## **Geographical Progression**

KS1					
Themes	Dimensions	Working towards	Expected	Mastery	Deepening and
			•	,	Applying
	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	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	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	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	I can: use an extended range of vocabulary  I can find out for myself about geographical features that interest

Shat the constant of the const	Pupils: Should use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied should use simple compass directions (NSEW) and ocational and directional anguage to describe the ocation of features and outes on a map should use aerial photographs and plan perspectives to recognise andmarks and basic human and physical features should devise a simple map and use and construct basic symbols in a key should use simple fieldwork and observational skills to study the geography of their school and its grounds and he key human and physical eatures of its surrounding environment. Should understand basic subject-specific vocabulary relating to human and physical geography	I can: Use simple world maps and globes to locate:  The UK and its countries  The 7 continents and 5 oceans of the world  Other countries we are studying Use a compass and know that the four points of the compass indicate direction and the location of features and routes on a map Find some human and physical features from aerial photos, maps and plans Devise a simple map of our area or the school that shows some key features Use observations, drawings and photographs to study the area in and around the school Understand some key words to enable me to read about the geography we are studying	I can: Use world maps, atlases and globes to locate:  The UK and its countries  The 7 continents and 5 oceans of the world  Other countries we are studying 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 Recognise human and physical features from aerial photos, maps and plans Devise a simple map of our area or the school and make a key to show some of the features Use observations, measurements, drawings and photographs to study the area in and around the school Understand and use basic subject vocabulary to enable me to find out more about the world we live in	I can: Use world maps, atlases and globes to independently locate:  The UK and its countries  The 7 continents and 5 oceans of the world  Other countries we are studying 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 Explain how to recognise human and physical features from aerial photos, maps and plans based on the characteristics Devise an accurate map of our area or the school and make a key to show the features using easily recognisable symbols Use observations, measurements, drawings and photographs independently to study the area in and around the school Understand and use a growing range subject vocabulary to enable me to find out more about the world we live in	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

	Explain the formation landscapes and environments. Explain the location and characteristics of key terrestrial and marine features and places Understand the interaction between physical and human processes Describe and explain key aspects of physical geography, including:	I can: Identify the main physical features of the world  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  Locate and identify the 4 countries, list some of their physical and human features and find some differences  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	I can: Describe how the main physical features of the world were formed  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  Describe the how the UK is made up of 4 countries, some of their physical and human features and make some comparisons between them  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	I can: Explain how the main physical features of the world were formed and locate and identify examples  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  Explain how the UK is made up of 4 countries, identify their significant physical and human features and make comparisons between them  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	I can make an indepth study of a chosen region of the world that interests me
Units of Work					
1x The seasons and climate – across KS1	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

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

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	use this to explain the reasons for differences in our weather  I can use fieldwork, surveys and	
		the changes to the weather over the course of a year	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	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 describe the key similarities and differences and changes in the weather in different seasons and in different parts of the British Isles	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 explain the climate in the British Isles and explain how it is changing
Create a simple weather map to show the typical weather at different times of the year	I can devise a simple map and use basic weather symbols in a key to show the weather in our local area	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 devise a weather map and use conventional symbols in a key to show to the typical weather in our area in different seasons and use this to explain the reasons for	
Produce a season calendar where the illustrations depict typical weather and key features of the UK that are affected by the weather	I can make a seasonal calendar where the illustrations depict typical weather	I can produce a season calendar where the illustrations depict typical weather and seasonal change (for example flowers in spring/ young animals)	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	
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 (best to decide this	I can give some reasons why it would be better if	I can identify reasons why it might be better or worse if	my choices  I can give arguments for and against it being better if	
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)				

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

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and plan perspectives to		I can use aerial photographs and	and explain the significance of	
recognise landmarks and	I can use aerial photographs	digital media to locate and	basic human and physical features	
basic human and physical	and digital media to recognise	describe landmarks and basic	in hot and cold regions	
features in hot and cold	landmarks and basic human	human and physical features in		
regions	and physical features in hot	hot and cold regions	I can create a map to show the	
Should devise a simple map	and cold regions		location of the hottest and coldest	
and use and construct basic	I can devise a simple map to	I can devise a simple map to	regions of the world in relation to	
symbols in a key	show the location of hot and	show the location of the hottest	the North and south poles and the	
Should understand basic	cold regions	and coldest regions of the world	equator and the countries in those	
subject-specific vocabulary		and the countries in those	regions	
relating to human and		regions		
physical geography of hot				
and cold regions of the				
world				
Explain the formation	I can list the reasons why	I can explain the key reasons why	I can summarise why some places	I can:
landscapes and	some places are very hot and	some places are very hot and	are very hot and some are very	Explain how climate
environments in hot and	some are very cold	some are very cold	cold	change might mean
cold regions with a focus on	I can define some of the	I can describe some of the	I can explain some of the	that more people
the impact of extreme heat	characteristics of hot and cold	characteristics of hot and cold	characteristics of hot and cold	need to live in
and extreme cold	regions in terms of the	regions in terms of the physical	regions in terms of the physical	extreme climates and
Explain the location and	physical geography,	geography, landscape, flora and	geography, landscape, flora and	what that might
characteristics of the flora	landscape, flora and fauna	fauna	fauna including some of the ways	mean in terms of
and fauna in hot and cold			in which animals and plants	adaptation
places	I can identify how extremes	I can describe how extremes of	survive in extreme temperatures	
Understand the interaction	of temperature impact on the	temperature impact on the way	, , , , , , , , , , , , , , , , , , , ,	
between physical and	way people live in these	people live in these regions	I can how extremes of	
human processes by	regions	including their homes and ways	temperature impact on the way	
explaining how people live in	-5 -	of life	people live in these regions and	
hot and cold climates			how they have learnt to adapt in	
Describe and explain key			terms of their homes and ways of	
aspects of physical			life	
geography, including:				
ice sheets, glaciers, icebergs,				
tundra				
deserts wells, oasis, sand				
dunes, wind,				

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

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

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

	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	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	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	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	materials they use come to the town
r e i	Pupils: Summarise the key transport routes into Slough and explain why they are important to the people that live here and local industries	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	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	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	I can: Create an advertising poster for a local company to say why people should come and live and work in Slough

	Explain why new routes are	people and goods to get from	and goods to get from place to	goods to get from place to place	1
	important to enable people	place to place quickly and	place quickly and easily	quickly and easily and give some	
	and goods to get from place	easily		ideas of what might happen to a	
	to place quickly and easily		I can describe why some people	town that did not have good	
		I can give some reasons why	protest against new roads,	transport links	
	Explain why some people	people protest against new	railways or runways and give		
	protest against new roads,	roads, railways or runways	points for and against a new	I can explain why some people	
	railways or runways and give		runway at Heathrow from the	protest against new roads,	
	a balanced argument for and	I can say how pollution	perspective of a Slough resident	railways or runways and give a	
	against a new runway at	affects people and the		balanced argument for and	
	Heathrow from the	environment to inform a	I can describe how pollution	against a new runway at Heathrow	
	perspective of a Slough	campaign to encourage more	affects people and the	from the perspective of a Slough	
	resident	people to walk to school	environment to inform a	resident	
			campaign to encourage more		
	Explain how pollution affects		people to walk to school	I can explain how pollution affects	
	people and the environment			people and the environment to	
	to inform a campaign to			inform a campaign to encourage	
	encourage more people to			more people to walk to school	
	walk to school				
2a	Should use basic	I can use basic geographical	I can use geographical language	I can use a wide range of	I can find out a range
	geographical vocabulary to	language to refer to key	to describe key physical and	geographical language to explain	
Year 2a Autumn	refer to key physical and	physical and human features	human features of their town –	the key physical and human	
Local area	human features of their	of their town and a Kenyan	and a Kenyan Village	features of their town and a	
compared with a	town and a Kenyan Village	Village		Kenyan Village	
relevant and	Understand geographical				
specific location in	similarities and differences	I can identify some things	I can describe the main	I can explain the significance of	
a non-European	through studying the human	that are similar and some that	similarities and differences	the main similarities and	
country where	and physical geography of	are different between our	through studying the human and	differences through studying the	
	their town and of an area in	locality and a Kenyan Village	physical geography of their town	human and physical geography of	
there are significant	a contrasting non-European		and of a Kenyan Village	their town and a Kenyan Village	
contrasts in terms	country -				
of poverty and					
living conditions	Should use world maps,	I can use a world map to	I can use a range world maps,	I can use a range of different maps	I can carry out a
	atlases and globes to locate	locate my town and the	atlases and globes to locate my	and can interpret the keys on	survey to find out
Key Geographical	their town and the	contrasting location	town and the contrasting location	maps to locate my town and the	
Knowledge	contrasting location			contrasting location	
1					I can write to

					I
How development	Should use simple compass	I can use simple compass	I can use scale and NSEW to work	I can use scale and NSEW to work	
varies around the	directions (NSEW) and	directions (NSEW) and	out distance and direction	out distance and direction	
world	locational and directional	locational and directional	between the two locations	between the two locations	
	language to describe the	language to describe where			
	location of features and	they are in relation to each	I can use aerial photographs,	I can use aerial photographs,	
	routes on a map	other	digital media and plan	digital media and plan	
Key Geographical	Should use aerial		perspectives to locate and	perspectives to locate and	
Enquiry	photographs and plan	I can use aerial photographs,	describe landmarks and basic	describe landmarks and basic	
Oral testimony -	perspectives to recognise	digital media and plan	human and physical features in	human and physical features in	
interview someone	landmarks and basic human	perspectives to identify	the two locations	the two locations and explain their	
from the country	and physical features in the	landmarks and basic human		significance	
chosen to create a	two locations	and physical features in the			
comparison	Should devise a simple map	two locations	I can devise a simple of their	I can create a map of each of the	
	of their town and the		town and the contrasting location	locations and use conventional	
	contrasting location and use	I can devise a simple map of	and devise some basic symbols in	symbols in a key to show key	
	and construct basic symbols	their town and the	a key to show important features	human and physical features	
	in a key	contrasting location and use			
	Should understand basic	some basic symbols in a key		I can use a wide range of	
	subject-specific vocabulary		I can use subject-specific	geographical terms and subject-	
	relating to human and	I can use basic subject-	vocabulary relating to human and	specific vocabulary relating to	
	physical geography of the	specific vocabulary relating to	physical geography of the two	human and physical geography of	
	two locations	human and physical	locations to describe key features	the two locations to describe key	
	Should construct questions	geography of the two		features	
	to interview someone who	locations	I can devise questions to help me		
	has lived in the contrasting		collect oral testimony from		
	location to understand how	I can ask questions to collect	someone who has lived in the	I can formulate valid questions to	
	it compares with their town	oral testimony from someone	contrasting location to	help me collect oral testimony	
	Should use data to gain basic	who has lived in the	understand how it compares with	from someone who has lived in	
	facts about the two locations	contrasting location to	their town	the contrasting location to	
	to understand similarities	understand how it compares		understand how it compares with	
	and differences	with their town	I can use simple data to describe	their town	
			the population of my local area		
			and the contrasting location	I can use data to describe the	
		I can use simple data to	and how that has changed over	population of my local area and	
		understand the population of	time	the contrasting location	
		my local area and the		and how and why that has	
		contrasting location		changed over time	

	Evaluin the location and	Lean list the key	Lean describe the key	Loon summaries the key	Loon
	Explain the location and	I can list the key	I can describe the key	I can summarise the key	I can:
	characteristics of key	characteristics of the	characteristics of the terrestrial	characteristics of the terrestrial	Create a charity
	terrestrial features of the	terrestrial features of the two	features of the two locations	features of the two locations	appeal to support
	two locations	locations including location	including location and climate	including location and climate and	families in a Kenyan
	Understand the interaction	and climate		how these effect the way people	Village
	between physical and			live	
	human processes to	I can give some reasons why	I can describe some reasons why	I can explain why human	
	compare the two locations	the human processes in the	the human processes in the two	processes in the two locations	
	and how these effect	two locations impact on	locations impact on children	impact on children including	
	children living in the two	children including population,	including population, poverty,	population, poverty, housing,	
	locations	poverty, housing, industry,	housing, industry, education	industry, education	
	Use research to write two	education			
	accounts – the day in the life				
	of a child from their town	I can list ways in which life for	I can describe the day in the life	I can write a dairy account of the	
	and the day in the life of a	children in the two locations	of a child from my town and the	day in the life of a child from my	
	child in their contrasting	is similar or different	day in the life of a child in the	town and the day in the life of a	
	location		contrasting location	child in the contrasting location	
				using my research to add details of	
				how they might feel	
2b	Should use basic	I can use basic geographical		I can use a wide range of	I can find out a range
	geographical vocabulary to	language to refer to key	I can use geographical language	geographical language to explain	of facts about the
Year2 Spring	refer to key physical and	physical and human features	to describe key physical and	the key physical and human	four countries of the
The British Isles -	human features of the	of the British Isles	human features of the British	features of the British Isles	UK in relation to a
countries, capitals	British Isles		Isles	I can explain the importance of	particular theme such
and location in the	Name, locate and identify	I can identify and locate the		the main	as agriculture or
world	characteristics of the four	main characteristics of the	I can name, locate and describe		industry
	countries and capital cities	four countries and capital	characteristics of the four	I can name, locate and explain the	,
Key Geographical	of the United Kingdom and	cities of the United Kingdom	countries and capital cities of the	significance of the main	
Knowledge	its surrounding seas	and its surrounding seas	United Kingdom and its	characteristics of the four	
Countries in the		I can identify the	surrounding seas	countries and capital cities of the	
British Isles v the UK	Hadanstond as a suchtaal	real racinity and	I can describe the	United Kingdom and its	
British Isles Ville OK	Understand geographical	I can list reasons why the four	Tour describe the	surrounding seas	
	similarities and differences	countries of the UK are	I can compare the four countries		
	through studying the human	different in terms of size,	of the UK and identify some key	I can compare and contrast the 4	
Key Geographical	and physical geography of	population and industry	similarities and differences	counties of the UK and give	
	the four countries of the	population and muustry	Similarities and unreferices	reasons for the differences	
Enquiry	United Kingdom			reasons for the unterences	
OS map skills					

Draw and label their	Should use maps and atlases	I can use maps and atlases to			
own map of the	to identify the four countries	identify the four countries of	I can use the keys on maps to		
British Isles to show	of United Kingdom and the	United Kingdom and the seas	locate and identify the key	I can use a range of different maps	Lean carry out
the understand the	seas around it	around it	features of the four countries of	and can interpret the keys on	I can carry out research of data to
location and s	Should use simple compass	around it	United Kingdom and the seas	maps to identify the four countries	find out facts about a
location and s	· ·	I can use simple compass	around it	1	
	directions (NSEW) and locational	, ,	around it	of United Kingdom and the seas	core aspect of life in the four countries of
		directions (NSEW) and	l dinasti	around it	
	language to describe the	locational and directional	I can use compass directions	l dinantina	the UK
	location of features of the	language to outline the	(NSEW) and locational and	I can use compass directions	
	four countries of the UK on a	location of features of the	directional language to describe	(NSEW) and locational and	
	map	four countries of the UK on a	the location of features of the	directional language to explain the	
	Should use aerial	map	four countries of the UK on a map	location of features of the four	
	photographs and plan			countries of the UK on a map	
	perspectives to recognise	I can use aerial photographs,			
	landmarks and basic human	digital mapping and plan	I can use aerial photographs		
	and physical features	perspectives to find	digital mapping and plan	I can use aerial photographs,	
	Should use data on the four	landmarks and basic human	perspectives to recognise to	digital mapping and plan	
	countries of the UK to	and physical features	recognise landmarks and basic	perspectives to recognise and	
	enable them to identify		human and physical features	explain the significance of	
	similarities and differences			landmarks and basic human and	
	Should devise a simple map	I can devise a simple map and		physical features	
	of the UK and use and	use basic symbols in a key to	I can devise a simple map and use		
	construct basic symbols in a	show the four countries of	symbols in a key to show the four		
	key	the UK	countries of the UK and key	I can devise a map and use	
	Should understand basic		features	conventional symbols in a key to	
	subject-specific vocabulary	I can use simple data on		show the four countries of the UK	
	relating to human and	population, resources and	I can use data on population,	and key physical and human	
	physical geography of the UK	industry to identify	resources and industry to	features	
		similarities and differences	research and describe similarities		
		between the four countries of	and differences between the four	I can use a range of different data	
		the UK	countries of the UK	on population, resources and	
				industry to compare and contrast	
				the four countries of the UK	
	Compare and contrast the				I can:
	physical features of the four				Create a tourist
	countries of the UK including	I can list the key physical			brochure/poster for
	size mountains, major rivers	features of the four countries	I can describe physical features of		one of the four
1	and estuaries	of the UK including size	the four countries of the UK		l

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

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

	T =				I .
	Describe geographical	I can list the key similarities	I can describe the key similarities	I can explain the key similarities	I can:
	similarities and differences	and differences between the	and differences between the two	and differences between the two	Create a fact file for
	between the two localities	two localities	localities	localities	the two localities of a
					promotional brochure
	Explain how the		I can describe why the	I can explain why the geographical	
	geographical features in the	I can identify reasons why the	geographical features in the two	features in the two localities may	
	two localities may determine	geographical features in the	localities may determine how	determine how people live (i.e.	
	how people live (i.e. town	two localities may determine	people live (i.e. town and country	town and country or coastal and	
	and country or coastal and	how people live (i.e. town	or coastal and inland)	inland) and give reasons for my	
	inland)	and country or coastal and		ideas	
		inland)			
	Research and describe the		I can describe why good and bad		
	advantages and	I can give some reasons why	points for children in each locality	I can compare and contrast the	
	disadvantages of living in the	it is nice for children to live in		two localities in terms of what it is	
	two localities	each locality		like to live there as a child	
KS2					
Themes	Dimensions	Working towards	Expected	Mastery	Deepening and
					Applying
	GEOGRAPHICAL	I can identify the main	I can identify the geographical	I can locate and classify the	I can make an in
	KNOWLEDGE	geographical regions and	regions and key topographical	geographical regions and key	depth study of a
	Identify the geographical	some key topographical	features and land-use patterns of	topographical features and land-	chosen region of the
	regions and key	features and land-use	the United Kingdom	use patterns of the United	world that interests
	regions and key topographical features and	features and land-use patterns of the United	the United Kingdom I can explain how some of these	use patterns of the United Kingdom	world that interests me
	·		_	1	
	topographical features and land-use patterns of the United Kingdom and	patterns of the United	I can explain how some of these	Kingdom	
	topographical features and land-use patterns of the	patterns of the United Kingdom	I can explain how some of these have changed over time.	Kingdom I can evaluate how and why some	
	topographical features and land-use patterns of the United Kingdom and	patterns of the United Kingdom I can describe how some of	I can explain how some of these have changed over time. I can locate the world's countries,	Kingdom I can evaluate how and why some of these have changed over time.	
	topographical features and land-use patterns of the United Kingdom and understand how some of	patterns of the United Kingdom I can describe how some of these have changed over	I can explain how some of these have changed over time. I can locate the world's countries, using maps with a focus on	Kingdom I can evaluate how and why some of these have changed over time. I can locate and analyse the 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,	patterns of the United Kingdom I can describe how some of these have changed over time.	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	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	
	topographical features and land-use patterns of the United Kingdom and understand how some of these have changed over time.	patterns of the United Kingdom I can describe how some of these have changed over time. I can locate countries in	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	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	
	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	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	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	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	
	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	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 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	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	
	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	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	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	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	
	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	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 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	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	
	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	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	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	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	

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.	
GEOGRAPHICAL SKILLS AND ENQUIRY 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
GEOGRAPHICAL CONCEPTS  Describe and explain key aspects of physical geography, including:	I can describe key aspects of physical geography, including:	I can explain key aspects of physical geography, including:	Generalise about the cause and /or effect of key aspects of physical geography, including:  climate zones,	I can generalise about how climate change may impact on different climate

	<ul><li>climate zones,</li><li>biomes</li><li>vegetation belts.</li></ul>	<ul><li>vegetation belts.</li><li>rivers,</li><li>mountains,</li></ul>	<ul><li>vegetation belts.</li><li>rivers,</li><li>mountains,</li></ul>	<ul><li>biomes vegetation belts.</li><li>rivers,</li></ul>	zones and justify my views with evidence from my research
	<ul> <li>vegetation belts.</li> <li>rivers,</li> <li>mountains,</li> <li>volcanoes</li> <li>earthquakes,</li> <li>the water cycle.</li> <li>Describe and explain key aspects of human geography including:</li> <li>economic activity</li> <li>trade links,</li> <li>distribution of natural resources including energy, food, minerals and water.</li> <li>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.</li> <li>Identify and explain the interaction between physical</li> </ul>	<ul> <li>mountains,</li> <li>volcanoes</li> <li>earthquakes,</li> <li>the water cycle.</li> <li>I can describe key aspects of human geography including:</li> <li>economic activity</li> <li>trade links,</li> <li>distribution of natural resources including energy, food, minerals and water.</li> <li>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.</li> <li>I can describe some aspects of the interaction between physical and human processes</li> </ul>	<ul> <li>mountains,</li> <li>volcanoes</li> <li>earthquakes,</li> <li>the water cycle.</li> <li>I can explain key aspects of human geography including:</li> <li>economic activity</li> <li>trade links,</li> <li>distribution of natural resources including energy, food, minerals and water.</li> <li>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.</li> <li>Identify and explain the interaction between physical and human processes</li> </ul>	<ul> <li>rivers,</li> <li>mountains,</li> <li>volcanoes</li> <li>earthquakes,</li> <li>the water cycle.</li> <li>I can evaluate the reasons for key aspects of human geography and their impact on society and the environment including:</li> <li>economic activity</li> <li>trade links,</li> <li>distribution of natural resources including energy, food, minerals and water.</li> <li>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.</li> <li>I can generalise about the interaction between physical and human processes and reflect on the impact of human activity on the environment</li> </ul>	I can generalise about the interaction between physical and human processes and reflect on the tension between human need and impact on the environment
Units of Work	and human processes				
	Name and locate	Lean locate the regions of the	I can locate the regions of the UK	Lean compare and contract the	Lean summaries the
3a Y3 Autumn	geographical regions of the	I can locate the regions of the UK and describe their main	and explain their main physical	I can compare and contrast the different regions of the UK in	I can summarise the key physical
The topography of	United Kingdom and	physical features	features, including how they	relation to their physical features	characteristics of the
Great Britain –	recognise their identifying	physical leatures	were formed	and give some reasons for their	main regions UK and
Erosion - coasts,	physical features Locate the UK on a world	I can identify the location of the UK in relation to lines of	I can identify the location of the	formation and evaluate how they	reflect on how they impact on land use
	map and identify the	latitude and longitude	UK in relation to lines of latitude	and doc	and population

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

significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Climate change and global warming  Key Geographical  Key Geographical  Key Geographical  Key Geographical  Key Summer  Climate and Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and how this influences the weather Sequence of the UK and give some reasons for it significance of latitude, location of countries in relation to the equator  determined by the location of countries in relation to the equator  determined by the location of countries in relation to the equator  I can describe the difference between climate and weather including why weather varies from year to year but climate remains  Significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and how this influences the weather I can describe the difference between climate and weather including why weather varies from year to year but climate remains  List and give some reasons for it countries in relation to the equator  How does weather between climate and weather including why weather varies from year to year but climate remains constant.		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.	landscape over time using examples from the Thames and the Nile	I can use maps to identify and describe how rivers change the landscape over time using examples from the Thames and the Nile	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	
significance of latitude, V3 Summer Climate and weather linked to climate change and global warming Key Geographical  Significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and how this influences the weather  I can describe the difference between climate and weather longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and how this influences the weather I can describe the difference between climate and weather longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and how this influences the weather I can describe the difference between climate and weather longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and how this influences the weather I can describe the climate of the UK and give some reasons for it  LIK and give some reasons for it  Significance of latitude, longitude, Equator, Northern determined by the location of countries in relation to the equator  I can explain the difference between climate and weather including why weather varies from year to year but climate remains constant		formed and flow to the sea and how they shape the landscape  Explain how rivers determine settlement and land use.  Explain the geographical similarities and differences between the River Thames	a river from source to sea  I can list reasons why settlements grew up near to rivers and how rivers were useful to people  I can list the similarities and differences between the River Nile and River Thames and identify similarities and	river from source to sea  I can explain why settlements grew up near to rivers and how rivers were useful to people  I can compare the River Nile and River Thames and identify	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 I can compare and contrast the River Nile and the River Thames and explain how they impact differently on the people who live	
between weather and climate I can describe how the I can explain how and why the I can summarise the key features	Y3 Summer Climate and weather linked to climate change and global warming	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	is determined by the location of countries in relation to the equator  I can define the difference between climate and weather I can describe the climate of the UK and give some reasons for it	determined by the location of countries in relation to the equator  I can describe the difference between climate and weather  I can explain the climate of the UK and give some reasons for it	determined by the location of countries in relation to the equator  I can explain the difference between climate and weather including why weather varies from year to year but climate remains constant	How does weather effect the way we

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

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

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	Explain how key aspects of physical geography including climate zones, biomes and vegetation belts, rivers and mountains effect land use Explain the geographical similarities and differences between East Anglia and Southern Italy Explain how the geographical similarities and differences between East Anglia and Southern Italy effect land use and diet	I can list reasons why agriculture in the UK is different from Italy based on the location and the physical environment  I can describe how differences in agriculture in the UK and Italy means that we traditionally have a different diet  Identify a traditional Italian and British dish, find out the ingredients and describe how these are based on their traditional agriculture	I can describe why agriculture in the UK is different from Italy based on the location and the physical environment  I can explain how differences in agriculture in the UK and Italy means that we traditionally have a different diet  I can create a typical menu for an Italian and a British family based on their traditional agriculture	I can explain why agriculture in the UK is different from Italy based on the location and the physical environment  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  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	Where does our food actually come from – research where the actual ingredients for your menu actually come from today
4b Year 4 Spring Focus on Europe Countries, capitals, topography and politics Including demographics and migration  Key Geographical Knowledge Awareness of key locations in Europe and how population is distributed	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 Identify the seas and oceans around Europe Identify the main physical features including mountains, lakes, rivers volcanoes and earthquake zones Identify the countries of Europe including those within the European Union and those that are not.	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  I can identify and describe some of the main physical features of Europe including mountains, lakes, rivers volcanoes and earthquake zones I can name the countries of Europe I can order the countries of Europe in terms of size I can give reasons why people might want to leave their country	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  I can describe the main physical features of Europe including mountains, lakes, rivers volcanoes and earthquake zones I can name the countries of Europe and identify which ones are in the European Union I can order the countries of Europe in terms of size and population I can explain the difference between immigration and emigration and give reasons why	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  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  I can name the countries of Europe and identify which ones are in the European Union and explain why some countries are not	I can generalise about how the location and climate of Europe has contributed to economic development

	Identify the density of		people might want to leave their	I can order the countries of	
Key Geographical	population of different		country	Europe in terms of size and	
Enquiry	countries in Europe and		Country	population and use this	
In depth study of one	evaluate where and why			information to calculate	
country to create a	most people live			population density	
profile	Understand the difference			I can explain the difference	
projile	between immigration and			between immigration and	
	emigration and how this has			emigration and give reasons why	
	changed over time			people want to migrate to Europe	
	changed over time			form Africa and the Middle East	
	Use maps, atlases, globes	I can use maps to locate	I can use maps to locate Europe	I can use maps to describe the	I can use information
	and digital/computer	Europe and identify the	and identify the countries within	location of Europe and identify the	from maps to
		countries within it	1	countries within it in relation to	'
	mapping to locate the		it	the rest of the world	compare and contrast
	continent of Europe and the countries within it and	I can use maps symbols and keys to locate the most	I can use maps symbols and keys to identify an locate the most		the key features of two different
			1	I can use maps symbols and keys	countries in Europe
	describe the key physical features	significant physical features in	significant physical features in	to identify an locate the most	countries in Europe
		Europe	Europe	significant physical features in	
	Use symbols and key	I can use maps to identify and	I can use maps to identify and	Europe and explain their	
	to build knowledge of Europe including land use	describe some of the key features of a country in	describe the key features of a	importance I can use maps to identify and	
	, -		country in Europe including major		
	and settlement	Europe including major cities,	cities, physical features, land use	describe the key features of a	
	Use a range of methods	physical features, land use	and industry	country in Europe including major	
	including sketch maps, plans	and industry	I can ask geographically valid	cities, physical features, land use	
	and graphs, and digital	I can ask questions to	questions to research life in a	and industry	
	technologies to describe key	research life in a European	European country	I can ask geographically valid	
	features of life in Europe	country		questions to research life in a	
	Use books and internet			European country	
	research to profile the				
	physical and human				
	characteristics of a country				
	in Europe today				
	Summarise key aspects of	I can give some reasons why	I can give some reasons why	I can explain why the climate,	I can prepare
	the physical geography of	Europe developed more	Europe developed more rapidly	location and physical features of	arguments for a
	Europe including climate	rapidly than other parts of	than other parts of the world in	Europe enable the development	debate on the subject
	zones, biomes, vegetation	the world in terms of	terms of agriculture, industry,	and continuation of advanced	of immigration to the
	belts, earthquakes and	agriculture, industry, science,	science, transport,	civilisations	UK from two different
	volcanoes, rivers, lakes	transport, communication	communication and learning		perspectives
	mountains, seas and oceans	and learning based on the			

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

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Key Geographical	Identify the importance of	and the most important ports	give reasons why they are	I can locate the major	
Enquiry	the seas and oceans to	in the world	important for trade	international shipping routes and	
How can we reduce	humans	I can name and locate the	I can name and locate the major	give reasons why they are	
plastic pollution –	Name and locate the major	major ports in the UK and	ports in the UK and explain why	important for trade using	
research into sources	ports of the United Kingdom	give some reasons for their	they were or are important	examples of goods that are moved	
of pollution including	and recognise the identifying	development		by sea	
investigating their	human and physical			I can name and locate the major	
own family waste	characteristics which			ports in the UK and explain why	
	enabled them to grow and			they developed in terms of the	
	develop			physical geography and strategic	
				location in relation to trade routes	
	Use maps, atlases, globes	I can use maps globes and	I can use maps globes and atlases	I can use maps globes and atlases	Research statistical
	and digital/computer	atlases to locate the seas and	to locate the seas and oceans of	to locate and compare the seas	data on the seas and
	mapping to locate the seas	oceans of the world and	the world and identify key	and oceans of the world and	oceans of the world
	and oceans of the world and	identify some key features	features on the sea bed and coast	explain key features on the sea	present findings using
	describe features studied	I can use maps to find the	lines	bed and coast lines	maps and charts
	including the major trade	major trade routes and the	I can use maps to identify the	I can use maps to identify the	
	routes	countries they link	major trade routes and the	major trade routes and the	
	Use symbols and key on	I can use maps to locate the	countries they link	countries they link and calculate	
	maps of the UK to identify	major ports in the UK and use	I can use maps to locate the	the distances between them	
	major ports and the physical	my knowledge of physical	major ports in the UK and use my	I can use maps to locate the major	
	and human geography that	geography and land use to	knowledge of physical geography	ports in the UK and use my	
	contributed to their	give some reasons why they	and land use to explain why they	knowledge of physical geography	
	development	developed	developed	and land use to explain why they	
	Use research to explain the	I can ask questions to	I can ask geographically valid	developed and why some of them	
	importance on seas and	research the importance of	questions to research the	are no longer important ports	
	oceans to people	seas and oceans to people	importance of seas and oceans to	I can ask geographically valid	
			people	guestions to research the	
				significance of seas and oceans to	
				people	
	Define the difference	I can use my knowledge of	I can use my knowledge of the	I can use my knowledge of the	Can we make a
	between seas and oceans	the seas and oceans of the	seas and oceans of the world to	seas and oceans of the world to	difference -
	and explain the main	world to create a Top Trumps	create a Top Trumps game	identify the key criteria to create a	Research the major
	characteristics including the	game	- F - F - O - 7	Top Trumps Game	causes of pollution in
	shape and features of the		I can describe some of the ways		the oceans today and
	sea bed and the movement	I can list some of the ways in	in which being an island nation	I can explain how being an island	what we could do as
	of water including tides and	which being an island nation	means that the UK is dependent	nation means that the UK is	individuals to reduce
	currents.	means that the UK is			pollution
				dependent on the sea including	P =

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

Graphical representation of when fossil fuels will run out and or when scientists believe we will have irreversible warming	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:  Weather events and climate changes Deforestation	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

	I		T	
Pollution of the oceans	able to minimise or reverse		I can evaluate the causes in terms	
and land fill – plastics	the damage.	I can sequence the impacts in	of avoidable and unavoidable	
<ul> <li>Air-miles – food,</li> </ul>		terms of most to least damaging	factors and reflect on the impact	
products and people	I can list the major impacts	and explain how we can take	both now and in the future if we	
Emissions	and for each one give an	simple actions as individuals to	do nothing.	
Slave labour	example of how we can make	make a difference	I can formulate some key actions	
Describe and explain	a change in our own lives		which we can take on an	
key aspects of human		I can create a poster that shows	individual, national and global	
geography including:	I can design a poster to urge	the contrast between taking no	level to minimise or reverse the	
economic activity	people to change their	action and taking action – for	damage.	
waste of resources	behaviours showing the	example the ocean full of plastic	I can summarise the major threats	
water – too much and	impact and the changes they	and the ocean that is plastic free	to the environment and the	
too little	can make	and include a slogan to urge	actions we all need to take to	
distribution of natural		people to change their behaviour	make a difference.	
resources including			I can create advertising campaign	
energy, food, minerals			to combat environmental damage	
and water.			that will make people reflect on	
Identify and explain the			their own behaviour and justify	
interaction between physical			my design	
and human processes how				
what we do today impacts				
on the world tomorrow				
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				
Create a campaign for your				
school to raise awareness of				
every individual's				
responsibility				

5b	Identify the main land forms	I can locate the main land	I can locate the main land masses	I can locate the main land masses	I can research a
Year 5 Spring	of the world and investigate	masses of the world and	of the world and describe how	of the world and explain how they	recent natural
Mountains,	how we believe these were	describe how they have been	they have been formed and	have been formed and shaped by	disaster such as the
Earthquakes and	formed over time through	formed and shaped by the	shaped by the movement of	the movement of tectonic plates	2011 earthquake in
volcanoes how the	tectonic plate movement	movement of tectonic plates	tectonic plates	I can identify and locate the	Japan in or the 2004
earth was shaped	Identify and map the world's	I can locate the world's major	I can identify and locate the	world's major mountain ranges,	tsunami and
and continues to	mountains volcanoes and	mountain ranges, volcanoes	world's major mountain ranges,	volcanoes and earthquake zones	summarise why it
	earth quake zones	and earthquake zones	volcanoes and earthquake zones	and explain how these are	happened and what
change	Identify how and why	I can describe how mountains	I can describe how mountains are	affected by tectonic plate	the impact was.
	volcanoes erupt and what	are formed	formed	movements	
	happens afterwards	I can describe how and why	I can describe how and why	I can explain how mountains are	
Key Geographical	Identify how and why	volcanoes erupt and what	volcanoes erupt and what	formed	
Knowledge	earthquakes occur and what	happens afterwards	happened afterwards	I can describe how and why	
Plates boundaries and	happens afterwards	I can describe how and why	I can describe how and why	volcanoes erupt and what impact	
the causes of	Identify the impact of	earthquakes occur and what	earthquakes occur and what	this has on the physical features in	
earthquakes and	earthquakes and volcanoes	happens afterwards	happens afterwards	that locality	
volcanoes	on humans	I can describe how these	I can describe how these natural	I can describe how and why	
Voicunocs		natural disasters affect	disasters affect people using	earthquakes occur and what	
		people using examples from	examples from recent disasters	happens afterwards including	
		recent disasters		aftershocks and tsunami	
				I can explain how these natural	
Key Geographical				disasters affect people using	
Enquiry				examples from recent disasters	
Map the ring of fire				and give reasons why people continue to live in the affected	
Identify the major					
mountain ranges	Use maps, atlases, globes	I can trace the outline of the	I can use maps to identify the	I can use maps to identify the	I can annotate a
around the world in	and digital/computer			outline of the world's major land	
relation to plate	mapping to locate world-	world's major land masses and compare these with what	outline of the world's major land masses and explain how these	masses and compare these with	world map to show key aspects of
boundaries	wide earthquake zones and	scientists believe they looked	compare with what scientists	what scientists believe they	physical geography
	volcanoes	like in the past	believe they looked like in the	looked like in the past	including fault lines,
	Use a range of methods	I can use maps to show the	past	I can use maps to show how	earthquake zones,
	including sketch maps, plans	location of earthquakes and	I can use maps to show how	earthquakes and volcanoes are	mountain ranges and
	and graphs, and digital	volcanoes	earthquakes and volcanoes are	located along fault lines in the	gorges and valleys
	technologies to map the	I can draw pictures to show	located along fault lines in the	earth crust	including on the sea
	volcanoes and earthquake	what happens when an	earth crust including some that	I can use sketch maps and	bed.
	zones	earthquake occurs	are under the sea	diagrams to show what happens	
				when an earthquake occurs	
				The second secon	

Research the impact of volcances and earthquakes on humans using recent examples (Japan 2011 and Hawaii 2018)  Lean ask questions to find out how people are affected by earthquakes and volcances when a volcan or erupts I can ask geographically valid question to research how people are affected by earthquakes and volcances when a volcance or upts I can ask geographically valid question to research how people are affected by earthquakes and volcances and in what was the place an information booklet on natural disasters including why and where they have on communities affected by the movement of tectionic plates  Explain how volcances erupt and what the impact of an eruption is on both the human and physical geography of a region  Explain what causes an earthquake and what the impact is on both the human and physical geography of a region  Research the impact as questions to shad what impact the place is a special possible of the place is a special possible or the place is a special p			T		
on humans using recent examples (Japan 2011 and Hawaii 2018)  I can ask questions to find out how people are affected by earthquakes and volcanoes when a volcanoe she happens when an earthquake and what the impact is on both the human and physical geography of a region  I can ask questions to find out how people are affected by earthquakes and volcanoes when a volcanoe she avolcanoes when a volcanoe reupts I can ask geographically valid question to research how people are affected by earthquakes and volcanoes  I can reate a volcanoe erupts I can ask geographically valid question to research how people are affected by earthquakes and volcanoes  I can reate a volcanoe or upts I can ask geographically valid question to research how people are affected by earthquakes and volcanoes  I can reate a volcanoe 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  I can produce a key facts booklet on natural disasters including why and where they happen and what information booklet on natural disasters including why and where they happen and what inpact to have been formed and shaped by the woord or natural disasters and include advice on what to do in the event of an earthquake or volcanoe and earthquake zones	Research the impact of	I can draw pictures to show	I can use annotated sketch maps	I can use sketch maps and	
Lan ask questions to find out how people are affected by earthquakes and volcanoes and in what ways they the movement of tectonic plates Explain how weaknesses in the earth's crust leads to volcanic eruptions and earthquakes   Explain how volcanoes erupt and what the impact is on both the human and physical geography of a region	· ·	what happens when a	and diagrams to explain what	_	
how people are affected by earthquakes and volcanoes and diagrams to explain what happens when a volcanoe erupt I can use annotated sketch maps and diagrams to explain what happens when a volcanoe erupt I can ask geographically valid question to research how people are affected by earthquakes and volcanoes.    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 earthquake show olcanic eruptions and earthquake show olcanic eruption is on both the human and physical geography of a region	_	volcano erupts	happens when an earthquake	•	
earthquakes and volcanoes  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 I looks today was formed by the movement of tectonic plates Explain how weaknesses in the earth's crust leads to volcanic eruptions and earthquakes  Explain how volcanoes erupt and what the impact of an eruption is on both the human and physical geography of a region  earthquake and what the impact is on both the human and physical geography of a region  earthquake and volcanoes and in what ways they try to prepare for these events to doshet on natural disasters in the earth's crust leads to volcanic eruptions and earthquake or volcanic eruption from the human and physical geography of a region  Explain what causes an earthquake and what the impact is on both the human and physical geography of a region  earthquake and what the impact of an eruption from the instrument of the continuation of the properties of the world and explain how they been formed and shaped by the movement of tectonic plates to do in the event of an earthquake or volcanic eruption from the first tremors to what the impact is on both the human and physical geography of a region  Explain what causes an earthquake and what the impact is on both the human and physical geography of a region  Explain what causes an earthquake and what the impact is on both the human and physical geography of a region  Explain what causes an earthquake and what the impact is on both the human and physical geography of a region  Explain what causes an earthquake and what the impact is on both the human and physical geography of a region  Explain what causes an earthquake or volcanic eruption from the first tremors to what the impact is on both the human and physical geography of a region  Explain what causes an		1			
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examples from recent disasters and give reasons why people continue to live in the affected	region			I can explain how these natural	
examples from recent disasters and give reasons why people continue to live in the affected				disasters affect people using	
continue to live in the affected					
				and give reasons why people	
areas				continue to live in the affected	
				areas	

**5c Year 5 Summer Great Britain** – the four countries of the UK, where people live and why, communication, land use, industry, natural resources

Key Geographical
Knowledge
Understand key
communication and
transport links in the
UK
Understand the
distribution of
population and the
reasons for it

Key Geographical Enquiry Map key gateways to the UK for goods, materials and people 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

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

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

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

Research and profile a key aspect of human or physical geography based on prior learning for example, agriculture, changing industry, national parks and conservation

	some areas are more densely	Identify the significance of the	I can map the population of the	
	populated than others	main communication routes	UK, analyse why some areas are	
		across the UK and from the UK to	more densely populated than	
		the rest of the world and their	others and why this has changed	
		explain their importance in terms	over time	
		of economic development		
		I can map the population of the		
		UK and explain why some areas		
		are more densely populated than		
		others		
Use maps, atlases, globes	I can use a range of different	I can select a range of maps,	I can choose the most appropriate	I can carry out
and digital/computer	maps to locate and identify	atlases, globes and	maps, atlases, globes and	independent research
mapping to locate countrie	the main physical features of	digital/computer mapping to	digital/computer mapping to	use a range of sources
and describe features of the	e the UK	locate countries and describe	explore the countries and evaluate	including different
UK	I can use the eight points of a	features of the UK	the key features of the UK	maps and media to
Use the eight points of a	compass, four and six-grid	I can use the eight points of a	I can independently use the eight	pursue and line of
compass, four and six-grid	references, symbols and key	compass, four and six-grid	points of a compass, four and six-	enquiry
references, symbols and ke	ey including the use of Ordnance	references, symbols and key	grid references, symbols and key	
including the use of	Survey maps to find out	including the use of Ordnance	including the use of Ordnance	
Ordnance Survey maps to	about the United Kingdom	Survey maps to research and	Survey maps to investigate the	
build their knowledge of the		explain the physical and human	physical and human geography of	
United Kingdom.	and human features	geography of the United	the United Kingdom.	
Use a range of methods	I can use a range of methods	Kingdom.	I can select appropriately from	
including sketch maps, pla		I can select appropriately from	range of methods including sketch	
data and graphs, and digital	data and graphs, and digital	range of methods including	maps, plans, data and graphs, and	
Media to research and	media to find out and present	sketch maps, plans, data and	digital media to research and	
demonstrate their	information on the UK	graphs, and digital media to	demonstrate my understanding	
understanding	I can questions to help me	research and demonstrate my	and justify my choices	
Ask geographically valid	learn about the physical	understanding	I can develop key lines of enquiry	
questions about physical	geography and human	I can ask geographically valid	and ask geographically valid	
geography and human	activity of the UK	questions about physical	questions about physical	
activity of the UK	I can research using a range	geography and human activity of	geography and human activity of	
Use research and enquiry		the UK	the UK	
find out about human	human activity and its impact	I can use research and enquiry to	I can independently use research	
activity and its impact on t		find out about human activity and	and enquiry to investigate human	
UK and how the topograph		its impact on the UK and how the	activity and its impact on the UK	
and natural resources of the		topography and natural resources	and how the topography and	
	determine human activity			

Luzia	, , , , , , , , , , , , , , , , , , ,			T
UK determine human	(cause and effect)	of the UK determine human	natural resources of the UK	
activity	I can discuss my own views	activity	determine human activity	
cause and effect)	and use this to inform my	(cause and effect)	(cause and effect)	
They should be able to	writing	I can articulate my views and	I can fully articulate my views and	
articulate their views and		ideas both orally and in written	ideas both orally and in written	
ideas both orally and in		forms	forms and justify my thinking	
written forms				
Describe and explain key	Write a profile of physical	Write a profile of physical	Write a profile to summarise key	Present your research
aspects of physical	geography of the UK	geography of the UK to explain	aspects of physical geography of	in a power point or
geography of the UK	including:	how the key features impact on	the UK and how they impact on	poster
including:	• climate ,	the way we live including:	human activity including:	
• climate ,	<ul><li>biomes</li></ul>	• climate ,	• climate ,	
• biomes	<ul> <li>vegetation belts.</li> </ul>	• biomes	• biomes	
<ul> <li>vegetation belts.</li> </ul>	<ul> <li>Rivers and lakes</li> </ul>	<ul> <li>vegetation belts.</li> </ul>	<ul> <li>vegetation belts.</li> </ul>	
Rivers and lakes	<ul> <li>mountains,</li> </ul>	Rivers and lakes	Rivers and lakes	
<ul> <li>mountains,</li> </ul>	<ul> <li>seas and oceans</li> </ul>	<ul> <li>mountains,</li> </ul>	mountains,	
<ul> <li>seas and oceans</li> </ul>	<ul> <li>upland and lowlands</li> </ul>	<ul> <li>seas and oceans</li> </ul>	seas and oceans	
<ul> <li>upland and lowlands</li> </ul>	• coastal	<ul> <li>upland and lowlands</li> </ul>	upland and lowlands	
• coastal	Create a fact file to explain	• coastal	coastal	
Describe key aspects of the	key aspects of the human	Create a fact file to explain key	Create a fact file to provide an	
human geography of the UK	geography of the UK	aspects of the human geography	over view of key aspects of the	
including:	including:	of the UK including:	human geography of the UK	
economic activity	economic activity	economic activity	including:	
trade links,	<ul> <li>trade links,</li> </ul>	trade links,	economic activity	
distribution of natural	distribution of natural	distribution of natural	trade links,	
resources including	resources including	resources including energy,	distribution of natural	
energy, food, minerals	energy, food, minerals	food, minerals and water.	resources including energy,	
and water.	and water.	Environmental damage	food, minerals and water.	
environmental damage	<ul> <li>environmental damage</li> </ul>	Identify and explain the	environmental damage	
Identify and explain the	Identify the interaction	interaction between physical and	Generalise about the significance	
interaction between physical	between physical and human	human processes in terms of land	of the interaction between	
and human processes in	processes in terms of land use	use and sustainability taking a key	physical and human processes in	
terms of land use and	and sustainability taking a key	issue such as the north south	terms of land use and	
sustainability taking a key	issue such as the north south	divide	sustainability taking a key issue	
issue such as the north south	divide	Compare and contrast two	such as the north south divide	
divide	Compare two different	different regions and countries of	Evaluate the advantages and	
Compare and contrast	regions of the UK and form	the UK and form their own views	disadvantages of living in two	
different regions and	their own views on important		different regions of the UK and	
	c on important	<u>L</u>		l

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

			importance in terms of weed	
			importance in terms of world	
			economics and map their location	
			within different continents	
Use maps, atlases, globes	I can use maps and globes to	I can use maps and globes to	I can use maps and globes to	I can use information
and digital/computer	identify the continents of the	identify the continents of the	identify the continents of the	from maps to
mapping to locate the	world and use the symbols	world and use the symbols and	world and explain how the	compare and contrast
continents and identify the	and graphics to identify major	graphics to identify major	symbols and graphics help us to	the key features of
key geographical features	physical features	physical features	locate and identify major physical	two different
Use symbols and key	I can find the equator, Tropics	I can find the equator, Tropics of	features	countries in Europe
to build their knowledge	of	Cancer and Capricorn, Arctic and		
of the wider world.	Cancer and Capricorn, Arctic	Antarctic Circles on a map or	I can explain how the lines of	
Use a range of methods	and Antarctic Circles on a	globe and identify which	latitude help us track time around	
including sketch maps, plans	map or globe and identify	continents are in the northern	the world and how lines of	
and graphs, and digital	which continents are in the	and southern hemispheres	longitude tell us the distance from	
technologies to compare	northern and southern		the equator and why this is	
explain the key geographical	hemispheres	I can identify the Greenwich	important	
features of the continents		Meridian and the lines of latitude		
	I can identify the Greenwich	on a map		
	Meridian and the lines of			
	latitude on a map			
Locate and describe key	I can map the major climate	I can map the major climate	I can explain the features of the	I can generalise about
aspects of the physical	zones across the continents	zones across the continents	main climate zones, how this	how the location and
geography of the continents			influences land use and map them	climate of Europe has
including earthquakes zones	I can explain how the location	I can explain how the location of	across the world	contributed to
and volcanoes, rivers,	of the continents determines	the continents determines the		economic
mountains	the climate zones, biomes	climate zones, biomes and	I can sequence the continents by	development
	and vegetation belts and	vegetation belts and what impact	population density and give some	
Identify how the location of	what impact this has on how	this has on how and where	reasons for the differences based	
the continents determines	and where people live	people live	on the location and physical	
the climate zones, biomes	, ,		features	
and vegetation belts and	I can explain why some	I can explain why some		
what impact this has on how	continents are less densely	continents are less densely	I can say which continent I would	
people live	populated than others	populated than others because of	like to visit and justify my choice	
1 1	because of	their location and physical	based on what we have learnt	
Identify and explain the		geography		
geographical similarities and		00		
beograpinear similarities and				

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

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	
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 to build their knowledge the wider world. Use a range of methods including sketch maps, plans and graphs, and digital media to demonstrate their understanding Ask geographically valid questions about physical geography and human activity Use research and enquiry to find out about human activity and its impact on the world Geographical skills need to be developed so that pupils can increasing find out for themselves	I can use maps, atlas and globes to locate North and South America and the countries within it and describe of the physical features I can use maps to describe the contrasting the climates and biomes in North and South America I can use maps to identify the location of the Capital cities I can ask questions to inform my research into the human and physical geography of North and South America I can carry out research to enable me to explain the cause and affect of human activity of the landscape and environment I can use charts, graphs and tables to illustrate key	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 I can use maps to explain the reasons for the contrasting the climates and biomes in North and South America I can use maps to explain the location of the Capital cities I can ask valid questions to inform my research into the human and physical geography of North and South America I can carry out independent research to enable me to evaluate the cause and effect of human activity of the landscape and environment 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	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 I can use maps to generalise about the reasons for the contrasting the climates and biomes in North and South America I can use maps to reflect on the reasons for location of the Capital cities and evaluate the reasons for similarities and differences 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 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 I can create a range of different	I can use data to research facts about
They will need to learn the key skills of map reading and use ever more varied and	aspects of the human and physical geography on North and South America including	including weather, climate population distribution and land mass	charts, graphs and tables to illustrate key aspects of the human and physical geography on North and South America	

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complex maps to explore	weather, climate population	I can reflect on my research and	including weather, climate	
different parts of the world	distribution and land mass	organise my ideas to enable me	population distribution and land	
They should also be able to	I can organise my ideas to	to talk and write about my own	mass	
develop the skills of drawing	enable me to talk and write	opinions on key issues related to	I can reflect on my research and	
maps and charts to illustrate	about my own opinions on	peoples' lives and the	organise my ideas to enable me to	
geographical information	key issues related to peoples	environment	talk and write about my own	
They should be able to	lives and the environment		opinions on key issues related to	
articulate their views and			peoples' lives and the	
ideas both orally and in			environment and justify my views	
written forms				
Describe and explain key	I can describe the impact of	I can explain the cause and effect	I can explain the cause and effect	Build The wall
aspects of physical	deforestation in the Amazon	of deforestation in the Amazon	of deforestation in the Amazon	A class debate on
geography, including:	on the world			whether America
<ul> <li>climate zones,</li> </ul>		I can compare and contrast two	I can select two contrasting	should try to stop
• biomes	I can identify 2 contrasting	different countries in the	countries in the Americas and	people migrating
<ul> <li>vegetation belts.</li> </ul>	counties in the Americas and	Americas and justify my choice of	evaluate their similarities and	from South America
<ul><li>rivers,</li></ul>	describe the main differences	countries	differences and theorise about the	
<ul> <li>mountains,</li> </ul>			reasons for those difference	
<ul> <li>volcanoes</li> </ul>	I can describe why so many	I can explain why so many people		
<ul> <li>earthquakes,</li> </ul>	people from South America	from South America want to	I can generalise about why so	
<ul> <li>the water cycle</li> </ul>	want to migrate to North	migrate to North America and	many people from South America	
Describe and explain key	America and give some	discuss why this is an issue for	want to migrate to North America	
aspects of human geography	reasons why this is an issue	the countries they leave and the	and discuss why this is an issue for	
including:	for the countries they leave	countries they want to go to	the countries they leave and the	
economic activity	and the countries they want		countries they want to go to	
<ul> <li>trade links,</li> </ul>	to go to			
distribution of natural				
resources including				
energy, food, minerals				
and water.				
<ul> <li>Environmental damage</li> <li>Describe and explain</li> </ul>				
•				
geographical similarities and				
differences and change				
through the study of human				
and physical geography of				
North or South America.				

	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  Y6 Summer The Growth of Cities — location, communication, and change over time comparing London, New York and (Athens or Rome as an ancient city)	Name and locate the capital cities of the world and in particular London New York and (Athens or Rome as an ancient city) recognise their identifying human and physical characteristics. Identify the human characteristics of a city and explain their location and	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 (Athens or Rome as an ancient city) and describe the physical features of their location	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 (Athens or Rome as an ancient city) and explain the significance of the physical	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 (Athens or Rome as an ancient	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
Key Geographical Knowledge How cities have developed over time  Key Geographical Enquiry Interpreting maps of	how cities grow and develop over time Identify the similarities and differences between the cities of London, New York and (Athens or Rome as an ancient city) in terms of both their human and physical characteristics	I can identify some things that are similar and some that are different in London, New York and (Athens or Rome as an ancient city) in terms of age, size, location and population	features of their location  I can compare the cities of London, New York and (Athens or Rome as an ancient city) in terms of age, size, location and population	city) and compare the physical features of their location  I can compare and contrast the cities of London, New York and (Athens or Rome as an ancient city) in terms of age, size, location and population	on coasts or major rivers
London New York and (Athens or Rome as an ancient city) using keys to identify similarities and differences	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 locate the capital cities of the major countries of the world including London, New York and (Athens or Rome as an ancient city) 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 locate the capital cities of the major countries of the world including London, New York and (Athens or Rome as an ancient city) 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 locate the capital cities of the major countries of the world including London, New York and (Athens or Rome as an ancient city) using a range of different maps I can use symbols and keys to identify and explain the main physical and human features	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

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

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