books and internet research to profile the physical and human characteristics of a country in Europe today	I can use maps to locate Europe and identify the countries within it I can use maps symbols and keys to locate the most significant physical features in Europe I can use maps to identify and describe some of the key features of a country in Europe including major cities, physical features, land use and industry I can ask questions to research life in a European country	I can use maps to locate Europe and identify the countries within it I can use maps symbols and keys to identify an locate the most significant physical features in Europe I can use maps to identify and describe the key features of a country in Europe including major cities, physical features, land use and industry I can ask geographically valid questions to research life in a European country	I can use maps to describe the location of Europe and identify the countries within it in relation to the rest of the world I can use maps symbols and keys to identify an locate the most significant physical features in Europe and explain their importance I can use maps to identify and describe the key features of a country in Europe including major cities, physical features, land use and industry I can ask geographically valid questions to research life in a European country	I can use information from maps to compare and contrast the key features of two different countries in Europe
	Summarise key aspects of the physical geography of Europe including climate zones, biomes, vegetation belts, earthquakes and volcanoes, rivers, lakes mountains, seas and oceans	I can give some reasons why Europe developed more rapidly than other parts of the world in terms of agriculture, industry, science, transport, communication and learning based on the	I can give some reasons why Europe developed more rapidly than other parts of the world in terms of agriculture, industry, science, transport, communication and learning	I can explain why the climate, location and physical features of Europe enable the development and continuation of advanced civilisations	I can prepare arguments for a debate on the subject of immigration to the UK from two different perspectives

	<p>and give some reasons why this has affected the land use and location of cities</p> <p>Explain the geographical similarities and differences through the study of human and physical geography of a country in Europe</p> <p>Map the population of Europe and explain why some areas are densely populated and others are not</p> <p>Define immigration and emigration and explain how and why people have always moved between countries</p>	<p>climate and physical geography of the continent</p> <p>I can create a fact file of a country in Europe including key information about climate, physical features, population, land use, resources, language</p> <p>I can create a graph to compare the size of the countries of Europe</p> <p>I can list some key points for and against immigration to the UK for a debate</p>	<p>based on the climate and physical geography of the continent</p> <p>I can create a fact file of a country in Europe including key information about climate, physical features, population, land use, resources, language</p> <p>I can create a graph to compare the density of population of the countries of Europe</p> <p>I can prepare some arguments for and against immigration to the UK for a debate</p>	<p>I can use a range of sources of information to create a fact file of a country in Europe and use sketch maps and pictures to illustrate my work</p> <p>I can plot the population and size of the countries of Europe to show how population density varies and give some reasons for the differences</p> <p>I can prepare arguments for and against immigration to the UK and justify my reasons for a debate</p>	<p>“Immigration is good for the UK”</p>
<p><b>4c</b></p> <p><b>Year 4 Summer</b></p> <p><b>Oceans – all the water in the world</b></p> <p>Key Geographical Knowledge</p> <p><i>The location of the seas and oceans and understand their importance to human development</i></p>	<p>Name and locate the major oceans and seas of the world including the North Sea and the Atlantic Ocean recognising their identifying the differences between seas and oceans and the main physical characteristics. Locate the main world shipping routes and explain their importance</p> <p>Identify how oceans impact on our weather</p> <p>Identify why seas and oceans are both a barrier and a major link between countries</p>	<p>I can name and locate the oceans and major seas of the world including the Atlantic Ocean, the Mediterranean and the North Sea</p> <p>I can list the differences between a sea and an ocean</p> <p>I can draw a diagram to show some of the main features of the sea bed</p> <p>I can describe how ocean currents affect our weather</p> <p>I can describe ways in which seas and oceans are important to people</p> <p>I can locate the major international shipping routes</p>	<p>I can name and locate the oceans and major seas of the world including the Atlantic Ocean, the Mediterranean and the North Sea</p> <p>I can explain the difference between a sea and an ocean</p> <p>I can draw a diagram to show some of the main features of the sea bed and use appropriate geographical language to label them</p> <p>I can explain how ocean currents affect our weather</p> <p>I can explain different ways in which seas and oceans are important to people</p> <p>I can locate the major international shipping routes and</p>	<p>I can name, locate and sequence the major seas and oceans of the world in order of size</p> <p>I can define the similarities and differences between seas and oceans using examples such as the Atlantic and the Mediterranean</p> <p>I can draw a diagram to illustrate the key features of the sea bed and explain their significance</p> <p>I can explain how ocean currents affect our weather using the example of the gulf stream</p> <p>I can explain why seas and oceans are important to people and can have a negative and positive impact on communities</p>	<p>Research how scientists are exploring the deep oceans and what the challenges are</p>

<p>Key Geographical Enquiry</p> <p><i>How can we reduce plastic pollution – research into sources of pollution including investigating their own family waste</i></p>	<p>Identify the importance of the seas and oceans to humans</p> <p>Name and locate the major ports of the United Kingdom and recognise the identifying human and physical characteristics which enabled them to grow and develop</p>	<p>and the most important ports in the world</p> <p>I can name and locate the major ports in the UK and give some reasons for their development</p>	<p>give reasons why they are important for trade</p> <p>I can name and locate the major ports in the UK and explain why they were or are important</p>	<p>I can locate the major international shipping routes and give reasons why they are important for trade using examples of goods that are moved by sea</p> <p>I can name and locate the major ports in the UK and explain why they developed in terms of the physical geography and strategic location in relation to trade routes</p>	
	<p>Use maps, atlases, globes and digital/computer mapping to locate the seas and oceans of the world and describe features studied including the major trade routes</p> <p>Use symbols and key on maps of the UK to identify major ports and the physical and human geography that contributed to their development</p> <p>Use research to explain the importance on seas and oceans to people</p>	<p>I can use maps globes and atlases to locate the seas and oceans of the world and identify some key features</p> <p>I can use maps to find the major trade routes and the countries they link</p> <p>I can use maps to locate the major ports in the UK and use my knowledge of physical geography and land use to give some reasons why they developed</p> <p>I can ask questions to research the importance of seas and oceans to people</p>	<p>I can use maps globes and atlases to locate the seas and oceans of the world and identify key features on the sea bed and coast lines</p> <p>I can use maps to identify the major trade routes and the countries they link</p> <p>I can use maps to locate the major ports in the UK and use my knowledge of physical geography and land use to explain why they developed</p> <p>I can ask geographically valid questions to research the importance of seas and oceans to people</p>	<p>I can use maps globes and atlases to locate and compare the seas and oceans of the world and explain key features on the sea bed and coast lines</p> <p>I can use maps to identify the major trade routes and the countries they link and calculate the distances between them</p> <p>I can use maps to locate the major ports in the UK and use my knowledge of physical geography and land use to explain why they developed and why some of them are no longer important ports</p> <p>I can ask geographically valid questions to research the significance of seas and oceans to people</p>	<p>Research statistical data on the seas and oceans of the world present findings using maps and charts</p>
	<p>Define the difference between seas and oceans and explain the main characteristics including the shape and features of the sea bed and the movement of water including tides and currents.</p>	<p>I can use my knowledge of the seas and oceans of the world to create a Top Trumps game</p> <p>I can list some of the ways in which being an island nation means that the UK is</p>	<p>I can use my knowledge of the seas and oceans of the world to create a Top Trumps game</p> <p>I can describe some of the ways in which being an island nation means that the UK is dependent</p>	<p>I can use my knowledge of the seas and oceans of the world to identify the key criteria to create a Top Trumps Game</p> <p>I can explain how being an island nation means that the UK is dependent on the sea including</p>	<p>Can we make a difference -</p> <p>Research the major causes of pollution in the oceans today and what we could do as individuals to reduce pollution</p>

	<p>Explain how the oceans and seas are part of the water cycle and contribute to our weather</p> <p>Explain the importance of oceans for the transport of goods (and in the past people) and how this led to the growth of ports in key locations in the UK</p> <p>Explain the natural resources we gather from the sea and how these need to be protected</p>	<p>dependent on the sea including how it affects our weather</p> <p>I can create a story board for a promotional video on why we need to protect our oceans and seas from pollution</p>	<p>on the sea including how it affects our weather</p> <p>I can create a story board for a promotional video on why we need to protect our oceans and seas from pollution</p>	<p>how it affects our weather and our security</p> <p>I can create a story board for a promotional video on why we need to protect our oceans and seas from pollution identifying the main threats and what we can do about it</p>	
<p><b>5a</b></p> <p><b>Year 5 Autumn</b></p> <p><b>Mans impact on the environment –</b> climate change, pollution and dwindling resources including fossil fuels and food and water</p> <p>Key Geographical Knowledge</p> <p><i>The main resources we rely on in the UK and how this is and needs to change</i></p> <p>Key Geographical Enquiry</p>	<p>Understand the causes and effects of climate change and pollution on the planet – including the projected impact if no action is taken</p> <p>Locate the world's countries, using maps, noting environmental regions, key physical and human characteristics, and major cities and identify those countries and regions most at risk from climate change.</p> <p>Understand human settlement, use of land, industry and how all these impact on the environment including pollution</p> <p>The impact of trade and political control on developing countries and how many of these countries</p>	<p>I can describe some of the causes and effects of climate change.</p> <p>I can identify some of the world's countries most at risk from climate change.</p> <p>I can describe human settlement and its use of land, industry and how all these impact on the environment.</p> <p>I can outline the impact of trade and political control on developing countries.</p>	<p>I can explain some of the causes and effects of climate change and pollution on the planet.</p> <p>I can compare and contrast the world's countries most at risk from climate change.</p> <p>I can distinguish between human settlement, use of land, industry and how all these impact on the environment including pollution.</p> <p>I can analyse the impact of trade and political control on developing countries and how this affects climate change and pollution.</p>	<p>I can evaluate the most significant causes and effects of climate change including the projected impact if no action is taken.</p> <p>I can argue why the world's countries and major cities or regions are most at risk from climate change.</p> <p>I can make predictions about human settlement, use of land, industry and how all these impact on the environment including pollution.</p> <p>I can reflect upon the impact of trade and political control on developing countries and how many of these countries are most at risk from climate change and pollution.</p>	<p>I can investigate why fossil fuels damage our atmosphere and explain why they are bad for our health.</p>

<i>Graphical representation of when fossil fuels will run out and or when scientists believe we will have irreversible warming</i>	are most at risk from climate change and pollution Identify the ways in which we can reduce pollution and reverse climate change on a personal local, national and global level	I can identify the ways in which we can reduce pollution and reverse climate change on a personal and local level.	I can explain the ways in which we can reduce pollution and reverse climate change on a personal local, national and global level.	I can generalise the ways in which we can reduce pollution and reverse climate change on a personal local, national and global level.	
	Use maps, atlases, globes and digital/computer mapping to locate countries and regions which are most at risk for climate change and pollution Ask geographically valid questions about the impact of human activity on the world Use research and enquiry to find out about human activity and its impact on the world and what we need to do to reduce that impact Use a range of methods including sketch maps, plans and graphs, and digital Media to demonstrate their understanding of the impact of climate change and pollution	I can find countries and regions which are most at risk for climate change on a map and an atlas.  I can ask simple geographically questions about the impact of human activity on the world.  I can use sources to research and enquiry to find out about human activity and its impact on the world.	I can organise countries and regions which are most at risk for climate change on maps, atlases, globes and digital/computer mapping.  I can ask valid geographically questions about the impact of human activity on the world.  I can use sources to research and enquiry to find out about human activity and its impact on the world to	I can prioritise countries and regions which are most at risk for climate change on maps, atlases, globes and digital/computer mapping.  I can ask enquiry based geographical questions about the impact of human activity on the world.	I can create a pictorial map of the world showing the main areas under threat and the causes.
	Describe and explain key aspects of the impact of human activity on the world including: <ul style="list-style-type: none"> <li>Weather events and climate changes</li> <li>Deforestation</li> </ul>	I can select and find out more about one of the key aspects of environmental damage and describe the causes, effects on the earth and its people and how we might be	I can select and research one of the key aspects of environmental damage, justify my choice and analyse the causes and effects on the earth and all living things and explain how we might minimise or reverse the effects	I can evaluate the different aspects of environmental damage and select one to research, fully justifying my choice in terms of the most urgent or impactful damage.	Write a letter to the Prime Minister asking him to take action on a specific area of environmental damage linked to your research

	<ul style="list-style-type: none"> <li>• Pollution of the oceans and land fill – plastics</li> <li>• Air-miles – food, products and people</li> <li>• Emissions</li> <li>• Slave labour</li> <li>• Describe and explain key aspects of human geography including: <ul style="list-style-type: none"> <li>• economic activity</li> <li>• waste of resources</li> <li>• water – too much and too little</li> <li>• distribution of natural resources including energy, food, minerals and water.</li> </ul> </li> </ul> <p>Identify and explain the interaction between physical and human processes how what we do today impacts on the world tomorrow</p> <p>Summarise the key actions that needed to be taken on a global level to reduce the impact of human activity on the world including cause and effect of the issues and the impact of solutions over time</p> <p>Create a campaign for your school to raise awareness of every individual's responsibility</p>	<p>able to minimise or reverse the damage.</p> <p>I can list the major impacts and for each one give an example of how we can make a change in our own lives</p> <p>I can design a poster to urge people to change their behaviours showing the impact and the changes they can make</p>	<p>I can sequence the impacts in terms of most to least damaging and explain how we can take simple actions as individuals to make a difference</p> <p>I can create a poster that shows the contrast between taking no action and taking action – for example the ocean full of plastic and the ocean that is plastic free and include a slogan to urge people to change their behaviour</p>	<p>I can evaluate the causes in terms of avoidable and unavoidable factors and reflect on the impact both now and in the future if we do nothing.</p> <p>I can formulate some key actions which we can take on an individual, national and global level to minimise or reverse the damage.</p> <p>I can summarise the major threats to the environment and the actions we all need to take to make a difference.</p> <p>I can create advertising campaign to combat environmental damage that will make people reflect on their own behaviour and justify my design</p>	
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<p><b>5b</b> <b>Year 5 Spring</b> <b>Mountains, Earthquakes and volcanoes</b> how the earth was shaped and continues to change</p> <p>Key Geographical Knowledge <i>Plates boundaries and the causes of earthquakes and volcanoes</i></p> <p>Key Geographical Enquiry <i>Map the ring of fire Identify the major mountain ranges around the world in relation to plate boundaries</i></p>	<p>Identify the main land forms of the world and investigate how we believe these were formed over time through tectonic plate movement Identify and map the world's mountains volcanoes and earth quake zones Identify how and why volcanoes erupt and what happens afterwards Identify how and why earthquakes occur and what happens afterwards Identify the impact of earthquakes and volcanoes on humans</p>	<p>I can locate the main land masses of the world and describe how they have been formed and shaped by the movement of tectonic plates I can locate the world's major mountain ranges, volcanoes and earthquake zones I can describe how mountains are formed I can describe how and why volcanoes erupt and what happens afterwards I can describe how and why earthquakes occur and what happens afterwards I can describe how these natural disasters affect people using examples from recent disasters</p>	<p>I can locate the main land masses of the world and describe how they have been formed and shaped by the movement of tectonic plates I can identify and locate the world's major mountain ranges, volcanoes and earthquake zones I can describe how mountains are formed I can describe how and why volcanoes erupt and what happened afterwards I can describe how and why earthquakes occur and what happens afterwards I can describe how these natural disasters affect people using examples from recent disasters</p>	<p>I can locate the main land masses of the world and explain how they have been formed and shaped by the movement of tectonic plates I can identify and locate the world's major mountain ranges, volcanoes and earthquake zones and explain how these are affected by tectonic plate movements I can explain how mountains are formed I can describe how and why volcanoes erupt and what impact this has on the physical features in that locality I can describe how and why earthquakes occur and what happens afterwards including aftershocks and tsunami I can explain how these natural disasters affect people using examples from recent disasters and give reasons why people continue to live in the affected areas</p>	<p>I can research a recent natural disaster such as the 2011 earthquake in Japan in or the 2004 tsunami and summarise why it happened and what the impact was.</p>
	<p>Use maps, atlases, globes and digital/computer mapping to locate world-wide earthquake zones and volcanoes Use a range of methods including sketch maps, plans and graphs, and digital technologies to map the volcanoes and earthquake zones</p>	<p>I can trace the outline of the world's major land masses and compare these with what scientists believe they looked like in the past I can use maps to show the location of earthquakes and volcanoes I can draw pictures to show what happens when an earthquake occurs</p>	<p>I can use maps to identify the outline of the world's major land masses and explain how these compare with what scientists believe they looked like in the past I can use maps to show how earthquakes and volcanoes are located along fault lines in the earth crust including some that are under the sea</p>	<p>I can use maps to identify the outline of the world's major land masses and compare these with what scientists believe they looked like in the past I can use maps to show how earthquakes and volcanoes are located along fault lines in the earth crust I can use sketch maps and diagrams to show what happens when an earthquake occurs</p>	<p>I can annotate a world map to show key aspects of physical geography including fault lines, earthquake zones, mountain ranges and gorges and valleys including on the sea bed.</p>

	<p>Research the impact of volcanoes and earthquakes on humans using recent examples (Japan 2011 and Hawaii 2018)</p>	<p>I can draw pictures to show what happens when a volcano erupts I can ask questions to find out how people are affected by earthquakes and volcanoes</p>	<p>I can use annotated sketch maps and diagrams to explain what happens when an earthquake occurs I can use annotated sketch maps and diagrams to explain what happens when a volcano erupts I can ask geographically valid question to research how people are affected by earthquakes and volcanoes and in what ways they try to prepare for these events</p>	<p>I can use sketch maps and diagrams to show what happens when a volcano erupts I can ask geographically valid question to research how people are affected by earthquakes and volcanoes</p>	
	<p>Explain how scientists believe that the world as it looks today was formed by the movement of tectonic plates Explain how weaknesses in the earth's crust leads to volcanic eruptions and earthquakes</p> <p>Explain how volcanoes erupt and what the impact of an eruption is on both the human and physical geography of a region</p> <p>Explain what causes an earthquake and what the impact is on both the human and physical geography of a region</p>	<p>I can produce a key facts booklet on natural disasters including why and where they happen</p> <p>I can describe an earthquake or volcanic eruption from the first tremors to what happened afterwards</p>	<p>I can produce an information booklet on natural disasters including why and where they happen and what impact they have on communities affected by them and include advice on what to do in the event of an earthquake or volcano</p> <p>I can write a diary account of an earthquake or volcanic eruption from the first tremors to describing what happened afterwards including feelings and emotions</p>	<p>I can locate the main land masses of the world and explain how they have been formed and shaped by the movement of tectonic plates I can identify and locate the world's major mountain ranges, volcanoes and earthquake zones and explain how these are affected by tectonic plate movements I can explain how mountains are formed I can describe how and why volcanoes erupt and what impact this has on the physical features in that locality I can describe how and why earthquakes occur and what happens afterwards including aftershocks and tsunamis I can explain how these natural disasters affect people using examples from recent disasters and give reasons why people continue to live in the affected areas</p>	<p>I can create a dramatized account of a family experiencing the natural disaster I have researched</p>

<p><b>5c</b> <b>Year 5 Summer</b> <b>Great Britain</b> – the four countries of the UK, where people live and why, communication, land use, industry, natural resources</p> <p>Key Geographical Knowledge <i>Understand key communication and transport links in the UK</i> <i>Understand the distribution of population and the reasons for it</i></p> <p>Key Geographical Enquiry <i>Map key gateways to the UK for goods, materials and people</i></p>	<p>Locate the countries of the UK noting environmental regions, key physical and human characteristics, and major cities. Identify the geographical regions and key topographical features and land-use patterns of the United Kingdom, understand how some of these have changed over time and how the physical geography of the countries of the UK impact on human activity and settlements Understand human settlement, use of land, industry and communication impact on the landscape of the UK Identify similarities and differences between the 4 countries that make up the UK Identify the main communication routes across the UK including the road and rail networks, ports and airports and understand the importance of these routes to economic development Identify the distribution of population across the UK and the reasons for any differences</p>	<p>I can locate the countries of the UK and identify the main physical features including topography and biomes, land use and major conurbations I can identify areas where human activity has changed the physical features of the landscape I can describe ways in which land use has changed over time and how this has affected the population and settlements I describe how physical geography has determined the location of settlements I can identify the key natural resources in the UK and describe how these were linked to industrial development and major conurbations in the past and give reasons why this has changed I can identify similarities and differences between the four countries of the UK including size, population, main human activity Identify the main communication routes across the UK and from the UK to the rest of the world and describe their importance in terms of economic development I can map the population of the UK and give reasons why</p>	<p>I can identify similarities and differences between the four countries of the UK including size, population, main human activity Identify the main communication routes across the UK and from the UK to the rest of the world and describe their importance in terms of economic development I can map the population of the UK and give reasons why some areas are more densely populated than others I can locate the countries of the UK and explain the significance of the main physical features including topography and biomes, and how they impact on land use and major conurbations I can explain why and how human activity has changed the physical features of the landscape I can explain how and why land use has changed over time and how this has affected the population and settlements I explain how and why physical geography has determined the location of settlements I can describe the key natural resources in the UK and explain how these were linked to industrial development and major conurbations in the past and explain why this has changed I can compare and contrast the four countries of the UK including size, population, main human activity</p>	<p>I can summarise the significance of the main physical features including topography and biomes of the four countries of the UK analyse how they impact on land use and major conurbations I can evaluate how and why human activity has changed the physical features of the landscape I can generalise about how and why land use has changed over time and how this has affected the population and settlements I generalise about how and why physical geography has determined the location of settlements using examples of from across the four countries of the UK I can summarise how the key natural resources in the UK were linked to industrial development and major conurbations in the past and explain why this has changed I can compare and contrast the four countries of the UK including size, population, main human activity and wealth and draw conclusions about the reasons for any significant differences Identify the significance of the main communication routes across the UK and from the UK to the rest of the world, analyse their importance in terms of economic development and explain what happens if communication routes are not good</p>	<p>Research and profile a key aspect of human or physical geography based on prior learning for example, agriculture, changing industry, national parks and conservation</p>
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	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features of the UK Use the eight points of a compass, four and six-grid references, symbols and key including the use of Ordnance Survey maps to build their knowledge of the United Kingdom. Use a range of methods including sketch maps, plans, data and graphs, and digital Media to research and demonstrate their understanding Ask geographically valid questions about physical geography and human activity of the UK Use research and enquiry to find out about human activity and its impact on the UK and how the topography and natural resources of the	I can use a range of different maps to locate and identify the main physical features of the UK I can use the eight points of a compass, four and six-grid references, symbols and key including the use of Ordnance Survey maps to find out about the United Kingdom and describe its main physical and human features I can use a range of methods including sketch maps, plans, data and graphs, and digital media to find out and present information on the UK I can questions to help me learn about the physical geography and human activity of the UK I can research using a range of media to to find out about human activity and its impact on the UK and how the topography and natural resources of the UK determine human activity	I can select a range of maps, atlases, globes and digital/computer mapping to locate countries and describe features of the UK I can use the eight points of a compass, four and six-grid references, symbols and key including the use of Ordnance Survey maps to research and explain the physical and human geography of the United Kingdom. I can select appropriately from range of methods including sketch maps, plans, data and graphs, and digital media to research and demonstrate my understanding I can ask geographically valid questions about physical geography and human activity of the UK I can use research and enquiry to find out about human activity and its impact on the UK and how the topography and natural resources	I can choose the most appropriate maps, atlases, globes and digital/computer mapping to explore the countries and evaluate the key features of the UK I can independently use the eight points of a compass, four and six-grid references, symbols and key including the use of Ordnance Survey maps to investigate the physical and human geography of the United Kingdom. I can select appropriately from range of methods including sketch maps, plans, data and graphs, and digital media to research and demonstrate my understanding and justify my choices I can develop key lines of enquiry and ask geographically valid questions about physical geography and human activity of the UK I can independently use research and enquiry to investigate human activity and its impact on the UK and how the topography and	I can carry out independent research use a range of sources including different maps and media to pursue and line of enquiry

	<p>UK determine human activity cause and effect) They should be able to articulate their views and ideas both orally and in written forms</p>	<p>(cause and effect) I can discuss my own views and use this to inform my writing</p>	<p>of the UK determine human activity (cause and effect) I can articulate my views and ideas both orally and in written forms</p>	<p>natural resources of the UK determine human activity (cause and effect) I can fully articulate my views and ideas both orally and in written forms and justify my thinking</p>	
	<p>Describe and explain key aspects of physical geography of the UK including:</p> <ul style="list-style-type: none"> <li>• climate ,</li> <li>• biomes</li> <li>• vegetation belts.</li> <li>• Rivers and lakes</li> <li>• mountains,</li> <li>• seas and oceans</li> <li>• upland and lowlands</li> <li>• coastal</li> </ul> <p>Describe key aspects of the human geography of the UK including:</p> <ul style="list-style-type: none"> <li>• economic activity</li> <li>• trade links,</li> <li>• distribution of natural resources including energy, food, minerals and water.</li> <li>• environmental damage</li> </ul> <p>Identify and explain the interaction between physical and human processes in terms of land use and sustainability taking a key issue such as the north south divide</p> <p>Compare and contrast different regions and</p>	<p>Write a profile of physical geography of the UK including:</p> <ul style="list-style-type: none"> <li>• climate ,</li> <li>• biomes</li> <li>• vegetation belts.</li> <li>• Rivers and lakes</li> <li>• mountains,</li> <li>• seas and oceans</li> <li>• upland and lowlands</li> <li>• coastal</li> </ul> <p>Create a fact file to explain key aspects of the human geography of the UK including:</p> <ul style="list-style-type: none"> <li>• economic activity</li> <li>• trade links,</li> <li>• distribution of natural resources including energy, food, minerals and water.</li> <li>• environmental damage</li> </ul> <p>Identify the interaction between physical and human processes in terms of land use and sustainability taking a key issue such as the north south divide</p> <p>Compare two different regions of the UK and form their own views on important</p>	<p>Write a profile of physical geography of the UK to explain how the key features impact on the way we live including:</p> <ul style="list-style-type: none"> <li>• climate ,</li> <li>• biomes</li> <li>• vegetation belts.</li> <li>• Rivers and lakes</li> <li>• mountains,</li> <li>• seas and oceans</li> <li>• upland and lowlands</li> <li>• coastal</li> </ul> <p>Create a fact file to explain key aspects of the human geography of the UK including:</p> <ul style="list-style-type: none"> <li>• economic activity</li> <li>• trade links,</li> <li>• distribution of natural resources including energy, food, minerals and water.</li> <li>• Environmental damage</li> </ul> <p>Identify and explain the interaction between physical and human processes in terms of land use and sustainability taking a key issue such as the north south divide</p> <p>Compare and contrast two different regions and countries of the UK and form their own views</p>	<p>Write a profile to summarise key aspects of physical geography of the UK and how they impact on human activity including:</p> <ul style="list-style-type: none"> <li>• climate ,</li> <li>• biomes</li> <li>• vegetation belts.</li> <li>• Rivers and lakes</li> <li>• mountains,</li> <li>• seas and oceans</li> <li>• upland and lowlands</li> <li>• coastal</li> </ul> <p>Create a fact file to provide an over view of key aspects of the human geography of the UK including:</p> <ul style="list-style-type: none"> <li>• economic activity</li> <li>• trade links,</li> <li>• distribution of natural resources including energy, food, minerals and water.</li> <li>• environmental damage</li> </ul> <p>Generalise about the significance of the interaction between physical and human processes in terms of land use and sustainability taking a key issue such as the north south divide</p> <p>Evaluate the advantages and disadvantages of living in two different regions of the UK and</p>	<p>Present your research in a power point or poster</p>

	countries of the UK and form their own views on important issues related to where they would like to live Demonstrate understanding through the skills of: reinterpreting, summarising explaining, describing, generalising about what they have learnt and using the correct geographical language and terms	issues related to where they would like to live Demonstrate understanding through the skills of: explaining, describing, about what they have learnt and using the correct geographical language and terms	on important issues related to where they would like to live Demonstrate understanding through the skills of: reinterpreting explaining, describing, about what they have learnt and consistently using the correct geographical language and terms	justify their views on important where they would like to live based on evidence from their research Demonstrate understanding through the skills of: reinterpreting, summarising explaining, describing, generalising about what they have learnt and confidently using a wide range of geographical language and terms	
<p><b>Unit 6a</b></p> <p><b>Year 6 Autumn</b> Major continents of the world - geographical features – climate zones, biomes and human characteristics</p> <p>Key Geographical Knowledge Understanding how and why climate and weather is different around the world</p> <p>Key Geographical Enquiry Latitude and longitude, grid referencing to locate and identify the main biomes</p>	<p>Name and locate the continents of the world and the main identifying physical characteristics.</p> <p>Identify the position of the continents and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Understand how the position of the continents affects their climate, biomes and vegetation</p>	<p>I can name and locate the continents of the world on a map or globe</p> <p>I can describe how the location of continents in relation to the Equator, determines climate and vegetation</p> <p>I can describe why continents are in different time zones based on lines of latitude</p> <p>I can describe how different climate zones impact on the way humans live</p> <p>I can identify major natural resources across the 7 continents and give reasons why these are important</p>	<p>I can name and describe the location of the continents of the world on a map or globe</p> <p>I can explain how the location of continents in relation to the Equator, determines climate and vegetation</p> <p>I can explain why continents are in different time zones based on lines of latitude</p> <p>I can explain how different climate zones impact on the way humans live and give examples from different continents</p> <p>I can explain the importance of natural resources and identify key resources in different continents</p>	<p>I can name and locate the continents of the world and sequence them by size</p> <p>I can explain how distance from the equator is a major factor in determining climate and vegetation and identify those continents in the Northern and Southern Hemispheres</p> <p>I can explain why time zones vary around the world and calculate the time difference between London and major cities around the world</p> <p>I can generalise about how different climate zones impact on the way humans live and use examples from different continents</p> <p>I can summarise the worlds natural resources and their</p>	<p>I can research a major world resources such as oil or wood and locate the major sources across the world</p>

				importance in terms of world economics and map their location within different continents	
	Use maps, atlases, globes and digital/computer mapping to locate the continents and identify the key geographical features Use symbols and key to build their knowledge of the wider world. Use a range of methods including sketch maps, plans and graphs, and digital technologies to compare explain the key geographical features of the continents	I can use maps and globes to identify the continents of the world and use the symbols and graphics to identify major physical features I can find the equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles on a map or globe and identify which continents are in the northern and southern hemispheres  I can identify the Greenwich Meridian and the lines of latitude on a map	I can use maps and globes to identify the continents of the world and use the symbols and graphics to identify major physical features I can find the equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles on a map or globe and identify which continents are in the northern and southern hemispheres  I can identify the Greenwich Meridian and the lines of latitude on a map	I can use maps and globes to identify the continents of the world and explain how the symbols and graphics help us to locate and identify major physical features  I can explain how the lines of latitude help us track time around the world and how lines of longitude tell us the distance from the equator and why this is important	I can use information from maps to compare and contrast the key features of two different countries in Europe
	Locate and describe key aspects of the physical geography of the continents including earthquakes zones and volcanoes, rivers, mountains  Identify how the location of the continents determines the climate zones, biomes and vegetation belts and what impact this has on how people live  Identify and explain the geographical similarities and	I can map the major climate zones across the continents  I can explain how the location of the continents determines the climate zones, biomes and vegetation belts and what impact this has on how and where people live  I can explain why some continents are less densely populated than others because of	I can map the major climate zones across the continents  I can explain how the location of the continents determines the climate zones, biomes and vegetation belts and what impact this has on how and where people live  I can explain why some continents are less densely populated than others because of their location and physical geography	I can explain the features of the main climate zones, how this influences land use and map them across the world  I can sequence the continents by population density and give some reasons for the differences based on the location and physical features  I can say which continent I would like to visit and justify my choice based on what we have learnt	I can generalise about how the location and climate of Europe has contributed to economic development

	differences between the continents		I can say which continent I would like to visit and give reasons for my choice		
<p>Unit 6b Y6 Spring <b>The physical geography and human geography of the Americas</b> where and how people live, industry and natural resources, wealth and poverty, literacy Respect for indigenous people Key Geographical Knowledge <i>Physical and Human features of the Americas</i> Key Geographical Enquiry Does physical geography and location affect the wealth of nations?</p>	<p><b>Locate the countries of North and South America, noting environmental regions, key physical and human characteristics, countries and major cities</b> <b>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones including day and night.</b> <b>Identify the geographical regions and key topographical features and land-use patterns of the Americas and understand how some of these have influenced the distribution of population and location of major cities</b> Research human settlement, use of land, industry and communication of the landscape Research the impact of trade and political control on developing countries</p>	<p>I can locate North and South America and the countries within them on a world map</p> <p>I can locate the geographical regions of North and South America and describe their physical characteristics</p> <p>I can name and locate the main cities of North and South America</p> <p>I can list ways in which the geographical location and physical features of North and South America determine the climate and weather</p> <p>I can research the population density and distributing of the countries of North and South America and give reasons for their differences</p> <p>I can identify some of the main indigenous groups in the countries of North and South America and describe factors that have impacted on their lives</p>	<p>I can locate North and South America and the countries within them on a world map and explain how their location determines the contrasting biomes</p> <p>I can locate the geographical regions of North and South America and explain their physical characteristics and how these determine land use</p> <p>I can name and locate the capital cities of North and South America and explain some reasons for their locations</p> <p>I can analyse how the geographical location and physical features of North and South America determine the climate and weather</p> <p>I can research the population density and distributing of the countries of North and South America and analyse the reasons for their differences</p> <p>I can identify the main indigenous groups in the countries of North and South America and give examples of how European</p>	<p>I can locate North and South America and the countries within them on a world map and generalise about how different biomes are formed based on location, climate and physical features</p> <p>I can locate the geographical regions of North and South America and evaluate how their physical characteristics determine land use</p> <p>I can name and locate the capital cities of North and South America and generalise about the reasons for their locations to identify key factors</p> <p>I can evaluate how the geographical location and physical features of North and South America determines the climate and weather and how this impacts on the wealth and prosperity of the population</p> <p>I can research the population density and distributing of the countries of North and South America and analyse the reasons for their differences</p>	<p>Research some of the traditions of the indigenous people of Mexico</p>



	Using a wide range of stimulus include information texts, internet research and video and pictorial sources will bring more distant places to life.			I can identify the main indigenous groups in the countries of North and South America and give examples of how European invaders and settlers have impacted on their lives	
	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p> <p>Use the eight points of a compass, four and six-grid references, symbols and key to build their knowledge the wider world.</p> <p>Use a range of methods including sketch maps, plans and graphs, and digital media to demonstrate their understanding</p> <p>Ask geographically valid questions about physical geography and human activity</p> <p>Use research and enquiry to find out about human activity and its impact on the world</p> <p>Geographical skills need to be developed so that pupils can increasing find out for themselves</p> <p>They will need to learn the key skills of map reading and use ever more varied and</p>	<p>I can use maps, atlas and globes to locate North and South America and the countries within it and describe of the physical features</p> <p>I can use maps to describe the contrasting the climates and biomes in North and South America</p> <p>I can use maps to identify the location of the Capital cities</p> <p>I can ask questions to inform my research into the human and physical geography of North and South America</p> <p>I can carry out research to enable me to explain the cause and affect of human activity of the landscape and environment</p> <p>I can use charts, graphs and tables to illustrate key aspects of the human and physical geography on North and South America including</p>	<p>I can use maps, atlas and globes to locate North and South America and the countries within it and explain the significance of the key physical features</p> <p>I can use maps to explain the reasons for the contrasting the climates and biomes in North and South America</p> <p>I can use maps to explain the location of the Capital cities</p> <p>I can ask valid questions to inform my research into the human and physical geography of North and South America</p> <p>I can carry out independent research to enable me to evaluate the cause and effect of human activity of the landscape and environment</p> <p>I can use a range of different charts, graphs and tables to illustrate key aspects of the human and physical geography on North and South America including weather, climate population distribution and land mass</p>	<p>I can use maps, atlas and globes to locate North and South America and the countries within it and evaluate the significance of the key physical features</p> <p>I can use maps to generalise about the reasons for the contrasting the climates and biomes in North and South America</p> <p>I can use maps to reflect on the reasons for location of the Capital cities and evaluate the reasons for similarities and differences</p> <p>I can form hypothesise to enable me to ask valid questions to inform my research into the human and physical geography of North and South America</p> <p>I can carry out independent research to enable me to reflect the cause and effect of human activity of the landscape and environment and evaluate if it is positive or negative</p> <p>I can create a range of different charts, graphs and tables to illustrate key aspects of the human and physical geography on North and South America</p>	I can use data to research facts about

	<p>complex maps to explore different parts of the world They should also be able to develop the skills of drawing maps and charts to illustrate geographical information They should be able to articulate their views and ideas both orally and in written forms</p>	<p>weather, climate population distribution and land mass I can organise my ideas to enable me to talk and write about my own opinions on key issues related to peoples' lives and the environment</p>	<p>I can reflect on my research and organise my ideas to enable me to talk and write about my own opinions on key issues related to peoples' lives and the environment</p>	<p>including weather, climate population distribution and land mass I can reflect on my research and organise my ideas to enable me to talk and write about my own opinions on key issues related to peoples' lives and the environment and justify my views</p>	
	<p>Describe and explain key aspects of physical geography, including:</p> <ul style="list-style-type: none"> <li>• climate zones,</li> <li>• biomes</li> <li>• vegetation belts.</li> <li>• rivers,</li> <li>• mountains,</li> <li>• volcanoes</li> <li>• earthquakes,</li> <li>• the water cycle</li> </ul> <p>Describe and explain key aspects of human geography including:</p> <ul style="list-style-type: none"> <li>• economic activity</li> <li>• trade links,</li> <li>• distribution of natural resources including energy, food, minerals and water.</li> <li>• Environmental damage</li> </ul> <p>Describe and explain geographical similarities and differences and change through the study of human and physical geography of North or South America.</p>	<p>I can describe the impact of deforestation in the Amazon on the world</p> <p>I can identify 2 contrasting counties in the Americas and describe the main differences</p> <p>I can describe why so many people from South America want to migrate to North America and give some reasons why this is an issue for the countries they leave and the countries they want to go to</p>	<p>I can explain the cause and effect of deforestation in the Amazon</p> <p>I can compare and contrast two different countries in the Americas and justify my choice of countries</p> <p>I can explain why so many people from South America want to migrate to North America and discuss why this is an issue for the countries they leave and the countries they want to go to</p>	<p>I can explain the cause and effect of deforestation in the Amazon</p> <p>I can select two contrasting countries in the Americas and evaluate their similarities and differences and theorise about the reasons for those difference</p> <p>I can generalise about why so many people from South America want to migrate to North America and discuss why this is an issue for the countries they leave and the countries they want to go to</p>	<p>Build The wall A class debate on whether America should try to stop people migrating from South America</p>

	Identify and explain the interaction between physical and human processes Investigate the environmental impact of human activity in the rainforests of the Amazon				
Unit 6c <b>Y6 Summer The Growth of Cities</b> – location, communication, and change over time comparing London, New York and <i>(Athens or Rome as an ancient city)</i>  Key Geographical Knowledge <i>How cities have developed over time</i>  Key Geographical Enquiry <i>Interpreting maps of London New York and (Athens or Rome as an ancient city) using keys to identify similarities and differences</i>	Name and locate the capital cities of the world and in particular London New York and <i>(Athens or Rome as an ancient city)</i> recognise their identifying human and physical characteristics. Identify the human characteristics of a city and explain their location and how cities grow and develop over time Identify the similarities and differences between the cities of London, New York and <i>(Athens or Rome as an ancient city)</i> in terms of both their human and physical characteristics  Use maps, atlases, globes and digital/computer mapping to locate countries of Europe and their capitals and describe some of the physical features that determine their location Use symbols and key (including the use of	I can list settlements in order of size from hamlet to city and define what a city is. I can name the capital cities of the major countries of the world I can locate London, New York and <i>(Athens or Rome as an ancient city)</i> and describe the physical features of their location I can identify some things that are similar and some that are different in London, New York and <i>(Athens or Rome as an ancient city)</i> in terms of age, size, location and population  I can locate the capital cities of the major countries of the world including London, New York and <i>(Athens or Rome as an ancient city)</i> using maps and use symbols and keys to find some of their physical and human features I can ask questions to research the size and	I can sequence settlements in order of size from hamlet to city and describe the characteristics of a city. I can name and locate the capital cities of the major countries of the world Europe I can locate London, New York and <i>(Athens or Rome as an ancient city)</i> and explain the significance of the physical features of their location  I can compare the cities of London, New York and <i>(Athens or Rome as an ancient city)</i> in terms of age, size, location and population  I can locate the capital cities of the major countries of the world including London, New York and <i>(Athens or Rome as an ancient city)</i> using maps and use symbols and keys to identify some of their physical and human features I can ask valid geographical questions to research the size and populations of the capital	I can sequence settlements in order of size from hamlet to city and explain their key features in terms of size and importance. I can name and locate the capital cities of the major countries of the world and explain which ones are most important giving reasons for my views I can locate London, New York and <i>(Athens or Rome as an ancient city)</i> and compare the physical features of their location  I can compare and contrast the cities of London, New York and <i>(Athens or Rome as an ancient city)</i> in terms of age, size, location and population  I can locate the capital cities of the major countries of the world including London, New York and <i>(Athens or Rome as an ancient city)</i> using a range of different maps I can use symbols and keys to identify and explain the main physical and human features	I can research the physical location of some other major cities to identify ones that have similar geographical locations i.e. ports, rivers, hill tops  I can explain why many cities are sited on coasts or major rivers  I can use data to research facts about the cities of the world including size, population, age and present this information using graphs and charts

	<p>Ordnance Survey maps) to build their knowledge of the London, New York and (<i>Athens or Rome as an ancient city</i>)</p> <p>Use a range of methods including sketch maps, plans and graphs, and digital technologies to illustrate some of the key features of London, New York and (<i>Athens or Rome as an ancient city</i>) today</p> <p>Use data and statistics to inform their research and present information using graphs and charts</p>	<p>populations of London, New York and (<i>Athens or Rome as an ancient city</i>)</p> <p>I can use a city plan to identify some things that are similar between London, New York and (<i>Athens or Rome as an ancient city</i>)</p> <p>I can draw a plan of London, New York and (<i>Athens or Rome as an ancient city</i>) and show the major tourist attractions</p> <p>I can use simple data to inform my research and present information using graphs and charts</p>	<p>cities of the major countries of the world including London, New York and (<i>Athens or Rome as an ancient city</i>)</p> <p>I can use a city plan to identify some similarities and differences between London, New York and (<i>Athens or Rome as an ancient city</i>)</p> <p>I can create a plan of London, New York and (<i>Athens or Rome as an ancient city</i>) and show the major tourist attractions</p> <p>I can use data and statistics to inform my research and present information using a range of graphs and charts</p>	<p>I can ask valid geographical questions to research the size and populations of the capital cities of the major countries of the world including London, New York and (<i>Athens or Rome as an ancient city</i>) and sequence them by size and population</p> <p>I can use a city plan to identify and explain significant similarities and differences between London, New York and (<i>Athens or Rome as an ancient city</i>)</p> <p>I can create a plan of London, New York and (<i>Athens or Rome as an ancient city</i>) and create a key to show the major tourist attractions</p> <p>I can use a range of different data and statistics to inform my research and select appropriate graphs and charts to present information</p>	
	<p>Explain how key aspects of Physical geography determines the location of capital cities</p> <p>Explain how key aspects of human geography determine how cities develop over time</p> <p>Describe the geographical similarities and differences through the study of human and physical geography of London and (<i>Athens or Rome as an ancient city</i>)</p>	<p>Drawing on evidence from my research I can describe some reasons for the physical location of London, New York and (<i>Athens or Rome as an ancient city</i>)</p> <p>I can describe how cities grow over time using research into the growth of London, New York and (<i>Athens or Rome as an ancient city</i>)</p>	<p>Drawing on evidence from my research I can describe some common reasons for the physical location of London, New York and (<i>Athens or Rome as an ancient city</i>)</p> <p>I can explain how cities grow over time using research into the growth of London, New York and (<i>Athens or Rome as an ancient city</i>)</p>	<p>Drawing on evidence from my research I can describe some common reasons for the physical location of major cities in the world and the exceptions</p> <p>I can explain how and why cities grow over time using research into the growth of London, New York and (<i>Athens or Rome as an ancient city</i>) and explain why some do not grow</p> <p>I can create a promotional leaflet using persuasive language to encourage people to visit either</p>	<p>I can compare life London with life in New York or (<i>Athens or Rome as an ancient city</i>) including pros and cons and say where I would like to live and justify my choice</p>

		I can create a promotional leaflet to encourage people to visit London, New York or <i>(Athens or Rome as an ancient city)</i>	I can create a promotional leaflet using persuasive language to encourage people to visit either London, New York or <i>(Athens or Rome as an ancient city)</i>	London, New York or <i>(Athens or Rome as an ancient city)</i> including the main attractions and information about the climate and the people	
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