Geography – Progression in Knowledge, Skills and Vocabulary

Nursery

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Learning Overview	What is in Jump? **Next steps: know more places in our local area and begin to map it FS2** **More local visits**	Where is India? **Next step: revisit in Spring 1 – how can I travel to different parts of the world?**	Where can I travel in the world? **Next steps: Summer 2- look at seasides around the world.**	What is a farm? **Next steps: looking at (a different type of habitat) minibeast habitats in Summer 1.**	What is a wood? What is a forest? What things can I find there? **Next steps: FS1 – looking at woods and forests as part of the topic.**	What is at the seaside near me? What is at the seaside here? Where in the world have I/can I travel to? How did I get there? **Next steps: FS2 return to seaside travel local Autumn 1**
Key sticky knowledge	Know that Jump park is part of our locality Know what is in Jump park	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Link to Chinese New Year- Know that there are different countries in the world Know how I can travel to different countries in the world	Know what a farm is Know that animals live on a farm and crops grow Know that this turns into food we eat	Know that mini beasts have different habitats. Know that we can find mini beasts in our forest school area.	Know the features of the seaside: Beach Sea Cliffs Rockpools Know the things people like to do at the seaside Know about the seaside from stories e.g. different landscapes and animals that live there
Vocabulary	Park, Grass, Trees, Play	India, World, globe, map, country, same, different, Earth, hot/ cold, travel, journey, modes of transport	Modes of transport, country, Earth, Map, Globe, travel	Field, Animals (animal names, and baby animal names), Crops (expert) , Farmer, Shop Vegetables	Habitat, field , dark, Damp, small space	Seaside, Beach, Sea, Rocks Rockpool (and animals e.g. crabs) , Cliff, Shops, Fairground, Rides, Pier

Reception

	Autumn One	Autumn One	Spring One	Spring Two	Summer One	Summer Two
Learning Overview	What is in Jump? **Next steps: contrasting locality Spring 1 the arctic, and journeys around the world in Summer 2 developing spatial understanding**	Where is India? FS2 light touch **Next steps: The Arctic Spring 1 as contrasting locality**	I wonder why it's so cold?	Where is Conisborough Castle?	What is the difference between a wood and a forest? What things can I find there?	What is at the seaside near me? What is the seaside here? Where in the world have I/ can I travel to? How did I get there?
Key sticky knowledge	Knowing some key areas and roads around school, key buildings in the community and services (e.g. the post office) Beginning to make simple maps	Know that India is a country, begin to know where it is on the globe. Know that India is hot and you get to it by aeroplane	Recognise some similarities and differences between life in this country and life in other countries. Know where the arctic is on a globe (point to it) Know about the way of life of people in the arctic, say how they travel, types of houses and why they are built that way, the clothes they wear and the materials they are made of	Know where the Castle is situated on a map. Know the route we will take from school. Know the use of land in the surrounding areas.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps ELG Know the terms to describe places	Know place at the seaside here and what is at the seaside here (building on FS1 knowledge and own experiences to start) Know how they travel to the seaside there Know there are other place in the world they can travel to and the way they can travel Begin to spot some features of other places in the world
Vocabulary	Shop, Street road, Aerial view, School, Hill, Park, Club, Positional directional language	India, Hot, Globe, Temple	Arctic, Cold, Ice, North pole, South Pole, Travel- ski, sledge, Animals in the arctic, Clothes – fur, Houses, Inuit, Ice sheet, Melt, Sea, Ice holes	Castle, travel, bus, route,	Woods, Forest, Field, Pond	Seaside as FS1 to start expanding to: Travel, Journey, Aeroplane, Boat, Globe, World, Mountains Islands, Forests, Tropical, Hot, Caribbean, Sea, Ship, Some country names

Year 1

	Autumn What is the Geography of where I live?	Spring Kampong Ayer – a comparison study with our local area.	Summer Why do we love being by the sea?
Ancillary Questions	1. What is geography all about? 2. Whereabouts in the United Kingdom do I live? 3. What does the Geographical Information System (GIS) in *Google Earth* tell me about the geography of the local area? 4. What are the main land uses within my local area? 5. How can we introduce people to the physical and human geography of our local area?	1. How does the location of Kampong Ayer compare with where I live? 2. How do people's homes at Kampong Ayer compare with mine? 3. How does the weather at Kampong Ayer compare with the weather where I live? 4. How do people in Kampong Ayer travel around compared with how people travel around where I live? 5. How does going to school in Kampong Ayer compare with my school? 6. How does the natural environment around Kampong Ayer compare with the natural environment around where I live? 7. How does Geographic Information System (GIS) imagery of Kampong Ayer compare with GIS imagery of where I live?	1. How is the seaside different from other places? 2. How do people enjoy themselves at the seaside? 3. What else did Sally find living in the rock pools at Wembury? 4. How do people affect the beach at Wembury? 5. Whereabouts in the world is Wembury? 6. How have our seaside holidays changed since the 1970s? 7. How have great artists and composers represented the seaside?
Key sticky knowledge	To know: • What Geography is all about. • Geography is the study of the interrelationship of people with the environments with which they interact • How to distinguish between geographical features that are essentially 'human' in origin and those physical features that are natural or at least semi-natural • How to use GIS (Geographical Information System) data on *Google Earth* and *Digi-Map* • Where Jump is and identify this on a map in relation to other major towns and cities • The physical features of the area immediate around our school • The land around school can be put into s small number of categories • How to annotate a map with the human and physical features of our local area	To know: • The differences between the United Kingdom and England • The name of all continents • The location of Kampong Ayer compared with our setting • Children in Kampong Ayer live in houses that may be different to theirs • Both locations being studied have different weather patterns • That travelling by boat is the main method of travelling in Kampong Ayer and why this may be • How life at school in Kampong Ayer is different • That Kampong Ayer is in a topical rainforest and be able to describe the key features of this environment • The main features of the area by using GIS	To know: • The main physical and human features of the seaside • Popular activities that happen at the seaside • Which living things inhabit a rock pool • The reasons for beach pollution • How we can take greater care of the seaside • How our seaside experiences have changed over time
Key Geographical Skills & Concepts	**Locational knowledge** • 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. **Place knowledge** • Understand geographical similarities and differences through studying the human and physical geography of a small area of	**Locational knowledge** • 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. **Place knowledge** • 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.	**Locational knowledge** • 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. **Human and physical geography** • Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles.

	the United Kingdom, and of a small area in a contrasting non-European country. **Human and physical geography** • Use basic geographical vocabulary to refer to key physical and human features. **Geographical skills and fieldwork** • Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Use simple observational skills to study key human and physical features of environments. • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	**Human and physical geography** • Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles. • Use basic geographical vocabulary to refer to key physical and human geographical features. **Geographical skills and fieldwork** • Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Use simple observational skills to study key human and physical features of environments • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	• Use basic geographical vocabulary to refer to key physical and human features. **Geographical skills and fieldwork** • Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage. • Use simple compass directions and locational and directional language to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Use simple fieldwork and observational skills to study key human and physical features of environments.
Vocabulary	Place; People; Environment; Landscape; Community; Natural; Physical geography; Human geography; Global; United Kingdom; Country; Nation; City; Capital; Continent; Ocean; Europe; Equator; Sea; Tree; Wood; Forest; Tropical; Buildings; Landslide; Beach; Wave; Motorway; Canyon; Mountain; Snow; Cliff; Town; Moor; Train; Offices; Service; Hotel; Departmental Store; Fishing; Boat; Farm; Ice; Freeze; Plough; Field; Road; Bridge; Safari; Holiday; Sport; Timber; Railway; Geo tagged; Geographical Information System (GIS); Annotated; Local area; Stadium; Change; Construction; Land use; Scale; Street; Transport; Recreation; Economic; Residential.	Location; Settlement; Country; Nation; Village; Town; City; Europe; World; Continent; Ocean; Capital; Globe; Map; Sea; United Kingdom; England; Scotland; Wales; Northern Ireland; Great Britain; Northern Hemisphere; Southern Hemisphere; Tropic of Capricorn; Tropic of Cancer; Equator; Asia; Brunei; Borneo; Population; Scale; Italy; Canada; Zambia; Antarctica; Chile; New Zealand; Day; Night; Rain; Wind; Cloud; Temperature; Arctic Circle; Antarctic Circle; Climate; Polar; Temperate; Tropical; Transport; River; Commute; Economic activity; Boat; Profit; Religion; Muslims; Christians; Islam; Christianity; Imam; Vicar; Priest; Community; Tropical rainforest; Wood; Environment; Habitat; Adaptation; Satellite; Physical; Human.	Seaside; Countryside; Town; City; Urban; Rural; Flats; Sand; Beach; Pebbles; Mountain; Rocks; Field; High Street; Sea; Shops; Road; Street; Heath; Trees; Wood; Crops; Farming; Cliff; Houses; Hill; Traffic; Habitat; Environment; Adaptation; Camouflage; Nutrition; Food chain; Plankton; Pollution; Continent; Ocean; Country; North Pole; South Pole; North America; South America; Europe; Africa; Asia; Australia; Antarctica; Ocean; Pacific Ocean; Indian Ocean; Arctic Ocean; Southern Ocean; Atlantic Ocean; Compass; Map; River; Mountain; Desert; Island; Capital; Resort; Region.
Where Next?			

Year 2

	Autumn Why does it matter where our food comes from?	Spring Why don't penguins need to fly?	Summer How does the weather affect our lives?
Ancillary Questions	1. Where do dairy products come from? 2. Why are there so many dairy farms in Devon? 3. How does Quicke's Dairy Farm in Devon make cheese? 4. How does our list of favourite fruit and vegetables compare with the favourites of other people? 5. Why is it important to know all about sugar? 6. Why does John have so many happy customers at his shop?	1. Where is Pip's home and what do we find there? 2. How are penguins able to survive in Antarctica? 3. How does Antarctica compare with the Sahara Desert? 4. How is the Arctic different from the Antarctic? 5. Why are there no Polar Bears in Antarctica? 6. Why do Marco and Polo find visiting each other so difficult? 7. So why don't penguins need to fly?	1. What is the weather? 2. How do great artists paint the weather? 3. How does the weather change through the seasons of the year? 4. Why isn't the weather the same everywhere in the world? 5. How can Antarctica be a desert when it's the coldest place on Earth? 6. Why do we remember Captain Robert Scott and his friends Lawrence, Henry, Edward and Edgar?
Key sticky knowledge	To know: • All food we eat comes from either a plant or animals and farms are needed for this purpose • The main features of a dairy farm • The main features of the physical landscape og Devon • why the weather in Devon makes it a good place for dairy farming • And be able to compare and contrast the average annual weather conditions in Devon with those of the United Kingdom as a whole • How cheese is manufactured on one Devon farm and how it is exported • the top 10 most popular fruits in the United Kingdom and understand why half of these are imported • That Costa Rica is a good location for farmers to grow bananas and how exported bananas reach the United Kingdom • how sugar is refined from sugar beet on British farms • why being careful about how much added sugar we eat each day is important for maintaining a healthy lifestyle	To know: • The key geographical features of the Antarctic environment • ways in which penguins are adapted to the Antarctic environment • **recognise** and **describe** the key geographical features of the Sahara Desert • Antarctica is a desert despite being the coldest place on Earth • that the Arctic region and North Pole is similar to and different from (**compare and contrast**) Antarctica and the South Pole and offer **reasons** for such differences • and **explain** the components of the food chain of an Emperor Penguin • 3 geographical features of a South American country that Peter the Polar Bear visits on his journey to Antarctica	To know: • The basic atmospheric elements of the weather • **reasons** for some of the ways in which the weather has changed during the period of measurement • ways in which great artists depict elements of the weather and the techniques they use to convey noise, smell and emotional feelings • how weather conditions change during the four seasons of the year and offer **reasons** for changes which occur • **reasons** for the distribution of hot and cold places in the world
Key Geographical Skills & Concepts	**Locational knowledge** • 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. **Human and physical geography** • Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles.	**Locational knowledge** • Name and locate the world's seven continents and five oceans. **Human and physical geography** • Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles. • Use basic geographical vocabulary to refer to key physical and human features.	**Locational knowledge** • Name and locate the world's seven continents and five oceans. **Human and physical geography** • Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles. • Use basic geographical vocabulary to refer to key physical and human features.

	• Use basic geographical vocabulary to refer to key physical and human features. **Geographical skills and fieldwork** • Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Use simple observational skills to study key human and physical features of environments. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	**Geographical skills and fieldwork** • Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Use simple observational skills to study key human and physical features of environments.	**Geographical skills and fieldwork** • Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Use simple fieldwork and observational skills to study key human and physical features of environments.
Vocabulary	Farm; Dairy products; Supermarket; Shop; Pasture; Grass; Jersey; Channel Islands; Economic activity; Business; Raw material; County; Devon; South West England; United Kingdom; Landscape; Wood; Hedgerow; Tree; Field; Lake; Weather; Average; Temperature; Growing season; Rainfall; Sunshine; Settlement; Town; City; Village; Industry; Airport; Motorway; Office; Factory; Railway; Cathedral; Aeroplane; Trade; Plantation; Harvest; Export; Costa Rica; South America; North America; Central America; Harvest; Container ship; Import; Tropical; Calories; Vegetable; Processing; Health; Butcher; Greengrocer; Locally produced; Free-range; Refining; Vitamins; Nutrition.	Continent; Ocean; Antarctica; Southern Ocean; Mountain; Valley; Snow; Ice; Blizzard; Desert; Landscape; Environment; Wind; Rain; Ice Sheet; Pebbles; Shore; Hill; Cliff; Habitat; Adapted; Africa; Iceberg; Sand dune; Arctic; Carnivore; Temperature; Summer; Winter; Predator; Food chain; Krill; Animal; Phytoplankton; Plant; River; Waterfall; Gorge; Country; Jungle.	Weather; Rainfall; Temperature; Sunshine; Wind; Fog; Snow; Tornado; Drought; Cloud; Thermometer; Anemometer; Rain gauge; Weather vane; Compass; Season; Winter; Spring; Summer; Autumn; Thunderstorm; Ice; Country; City; Lagoon; Canal; Island; Equator; North Pole; South Pole; Key; Solar; Desert; Continent; Ocean; Sahara; Antarctica; Blizzard; Expedition; Environment; Atmosphere.
Where Next?	Year 3 – Summer – How can we live more sustainably?	Year 3 – Autumn - Beyond the Magic Kingdom Year 2 – Summer - How does the weather affect our lives?	Year 4 – Spring – Why are Jungles so wet and deserts so dry?

Year 3

	Autumn Beyond the Magic Kingdom	Spring How and why is my local area changing?	Summer How can we live more sustainably?
Ancillary Questions	1. Why is the Magic Kingdom the most popular theme park in the world? 2. Where is the *Magic Kingdom*? 3. Why did the great Maya civilisation of Central America come to an end? 4. Why do tourists come to the *Magic Kingdom* from some countries and not others? 5. Why is the state of Florida a peninsula? 6. Why is the Kennedy Space Centre in Florida? 7. Why are sea turtles endangered and what is the Florida Turtle Conservation Society doing to protect them? 8. How and why is the climate of the *Sunshine State* different from where I live? 9. How to Floridians cope with hurricanes?	1. Why do places change? 2. How has my local area changed in the past? 3. How did my local area change as a result of World War I? 4. How and why does the quality of the environment change in my local area? 5. How do NASA satellite images inform us of environmental change on a global scale?	1. What does being sustainable actually mean? 2. How can we help to make our school more sustainable? 3. Why are we seeing more wind and solar farms in the countryside? 4. How is sustainable development helping the lapwing out of the red? 5. How are solar cookers helping Sunita and her family to live more sustainably?
Key sticky knowledge	To know: • the function and attraction of theme parks around the world and in particular the *Magic Kingdom* in Florida • and **describe** key geographical features of one state other than Florida • and **describe** the key geographical features of a peninsula and **compare and contrast** the Floridian peninsula with a number of peninsulas at different locations around the world • the key human and physical features and achievements of the Kennedy Space Centre in Florida and **explain** the geographical reasons for its location • why sea turtles which live in the waters around Florida are endangered and reach a **judgement** as to how they might be conserved for the future • the climate of the United Kingdom and Florida and **identify** and **explain** the main differences particularly in relation to temperature and sunshine hours • and **explain** how hurricanes form and why they present such a threat to the people of Florida	To know: • and give **reasons** for why environments change • environmental change may be the result of natural events whilst other change may be the result of deliberate human activity • changes that have occurred in the past to the school and its grounds and its immediate environment • how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event (mining)	To know: • what living sustainably means • and **explain** the differences between renewable and non-renewable resources • **identify** and **explain** priorities to help the school become more sustainable • in basic terms how solar panels and wind turbines generate electricity • how sources of energy used to make electricity in the United Kingdom are changing • how electricity is generated in hydroelectric power stations • why creating new habitats for birds is a good example of sustainable development • why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable

Key Geographical Skills & Concepts	**Locational knowledge** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). **Place knowledge** • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. **Human and physical geography** Describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, water. **Geographical skills** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	**Locational knowledge** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). **Human and physical geography** Describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical skills and fieldwork** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	**Locational knowledge** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). **Human and physical geography** Describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical skills** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
Vocabulary	Theme park; Tourist; Florida; United States of America; North America; Atlantic Ocean; Gulf of Mexico; State; Leisure; Recreation; Plan; Location; Scale; Distance; Political map; Island; Ice sheet; Population density; Contiguous; Time zone; Pacific Ocean; Central America; Maya; Civilisation; Empire; City; Exploitation; Climate; Drought; Tropical rainforest; Trade; Astronomy; Environment; Choropleth map; Key; Quality of life; Reliability; Trustworthiness; Peninsula; Coast; Sea; Satellite; Physical features; Human features; Space; Exploration; Mission;	Site; Location; Cumbria; Lake District; Village; Town; Valley; Mountain; River; Lake; Mouth; Runoff; Change; Storm; Rainfall; Wind; Saturated; Natural disaster; Environment; Derelict; Borough; London; Olympics; Redevelopment; Canal; Transport; Plan; Geographical Information System (GIS); Costs and benefits; Land use; Scale; Key; Settlement; Route; Residential; Commercial; Recreation; Leisure; Public services; Classify; Pattern; Distribution;	Sustainable; Unsustainable; Reusable; Solar; Turbine; Rechargeable; Conservation; Recycle; Health; Diet; Exercise; Resource; Electricity; Power station; Transport; Community; Wellbeing; Social; Interaction; Values; Behaviour; Lifestyle; Minerals; Energy; Ocean; Wind; Tides; Waves; Fishing; Forestry; Finite; Infinite; Economic activity; Waste; Biodiversity; Global; Procurement; Conduction; Element; Resistance; Electrons; Energy;

	Trajectory; Axis; Orbit; Rotation; Equator; Latitude; Gravity; Europe; South America; Endangered; Conservation; Preservation; Life cycle; Hazard; Pollution; Species; Predator; Conflict; Extinct; Management; Atmosphere; Zone; Region; Weather; Climate; Temperature; Precipitation; Sunshine; Intense; Shallow; Oblique; Hurricane; Evacuation; Tropical Storm; Caribbean; National Park; Everglades.	Census; Population; Demographic; World War I; Satellite; Orbit; Remote sensing; Trend; False-colour; Wireless; Hurricane; Emergency planning; City; Vegetation; Desert; Density; Lake; Irrigation; Sea; Deforestation; Criterion; Hypothesis; Fieldwork; Accessibility; Pollution; Traffic; Amenities; Scatter graph; Line of best fit; Correlation; Positive; Negative.	Generator; Turbine; Gas; Greenhouse gases; Greenhouse effect; Carbon dioxide; Pollution; Atmosphere; Reflection; Space; Infrared; Radiation; Fossil fuels; Glacier; Ice sheet; Global warming; Sustainable development; Government; Community; Field; Marsh; Hill; Settlement; Scrape; Management; Charity; Deforestation; Fuel; Erosion; Silt; Solar cooker.
Where Next?	Year 4 – Spring - Why are Jungles so wet and deserts so dry?	Year 5 – Who are Britain's National Parks for?	Year 6 – How is Climate Change affecting the world? Year 6 – Why is fair trade fair?

Year 4

	Autumn Why do some many people in the world live in mega cities?	Spring Why are jungles so wet and deserts so dry?	Summer What are some Earthquakes more destructive than others?
Ancillary Questions	1. What are megacities and where are they located? 2. Why did Baghdad become the first city in the world with one million people? 3. Why is Milton Keynes the United Kingdom's fastest-growing city? 4. Why is Brasília the fastest-growing city in Brazil? 5. How do the advantages of living in cities compare with the disadvantages?	1. Why is climate different across the United Kingdom? 2. What are the world's climates? 3. How do climate graphs help geographers compare the climate of one place with another? 4. How does the climate affect the plants and animals living in a place? 5. Why is the jungle of the Amazon Rainforest so wet and humid? 6. Why is Arica the driest inhabited place on Earth?	1. Why won't Paula and Richard forget 22 February 2011? 2. How has New Zealand been affected by earthquakes in the past? 3. Why does New Zealand have so many earthquakes? 4. Why don't the largest earthquakes always cause the most death and destruction? 5. Why do most volcanoes happen in the same places as earthquakes?
Key sticky knowledge	To know: • the key features of cities and suggest reasons for why people live in cities of such high density • and begin to explain the distribution of megacities across the continents of the world • some of the reasons why Baghdad was the first city in the world with a million inhabitants • the top 10 cities in the United Kingdom with the largest populations and compare and contrast these with the top 10 fastest-growing cities in the country • the main reasons why the population of any city can increase and explain why Milton Keynes in particular is the fastest-growing city in the United Kingdom • the largest cities in South America • the features of the city of Brasília, capital of Brazil • why the Brazilian government built a new capital city in 1960 • the benefits and disadvantages of city life and reach a judgement as to which is most significant	To know: • the pattern of climate in the United Kingdom • the distribution of different types of climate around the world • the temperature and rainfall data in different climate graphs to **reach conclusions** about the climate in different locations in the world • **how to Construct** a climate graph from temperature and rainfall data for their home location • how climate affects both the landscape of different biomes and the plants and animals that can live there • why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall • the natural environment of the Atacama Desert and **explain** why the city of Arica is the driest inhabited place in the world	To know: • **locate** and **describe** the effects of the Christchurch earthquake of 2011 from a range of sources • the distribution of earthquakes in New Zealand over the past two hundred years • and **explain** the causes of earthquakes • why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world • and **explain** the causes of volcanoes • why volcanoes often occur at the same location as earthquakes in places such as New Zealand
Key Geographical Skills & Concepts	**Locational knowledge** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,	**Locational knowledge** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the	**Locational knowledge** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). **Human and physical geography** Describe and understand key aspects of:

	the Prime/Greenwich Meridian and time zones (including day and night). **Place knowledge** • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. **Human and physical geography** Describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical skills** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Prime/Greenwich Meridian and time zones (including day and night). **Human and physical geography** Describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical skills** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	• Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical skills** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
Vocabulary	Map; City; Megacity; Village; Town; Settlement; Urban; Rural; Distribution; Capital; Population; Population density; Human geography; Physical geography; High-rise; Continent; Key; Scale; Islam; Civilisation; River; Trade; Bridge; District; Canal; Mountain; Employment; Economy; Migration; Housing; Services; Industry; Transport; Business; Accessibility; Communication; Political map; Capital city; Government; Parliament; Stock Exchange; Coast; Shanty; Favela; Pampas Grassland; Tropical rain forest; Culture; Historic; Architecture; Cost of living; Smog; Pollution; Homelessness; Crime; Congestion; Urbanisation.	Weather; Climate; Temperature; Political map; Temperate; Council; Pattern; Location; North Pole; Equator; Location; Distribution; Country; Prevailing; Wind; Ocean; Climate graph; Classification; Key; Tropic of Cancer; Tropic of Capricorn; Polar; Continental; Mediterranean; Tropical; Equatorial; Drought; Annual; Winter; Summer; Mild; Season; Northern Hemisphere; Southern Hemisphere; Meteorological; Climate station; Average; Coniferous; Tropical; Rainforest; Savanna; Hot desert; Ice cap; Tundra; Mountain; Environment; Grassland; Shrubs; Trees; Animals; Herbivores; Landscape; Lichens; Moss; Deciduous; Forest; Evergreen; Predators; Humid; Oxygen; Drought; Carnivore; Biome; South America; River; Amazon Basin; Amazonia; Nile; Andes; Tributary; Source; Mouth; Humid; Convection; Condensation; Cloud; Thunderstorm; Cumulonimbus; City; Inhabited; Polar; Sahara; Adaptation.	Earthquake; Volcano; Continent; Ocean; Latitude; Longitude; Northern Hemisphere; Southern Hemisphere; Political map; Evacuation; Infrastructure; Transport; Business; River; Flood; Search and rescue; Epicentre; Magnitude; Richter scale; Distribution; Location; Pattern; Energy; Projection; Tsunami; Plate; Inner core; Outer core; Mantle; Crust; Fault; Alpine Fault; Design; Homeless; Refugees; Wealth; Eruption; Magma; Lava; Rock; Dormant; Extinct; Cone; Vent; Gas; Cloud; Chamber; Pacific Ring of Fire; Technology; Quality of life; Distribution; Wealth; Gross National Income.
Where Next?			

Year 5

	Autumn What is a river?	Spring Why are mountains so important?	Summer Who are Britain's National Parks for?
Ancillary Questions	1. How does the course of the River Axe change from source to mouth? 2. How does the course of my local river change from source to mouth? 3. Why are river estuaries such important places for wildlife? 4. Why are rivers such an important part of the water cycle? 5. How has the *Isle of Dogs* changed since the reign of Henry VIII? 6. Why is river flooding such a problem in Bangladesh? 7. How did Bedřich Smetana use music to describe the course of his beloved national river? 8. How do we know what happened to the River Thames during the *Little Ice Age*?	1. Why are the three mountains of Olympus, Mauna Kea and Everest so famous? 2. How were the world's greatest mountain ranges formed? 3. Why is the legend of Mallory and Irvine the greatest unsolved mystery of mountaineering? 4. Why did Edmund Hillary and Tenzing Norgay find fossils of sea animals on the summit of Everest? 5. How are the Cambrian Mountains different from the Himalaya Mountains? 6. Why is the climate such a challenge for Derek? 7. Why do tourists visit the Cambrian Mountains? 8. Why were the 'treasures of untold value' to be found in the Cambrian Mountains so precious to the people of Birmingham? 9. How else is the precious resource of water used in the Cambrian Mountains?	1. Why are National Parks described as Britain's 'breathing spaces'? 2. What else makes National Parks so important? 3. Why do National Parks welcome visitors? 4. Why is protected land so important in Southwest England? 5. Why are so many people attracted to *The Valley of Rocks*? 6. Why is *Merrivale* such an important prehistoric site? 7. Why are farmers so important in our National Parks? 8. How are National Parks looked after? 9. How do Exmoor and Dartmoor National Parks compare with the Everglades National Park in Florida?
Key sticky knowledge	To know: • and **describe** how physical features of rivers change from source to mouth • why the course of a river changes as it flows from higher to lower ground • the features of river estuaries and **explain** why they are such important ecosystems for wildlife • the components of the hydrological or water cycle and **explain** the important role that rivers play • the reasons why the Isle of Dogs developed to become part of the busiest river port in the world • why Bangladesh is at such a risk of serious annual river flooding •	To know: • what geographers define as mountains and **understand** how this can lead to disagreements • the location of the largest ranges of mountains in the world and the countries that they cover • how the movement of plates of the Earth's crust can form ranges of fold mountains • how fossils form and can **explain** why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953 • differences between the Cambrian Mountains of Wales and the Himalaya Mountains • and reach a **conclusion** as to why the mountains of the north and west of the United Kingdom are generally wetter and cooler than places in the south and east • the tourist attractions of the Cambrian Mountains by **interpreting** and **making judgements** from evidence presented on Ordnance Survey maps • why reservoirs were constructed by the City of Birmingham in the mountains of central Wales over one hundred years ago • that even 'green' and 'renewable' energy schemes will have environmental costs, **evaluate** both sides of an argument and make a **judgement** about the most appropriate way forward	To know: • the distribution of the 15 National Parks in the UK • the common key natural features of the National Parks of the UK and **explain** why they are referred to as the country's 'breathing spaces' • those other special qualities of National Parks, which are referred to as 'cultural heritage' and **reflect** on the importance of their own cultural heritage in the context of this • the key physical and human geographical features of Southwest England and **compare and contrast** the proportion of protected land here with other regions of the UK • **reasons** for the existence of the Bronze Age ceremonial landscape in Dartmoor National Park • the features of a hill or upland farm and why farmers are so important in helping to achieve the aims of National Parks

Key Geographical Skills & Concepts	**Locational knowledge** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. **Human and physical geography** Describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical skills and fieldwork** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	**Locational knowledge** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns and understand how some of these aspects have changed over time. **Place knowledge** • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America. **Human and physical geography** Describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical skills** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	**Locational knowledge** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). **Human and physical geography** Describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical skills and fieldwork** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
Vocabulary	River; Source; Mouth; Course; Channel; Meander; Stream, Waterfall; Bank; Flood plain; River island; Undercutting; Slip-off slope; Tidal, Marina, River cliff; Pebbles; Beach; Waves; Spit; Coast; Estuary; Erosion; Farms, Village; Town; Settlement; Fields, Hedgerow; Tropical rainforest; Atacama Desert; Wood; Rapids; Oxbow lake; Mill; Hamlet; Railway; Transport; Bridge; Sewage works; Leisure; Recreation; Hypothesis; Validity; Load; Energy; Transportation; Habitat; Invertebrates; Molluscs; Crustaceans; Amphibians; Birds, Mammal; Reptile; Vertebrates; Algae; Eutrophication; Pollution; Indicator species; Biotic Index; Valley;	Mountain; Rock; Landscape; Volcano; Crust; Mantle; Magma; Lava; River; Ocean; Hot spot; Summit; Sea level; Island; Planet; Solar System; Universe; Tectonic plate; Scale; Mountain range; Himalaya; Andes; Rockies; Alps; Atlas; Urals; Relief; Political; Country; Strata; Continent; Ocean; fold mountains; Crinoids; Compression; Oxygen; Atmosphere; Blizzard; Glacier; Ridge; Summit; Col; Fossil; Sea; Animal; Rock; Ocean; Marine; Geology; Silt; Geologist; Temperature; Sedimentary; Igneous; Metamorphic; Sediment; Limestone; Tethys; Distribution; Pattern; Key; Direction; Peak; Erosion; Glacier; Settlement; Landscape; Woodland; Marsh;	National Park; Location; Distribution; Country; City; Landscape; Protection; Conservation; Fertiliser; Environment; Urban; Rural; Countryside; Theme park; Remote; Town; Canal; Mill; Fair; Castle; Coal; Steam; Garden; Fort; House; Regatta; Village; Viaduct; Cottage; Custom; Tradition; Culture; Lifestyle; Heritage; Cultural heritage; Religion; Community; Festival; Mountain; Reservoir; Waterfall; Wetland; Peat; Windmill; Wind pump; Forest; Outcrop; Granite; Tor; Bronze Age; Stone circle; Moorland; Sea; Deciduous; Coniferous; Cliff; Channel; Glacial; Fells; Loch; Firth; Lake; Heathland; Ancient; Tarn; Coastline; Saltmarsh; Mudflats; Hill;

	Agriculture; Sea level; Flood; Bridge; Mud flat; Brackish; Coast; Diatom; Omnivore; Herbivore; Carnivore; Prey; Confluence; Annotate; Wildlife; Spit; Scale; Ecosystem; Migration; Food chain; Photosynthesis; Algae, Bacteria; Hydrological (water) cycle; Precipitation; Runoff; Aquifer; Evaporation; Borough; River Thames; Isle of Dogs; Henry VIII; Marsh; Creek; Flood; Port; Trade; Dock; Economic activity; British Empire; Container; Monsoon; Refugee; Contaminated; Famine; Aid; Pattern; Relief; Romantic era; Symphony; Movement; Orchestra; Waterfall; Little Ice Age; Climate.	Valley; Fodder; Environment; Pasture; Minerals; Growing season; Silage; Slurry; Fertiliser; Diversify; Business; Tourists; Economic activity; Profit; Climate graph; Precipitation; Climate station; Growing season; Range of temperature; Frost; Co-ordinates; Ordnance Survey; Eastings; Northings; Grid square; Grid reference; Disease; Epidemic; Cholera; Contamination; Health; Hygiene; Medicine; Water; Victoria; Slum; Urban; Reservoir; Elevation; Impermeable; Gravity; Contour; Spot height; Hydroelectric; Turbine; Generator; Pylons; Transmission; Cost and benefit; Green; Planning; Government; Resort; Sustainable development; Sustainability.	River; Coastal; Bay; Beach; Sand dune; Gorge; Chalk; Downland; Grassland; Limestone; Drystone wall; Pot hole; Cave; Chamber; Tourists; Visitors; Abbey; Medieval; Industrial revolution; Prehistoric; Area of Outstanding Natural Beauty; Region; Southwest England; World Heritage Site; Site of Special Scientific Interest; Valley; Contour lines; Distribution; Sea level; Incline; Hill; Tourists; Dry valley; Stream; Rock; Shattered; Fragmented; Ice Age; Island; Scrub; Weathering; Freeze–thaw; Erosion; Pedestal; Evoke; Pastoral; Technology; Factory; Mill; Prehistoric; Ceremonial; Mesolithic; Neolithic; Relief; Vegetation; Bracken; Heath; Diversify; Grassland; Marsh; Reeds; Cairn; Standing stones; Quarry; Farm; Wildlife; Species; Habitat; Beauty; Tranquillity; Land use; Economic activity; Livestock; Fodder; Government.
Where Next?			

Year 6

	Autumn How do volcanoes affect the lives of people on Hiemaey?	Spring How is climate change affecting the world?	Summer Why is fair trade fair?
Ancillary Questions	1. Where does Saethor take his dog Tiry for a walk every day? 2. Where do Saethor and Tiry live? 3. How do geographers describe the Westman Islands? 4. How does the physical and human geography of Hiemaey compare with the area in which I live? 5. Why are there so few trees on Hiemaey? 6. Why are there volcanoes on Hiemaey? 7. How were the people of Hiemaey affected when Eldfell erupted? 8. Why do the people of Hiemaey go on living next to an active volcano?	1. Why is Elhaji cleaning shoes on the streets of Banjul? 2. Why can't Olivia afford to insure her home? 3. Why are people living in Starcross making flood plans? 4. Why do Lars and Sofie disagree about how nice the weather is? 5. Why are people all over the world noticing that the weather they are used to is changing? 6. What have the countries of the world agreed to do about global warming?	1. Why was this road so important two thousand years ago? 2. Why does Marco Polo visit the United Kingdom every eleven weeks? 3. What does the United Kingdom export to the people of China? 4. Why isn't trade always fair for some people such as Melvin? 5. Why is fair trade fair?
Key sticky knowledge	To know: • using appropriate subject vocabulary, where Saethor takes his dog Tiry for a walk each day • **compare and contrast** the countries of Europe • the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular • the physical and human geography of Vestmannaeyjar with that of the local area/region • why there are so few trees on Hiemaey • how volcanoes form and **observe** the global pattern of volcanoes correctly • how and why the environment of Hiemaey has changed over time and reach **conclusions** and make **judgements** about the positive and negative impact of these changes on the ways of life of the people of Hiemaey • the stages in the manufacture of an economic activity	To know: • and **explain** why communities in The Gambia are being affected by changes in weather patterns associated with climate change • the impact on people of changing weather patterns in Victoria in Southeast Australia • why some coastal communities are having to make flood resilience plans in order to cope better with changes that are occurring in weather patterns and to sea levels • how global warming is affecting weather patterns around the world and evaluate its impact in different places • how and why countries around the world have acted to reduce global warming and reach a **judgement** about how effective this might be • how as individuals, members of families and communities such as schools they can make a contribution to reducing greenhouse gas emissions	To know: • and **explain** why the Silk Road was the most important trading route in the history of the world • **evaluate** and **reflect** upon some of the changes that occurred as a result of the movement of people and commodities along it • why and how countries trade with each other, **identify** and **describe** the commodities that are most frequently traded • the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and **describe** and **explain** the differences • why the terms of international trade are not always fair for some producers of goods in other countries • what Fairtrade is, **compare and contrast** the situation of Fairtrade-certified farmers with that of non-Fairtrade producers
Key Geographical Skills & Concepts	**Locational knowledge** • The countries (including the location of Russia), major cities and key physical and human geography of Europe. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.	**Locational knowledge** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	**Locational knowledge** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. **Human and physical geography** Describe and understand key aspects of: • Human geography, including: types of settlement and land use, economic activity including trade links, and the

	Place knowledge • Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. **Human and physical geography** Describe and understand key aspects of: • Physical geography including climate zones and volcanoes. • Human geography including economic activity and trade links, and the distribution of natural resources including energy. **Geographical skills** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). **Human and physical geography** Describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical skills** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	distribution of natural resources including energy, food, minerals and water. **Geographical skills and fieldwork** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
Vocabulary	Volcano; Continent; Island; Europe; Latitude; Equator; Longitude; Hemisphere; Weather; Climate; Trade; Economic activity; Natural resources; Environment; Landscape; Eruption; Fire; Fjord; Magma; Evacuation; Lava; Cliff; Gulf Stream; Glacier; Mountain; Relief; Earthquake; Political; City; Urban; Rural; Region; Archipelago; Geyser; Port; Geothermal; Precipitation; Climate graph; Growing season; Distribution; Pacific Ring of Crust; Mantle; Refugees; Core; Tectonic plates; Igneous; Sedimentary; Tourism; Metamorphic; Economic activity; Processing; Colony; Transport; Market.	Africa; The Gambia; City; Capital city; Market; Senegal; Atlantic Ocean; River Gambia; Rainfall; Dry season; Wet season; Weather; Climate; Drought; Crop; Trade winds; Desertification; Erosion; Life expectancy; Tourists; Desert; Aid; Village; Well; Subsistence; Commercial; Millet; Maize; Groundnuts; Vegetables; Rice; Tropical; Subtropical; Hunger; Insurance; Australia; Victoria; State; Territory; Oceania; Town; Risk; Hazard; Bushfire; Wildfire; Natural disaster; Decade; Heatwave; Consecutive; Pattern; Settlement; Site; Situation; Conurbation; Megalopolis; Residents; Transport; Commuter; Infrastructure; Embankment; Rock armour; Tide; Storm; Flood plan; Resilient; Tidal surge; Flood defence; Management; Coast; North Pole; South Pole; Ice cap; Region; Climate graph; Weather station; Precipitation; Snow; Blizzard; Tundra; Glacier; Inuit; Migration; Indigenous; Economy; Culture; Global warming; Mountain range; Northern Hemisphere; Southern Hemisphere; Carbon dioxide; Disease; Season; Habitat; Coral; Observatory; Greenhouse gas; Climate change; Methane; Fossil fuel; Energy; Coal; Petroleum; Oil; Gas; Aerobic; Anaerobic; Pressure; Force; Rock; Sedimentary; Crust; Mantle; Core; Sustainability; Sustainable development; Renewable; Non-renewable; Wind power; Geothermal heat; Hydroelectric power; Solar power; Biofuel.	Merchant; Transport; Landscape; Environment; Commodities; Manufacture; Caravan; Silk Road; Silkworm; Mulberry; Cocoon; Larvae; Factory; Political map; Countries; Basin; Desert; Depression; Stream; River; Mountains; Arid; Drought; Profit; Trade; Trade route; Domestic trade; International trade; Import; Container; Container ship; Export; Brand; Company; Hectare; Caribbean; Tropical; Climate; Growing season; Drainage; Hurricane; Pesticide; Polyethylene; Irrigation; Profit; Plantation; Technology; Fertiliser; Farm; Smallholder; Shipping; Wholesaler; Retailer; Port; Berth; Dock; Quay; Crane; Dry dock; Ferry; Hydrofoil; River; Confluence; Pier; Refinery; Settlement; Heath; Estuary; Mud flat; Cruise; Cargo; Terminal; Hovercraft; Factory; Farm; Urban; Rural; Fairtrade; Premium; Community; Development; Co-operative; Market; Sustainable; Ethical.
Where Next?			