Geography Knowledge Progression

Locational and Place Knowledge

EYFS Pupils will have opportunities to: Talk about and comment on aspects of the familiar world such as the place they live or the natural world Learn about a distant place and identify a similarity and difference between that place and the UK

- Use a map/globe/atlas to look at different places across the world
- Talk about places they have visited, or have lived before Dishforth
- Talk about where they live and who lives with them
- Talk about personal experiences of holidays/ previous postings/ countries where their extended families live
- To use stories, books, photographs and pictures to find out about different places
- Share their learning through talk, pictures and the written word

Key Stage One

Pupils should be taught to:

- 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

Pupils should be taught to:

• 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

Key Stage Two

- 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)
- 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

Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes
Nursery	Reception	Year One	Year Two	Year 3	Year 4	Year 5	Year 6
Talk about aspects of the	Talk about and comment	Use an atlas to name and	Name, locate and identify	Describe where the UK is	Describe where the UK is	Locate and describe some	Locate and describe several
familiar world such as the	on aspects of the familiar	locate on a map the four	characteristics of the four	located, and name and	located, and name and	physical environments in	physical environments in
place they live or the	world such as the place	countries and capital cities	countries and capital cities	locate its four countries and	locate some major urban	the UK, e.g. coastal	the UK, e.g. coastal and
natural world	they live or the natural	of the United Kingdom.	of the United Kingdom and	some counties; locate	areas; locate where they	environments, the UK's	mountain environments,
Talk about where they live	world		its surrounding seas on a	where they live in the UK.	live in the UK using	significant rivers and	and how they change.
and who lives with them	Talk about where they live	Know about the local area	map.	The child can relate	locational terminology	mountains.	,
To know where their	and who lives with them	and name key landmarks	'	continent, country, county,	(north, south, east, west)		Locate the UK's major
classroom is, and other key	To know where their	Recognise and name some	Talk about the local area,	city/where you live. The	and the names of nearby	Locate the UK's regions and	urban areas, knowing some
places in the school	classroom is, and other key	continents and oceans on a	and name and locate key	child can locate the UK's	counties.	major cities.	of their distinct
Talk about places they have	places in the school	globe or atlas.	landmarks.	major urban areas; locate	counties.	Laasta sama maian sitias	characteristics and how
visited	Talk about places they have	globe of atlas.	The shill see a see a		Locate and describe some	Locate some major cities	some of these have
To learn about a distant	visited, or have lived before	Understand geographical	The child can name and	some physical	human and physical	and countries of Europe	changed over time.
place and begin to identify	Dishforth	similarities and differences	locate the seven continents	environments in the UK.	characteristics of the UK.	and North and South	
what is the same and	To learn about a distant	through studying the	and five oceans on a globe	(E.g. Use a copy of a map of	(E.g. use a copy of a map of	America on physical and	Recognise broad land-use
different between that	place and identify a	human and physical	or atlas.	the British Isles and locate	the British Isles and locate	political maps.	patterns of the UK.
place and the UK	similarity and difference	geography of a small area	Understand geographical	and label the main British	and label the main British	Describe some key physical	Locate cities, countries and
To show an interest in a	between that place and the	of the United Kingdom, and	Understand geographical	rivers.)	rivers. Add the names of	and human characteristics	·
different way of life by	UK	of a small area in a	similarities and differences	Locate countries in Europe	settlements at the mouth		regions of Europe and
learning about the life of a	To find out about the life of	contrasting non-European	through studying the	·		of Europe and North and	North and South America
child in another country	a child in a different	country	human and physical	and North and South	of the rivers.)	South America.	on physical and political

	country To talk about personal experiences of holidays/ previous postings/ countries where their extended families live To use a map/globe/atlas to look at different places across the world To recognise a similarity and a difference between the UK and another country (DAP) To recognise the UK on a map (DAP)		geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	America on a map or atlas. The child can describe some European and North and South American cities using an atlas. Use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere. Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.	Locate some countries in Europe and North and South America on a map or atlas. Relate continent, country, state, city. Identify states in North America using a map. Locate some countries in Europe and North and South America on a map or atlas. Identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude.	Locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude.	maps. Describe key physical and human characteristics and environmental regions of Europe and North and South America. Locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.
			Loca	l Area			
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Marvellous Me/All about Me	Marvellous Me/All about Me	My school/Dishforth Airfield/Ripon	My school/Dishforth Airfield/Ripon			Local Area including Ripon	Local area including Ripon
I know my school is I know where I put my coat, boots and bag at school I know where I can play I know where my classroom is	I know my school is I know my where my classroom in and can identify key places in school eg dining room, Mrs Lyon's office etc. I know I live in in England I can talk about other places I, or my family, live	I know my address and can find my road on a simple map I know my route to school and can describe it I can identify key features of my local area I can label a plan with key rooms and buildings I know my address and can find my road on a simple map I know there are different types of maps and can talk about them I can identify human and physical features of my local area I can identify human and physical features of Ripon I know that there are differences between villages, towns and cities. I can describe the	I know my address and can find my road on a simple map I know my route to school and can describe it I can identify key features of my local area I can label a plan with key rooms and buildings I know my address and can find my road on a simple map I can identify human and physical features of my local area I can identify human and physical features of Ripon and make comparisons to DA I know that there are differences between villages, towns and cities. I can describe the differences and make			Children will name and locate counties and cities of the United Kingdom which are local to Dishforth Airfield. They will identify their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and landuse patterns; and understand how some of these aspects have changed over time	Children will name and locate counties and cities of the United Kingdom which are local to Dishforth Airfield. They will identify their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and landuse patterns; and understand how some of these aspects have changed over time

		differences	observations about the advantages and disadvantages of living in each of them.				
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Marvellous Me/All about	Marvellous Me/All about	My school/Dishforth	My school/Dishforth				
<u>Me</u>	Me	Airfield	Airfield				
House	House	Key	Key				
Home	Home	Мар	Мар				
Near	Near	Symbol	Symbol				
Far	Far	Human features eg. Town,	Human features eg. Town,				
Dishforth Airfield	Dishforth Airfield	village, factory, farm,	village, factory, farm,				
Camp	Camp	houses, shop, office, school	houses, shop, office, school				
School	School	Physical features eg fields,	Physical features eg fields,				
Classroom	Classroom	rivers, forest, seasons,	rivers, forest, seasons,				
Hall	Hall	weather	weather				
Playground	Playground	Patch: a term used to	Patch: a term used to				
Learning garden	Learning garden	describe a housing estate	describe a housing estate				
England	England	made up of military	made up of military				
		housing	housing				
		Airfield	Airfield				
		Village	Village				
		Town City	Town City				
				 d Kingdom			

The United Kingdom

W. W. Lide	W. W. L. L.	W. W. L.L.	W. W. L.L.	W. W. L.L.	W. W. L.L.	W. W. L.L.	W. W. Laler
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
The UK	The UK	The UK	The UK	The UK	The UK	The UK	The UK
Seaside Adventures	Seaside Adventures	UK Countries and Capitals	UK Countries and Capitals	I can name and locate the	I can name and locate the	All of Y3/4 knowledge	All of Y3/4 knowledge
I can talk about a holiday or	I can comment on, and ask	<u>Study</u>	<u>Study</u>	following rivers	following rivers		
day trip I have been on	questions about aspects of	I can use an atlas to name	I can use an atlas to name	Thames	Thames	Lancashire (Liverpool)	Lancashire (Liverpool)
I can use stories, non fiction	my familiar world	and locate on a map the	and locate on a map the	Severn	Severn	-Tyne and Wear	-Tyne and Wear
texts and maps to talk	I can talk about my	four countries and capital	four countries and capital	Trent	Trent	(Historically	(Historically
about seaside holidays	personal experiences of	cities	cities (and the surrounding	Tay	Tay	Northumberland	Northumberland
I can talk about some of the	holidays	I can identify each nation's	seas) of the United	Bann	Bann	(Newcastle)	(Newcastle)
things they have observed	I can identify features of a	flag	Kingdom	Tyne	Tyne	,	, ,
such as plants, animals,	British seaside holiday and	I can talk about key	Irish Sea, Atlantic Ocean,	Clyde	Clyde	-South Yorkshire(Sheffield)	-South Yorkshire(Sheffield
natural and found objects	compare them to DA	landmarks in each country	North Sea, English Channel	Dee	Dee	-Lanarkshire (Glasgow)	-Lanarkshire (Glasgow)
I enjoy playing with small	I can describe an		I can identify each nation's	Mersey	Mersey		
world reconstructions,	environment using		flag and national flower	Exe	Exe		
building on first-hand	knowledge from	Seaside holidays in the UK	I can talk about key	Ouse	Ouse		
experiences	observation, discussion,	I can use a map to locate	landmarks in each country				
	stories, non-fiction texts	Scarborough and Bamburgh	I can talk about the	Locate	Locate		
	and maps;	on a map	differences between city	North Yorkshire,	North Yorkshire,		
		I can identify key human	and country life (drawing	Middlesex (London)	Middlesex (London)		

		and physical features of seaside destination s in the UK I can make comparisons about the seaside destination and where I live (and compare this to Fijidependent on teaching cycle)	comparisons and compare pros and cons)	Midlothian (Edinburgh), Glamorgan (Cardiff) Antrim./Down (Belfast, Lancaster (Manchester) West Midlands (Birmingham) West Yorkshire (Leeds) I can use the terms continent, country, county, city, town, village about	Midlothian (Edinburgh), Glamorgan (Cardiff) Antrim./Down (Belfast, Lancaster (Manchester) West Midlands (Birmingham) West Yorkshire (Leeds) I can use the terms continent, country, county, city, town, village About different locations		
				different locations			
Key Vocabulary Seaside Adventures/Let's	Key Vocabulary Seaside Adventures/Let's	Key Vocabulary The United Kingdom	Key Vocabulary The United Kingdom	Key Vocabulary The United Kingdom	Key Vocabulary The United Kingdom	Key Vocabulary The United Kingdom	Key Vocabulary The United Kingdom
go on an adventure Beach Sand Pebbles Rockpool Boat Lighthouse Fish and chips Ice cream Train Aeroplane	go on an adventure Beach Sand Pebbles Rockpool Boat Lighthouse Fish and chips Ice cream Train Aeroplane	England, Scotland, Wales and Northern Ireland. Key Map Symbol Human features eg. Town, village, factory, farm, houses, shop, office, school Physical features eg fields, rivers, forest, seasons, weather Capital City: Landmark. Country Union Flag Population Island	England, Scotland, Wales and Northern Ireland. Key Map Symbol Human features eg. Town, village, factory, farm, houses, shop, office, school Physical features eg fields, rivers, forest, seasons, weather Capital City: Landmark. Country Union Flag Population Island Rose Daffodil Thistle Shamrock	Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural Urban + topic specific TBC	Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural Urban + topic specific TBC	Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural Urban Economy Trade	Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural Urban Economy Trade
			<u>Eur</u>	<u>rope</u>			
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
		Continents and Oceans I can identify Europe on a map and know that the UK is in Europe	I can identify Europe on a map and know that the UK is in Europe	I can describe where the UK is located, (using locational terminology north, south, east, west)	I can describe where the UK is located, (using locational terminology	I can locate some major cities and countries of	I can locate some major cities and countries of Europe on physical and political maps

north, south, east, west)

four countries and some

I can name and identify its

Europe on physical and

I can describe some key

political maps.

north, south, east, west)

four countries and some

I can name and identify its

I can describe some key

physical and human

political maps.

map

I can identify France,

Germany and Spain on a

				counties as well as some	counties as well as some	physical and human	characteristics of European
				major urban areas.	major urban areas.	characteristics of European	countries
				I can identify the	I can identify the	countries	I can locate places studied
				continent, country, county,	continent, country, county,	I can locate places studied	in relation to the Equator,
				and city I live in and name	and city I live in and name	in relation to the Equator,	Tropics of Cancer and
				the surrounding counties.	the surrounding counties.	Tropics of Cancer and	Capricorn, and their
				I can locate the UK's major	I can locate the UK's major	Capricorn, and their	latitude and longitude.
				urban areas and locate	urban areas and locate	latitude and longitude.	- 1
				some physical features	some physical features		The capital city of
				such as the main British	such as the main British	The capital city of	Switzerland is Bern.
				Rivers in the UK. (and add	Rivers in the UK. (and add	Switzerland is Bern.	Bern is the capital city of
				the names of settlements	the names of settlements	Bern is the capital city of	Switzerland.
				at the mouth of the rivers.)	at the mouth of the rivers.)	Switzerland.	Bern's main tourist
				I can locate some countries	I can locate some countries	Bern's main tourist	attractions are the
				in Europe on a map or	in Europe on a map or	attractions are the	Zytglogge and Bern Minster
				atlas.	atlas.	Zytglogge and Bern Minster	The largest city in
				I can use a globe and map	I can use a globe and map	The largest city in	Switzerland is
				to identify the position of	to identify the position of	Switzerland is	Zürich.
				the UK and France in	the UK and France in	Zürich.	German, French, Italian and
				relation	relation	German, French, Italian and	Romansh are the main
				to the Poles, the Equator,	to the Poles, the Equator,	Romansh are the main	languages spoken in
				Northern Hemisphere and	Northern Hemisphere and	languages spoken in	Switzerland.
				Southern Hemisphere.	Southern Hemisphere.	Switzerland.	The official currency is the
						The official currency is the	Swiss franc.
						Swiss franc.	
Key Vocabulary		Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Key Vocabulary		Key Vocabulary Continents and Oceans	Key Vocabulary Continents and Oceans	Key Vocabulary Frances (Paris) /UK study	Key Vocabulary France (Paris) /UK study	Key Vocabulary Switzerland	Key Vocabulary Switzerland
Key Vocabulary		Continents and Oceans	Continents and Oceans	Frances (Paris) /UK study	France (Paris) /UK study	Switzerland	Switzerland
Key Vocabulary		Continents and Oceans Europe	Continents and Oceans Europe	Frances (Paris) /UK study Cartographer	France (Paris) /UK study Cartographer	<u>Switzerland</u> astrological	<u>Switzerland</u> astrological
Key Vocabulary		Continents and Oceans Europe Continent	Continents and Oceans Europe Continent	Frances (Paris) /UK study Cartographer City	France (Paris) /UK study Cartographer City	Switzerland astrological Avalanche	Switzerland astrological Avalanche
Key Vocabulary		Continents and Oceans Europe Continent Landmass	Continents and Oceans Europe Continent Landmass	Frances (Paris) /UK study Cartographer City Compass points	France (Paris) /UK study Cartographer City Compass points	Switzerland astrological Avalanche Canton	Switzerland astrological Avalanche Canton
Key Vocabulary		Continents and Oceans Europe Continent Landmass Northern Hemisphere	Continents and Oceans Europe Continent Landmass Northern Hemisphere	Frances (Paris) /UK study Cartographer City Compass points Country	France (Paris) /UK study Cartographer City Compass points Country	Switzerland astrological Avalanche Canton Climate	Switzerland astrological Avalanche Canton Climate
Key Vocabulary		Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere	Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere	Frances (Paris) /UK study Cartographer City Compass points Country County	France (Paris) /UK study Cartographer City Compass points Country County	Switzerland astrological Avalanche Canton Climate Continent	Switzerland astrological Avalanche Canton Climate Continent
Key Vocabulary		Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator	Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator	Frances (Paris) /UK study Cartographer City Compass points Country County Landmark	France (Paris) /UK study Cartographer City Compass points Country County Landmark	Switzerland astrological Avalanche Canton Climate Continent Contour Line	Switzerland astrological Avalanche Canton Climate Continent Contour Line
Key Vocabulary		Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere	Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere	Frances (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape	France (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country
Key Vocabulary		Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator	Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator	Frances (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape Physical feature	France (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape Physical feature	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country Equator	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country Equator
Key Vocabulary		Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator	Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator	Frances (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature	France (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country Equator Flora/fauna	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country Equator Flora/fauna
Key Vocabulary		Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator	Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator	Frances (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population	France (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country Equator Flora/fauna GDP	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country Equator Flora/fauna GDP
Key Vocabulary		Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator	Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator	Frances (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural	France (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country Equator Flora/fauna GDP Landlocked	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country Equator Flora/fauna GDP Landlocked
Key Vocabulary		Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator	Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator	Frances (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population	France (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country Equator Flora/fauna GDP Landlocked Landmark	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country Equator Flora/fauna GDP Landlocked Landmark
Key Vocabulary		Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator	Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator	Frances (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural	France (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country Equator Flora/fauna GDP Landlocked Landmark Landscape	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country Equator Flora/fauna GDP Landlocked Landmark Landscape
Key Vocabulary		Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator	Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator	Frances (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural	France (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country Equator Flora/fauna GDP Landlocked Landmark Landscape Latitude	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country Equator Flora/fauna GDP Landlocked Landmark Landscape Latitude
Key Vocabulary		Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator	Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator Climate	Frances (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural Urban	France (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country Equator Flora/fauna GDP Landlocked Landmark Landscape	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country Equator Flora/fauna GDP Landlocked Landmark Landscape
Key Vocabulary		Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator	Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator Climate	Frances (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural	France (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country Equator Flora/fauna GDP Landlocked Landmark Landscape Latitude	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country Equator Flora/fauna GDP Landlocked Landmark Landscape Latitude
	Key Knowledge	Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator Climate	Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator Climate	Frances (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural Urban	France (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural Urban	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country Equator Flora/fauna GDP Landlocked Landmark Landscape Latitude Longitude	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country Equator Flora/fauna GDP Landlocked Landmark Landscape Latitude Longitude
Key Knowledge	Key Knowledge Amazing Africa/Amazing	Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator Climate Key Knowledge	Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator Climate Distan Key Knowledge	Frances (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural Urban Key Knowledge	France (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural Urban Key Knowledge	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country Equator Flora/fauna GDP Landlocked Landmark Landscape Latitude Longitude Key Knowledge	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country Equator Flora/fauna GDP Landlocked Landmark Landscape Latitude Longitude Key Knowledge
Key Knowledge Amazing Africa/Amazing	Amazing Africa/Amazing	Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator Climate Key Knowledge Fiji	Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator Climate Distan Key Knowledge Fiji	Frances (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural Urban	France (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural Urban	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country Equator Flora/fauna GDP Landlocked Landmark Landscape Latitude Longitude Key Knowledge South America	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country Equator Flora/fauna GDP Landlocked Landmark Landscape Latitude Longitude Key Knowledge South America
Key Knowledge Amazing Africa/Amazing Animals	Amazing Africa/Amazing Animals	Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator Climate Key Knowledge Fiji Continents and Oceans	Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator Climate	Frances (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural Urban Key Knowledge Brazil – Rainforests	France (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural Urban Key Knowledge Brazil- Rainforests	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country Equator Flora/fauna GDP Landlocked Landmark Landscape Latitude Longitude Key Knowledge South America North America	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country Equator Flora/fauna GDP Landlocked Landmark Landscape Latitude Longitude Key Knowledge South America North America
Key Knowledge Amazing Africa/Amazing	Amazing Africa/Amazing	Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator Climate Key Knowledge Fiji	Continents and Oceans Europe Continent Landmass Northern Hemisphere Southern Hemisphere Equator Climate Distan Key Knowledge Fiji	Frances (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural Urban Key Knowledge	France (Paris) /UK study Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural Urban Key Knowledge	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country Equator Flora/fauna GDP Landlocked Landmark Landscape Latitude Longitude Key Knowledge South America	Switzerland astrological Avalanche Canton Climate Continent Contour Line Country Equator Flora/fauna GDP Landlocked Landmark Landscape Latitude Longitude Key Knowledge South America

observed such as plants and animals. I can show an interest in a different way of life by learning about the life of a child in another country I can recognise a similarity and a difference between the UK and another country

Begin to find out about similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate - maps

Children will also: Be able to talk about their personal experiences of holidays or previous postings.

To find out about where they/ their friends come from

between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate - maps.

I can ask questions about some of the things I have observed such as plants and animals.

I can show an interest in a different way of life by learning about the life of a child in another country

I can recognise a similarity and a difference between the UK and another country

Children will also: Be able to talk about their personal experiences of holidays or previous postings. To find out about where they/ their friends come

from

People live on only about 100 of the islands. The two largest islands ae Viti Levu and Venua Levu The capital, Suva, is located on Viti Levu Island. Each year, Fiji has a hot, wet season and a cooler,

and identify the

islands.

surrounding ocean

It is group of about 300

drier period. In summer the average temperature is 29 degrees and in the winter it is about

20 The main rainfall is between November and March

is tourism. Fiji's main crops are sugarcane, coconuts, taro, cassava, rice, bananas, and sweet potatoes.

Fiji's main economic activity

Continents and Oceans There are 7 continents Africa North America South America **Antarctica** Europe Australia

There are 5 oceans Atlantic Pacific Indian Arctic Southern Oceans Countries around the world have different climates. Climates can be sorted into the following zones: warm, cold (or polar), tropical and temperate. Countries near the equator tend to have a

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100 of the islands. The two largest islands are Viti Levu and Venua Levu The capital, Suva, is located on Viti Levu Island. Each year, Fiji has a hot,

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Europe and North and South America on a map or atlas. I can describe some North and South American cities using an atlas. I can use a globe and a map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere.

I can locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.

I can locate the Amazonian Rainforest (and understand that there are other Rainforests across the world) I know that it has 4 layers

and I can describe each of them

I can talk about the animals and plant life found in the Amazonian Rainforest I understand what is meant by deforestation and the impact it has

Europe and North and South America on a map or atlas. I can describe some North and South American cities using an atlas. I can use a globe and a map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere.

I can locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.

I can Identify the position of the Prime/Greenwich Meridian and I understand what is meant by the terms latitude and longitude.

Locate the Amazonian

Rainforest (and understand that there are other Rainforests across the world) I know that it has 4 layers and I can describe each of them

I can talk about the animals and plant life found in the Amazonian Rainforest I understand what is meant by deforestation and the impact it has

and environmental regions of North America. Locate North America in relation to the Equator, the **Tropics of Cancer and** Capricorn, latitude and longitude

South America South America is the fourth largest continent in size and the fifth largest in population.

It is located primarily in the southern hemisphere. It is bordered by the Atlantic Ocean to the east and the Pacific Ocean to the west.

The geography of South America is dominated by the Andes Mountain Range and the Amazon River (second longest river in the world).

The Amazon rainforest is one of the world's most important natural resources and provides around six percent of the world's oxygen.

Brazil

Brazil is the largest country in South America and the fifth largest nation in the world. It borders with every South American country except Chile and Ecuador. The Brazilian landscape is very varied. It is most wellknown for its dense forests, including the Amazon, the world's largest jungle, in the north. But there are also dry grasslands (called pampas), rugged hills, pine forests, sprawling wetlands, immense

and environmental regions of North America. Locate North America in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.

South America

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Key Vocabulary		hotter climate. Different animals are better suited to living in countries with a particular climate. Climates can be sorted into the following zones: warm, cold (or polar), tropical and temperate. Countries near the equator tend to have a hotter climate. Different animals are better suited to living in countries with a particular climate.	hotter climate. Different animals are better suited to living in countries with a particular climate. Climates can be sorted into the following zones: warm, cold (or polar), tropical and temperate. Countries near the equator tend to have a hotter climate. Different animals are better suited to living in countries with a particular climate. Key Vocabulary	Key Vocabulary	Key Vocabulary	plateaus, and a long coastal plain. Northern Brazil is dominated by the Amazon River and the jungles that surround it. The Amazon is not one river but a network of many hundreds of waterways It's total length stretches 4,250 miles (6,840 kilometres). Thousands of species live in the river, including the infamous piranha and the boto, or pink river dolphin. North America can locate some major cities and countries of Europe North America on physical and political maps. Describe key physical and human characteristics and environmental regions of North America. Locate North America in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude The United States Flag- the 50 stars stand for the 50 states of the union, and the 13 stripes stand for the original 13 states. There are 23 countries in North America. The largest of these is Canada.	forests, sprawling wetlands, immense plateaus, and a long coastal plain. Northern Brazil is dominated by the Amazon River and the jungles that surround it. The Amazon is not one river but a network of many hundreds of waterways It's total length stretches 4,250 miles (6,840 kilometres). Thousands of species live in the river, including the infamous piranha and the boto, or pink river dolphin. North America Locate some major cities and countries and regions of Europe North America on physical and political maps. Describe key physical and human characteristics and environmental regions of North America. Locate North America in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation. The United States Flag - the 50 stars stand for the 50 stars stand for the original 13 states. There are 23 countries in North America. The largest of these is Canada.
		Rey vocabulary					icy vocabulary
	Amazina Africa /A	Title	г:::	Duanil Dainfananti	Dunnil Dainfannati	Ca., the American	Cauth Amagists
Amazing Africa/Amazing	Amazing Africa/Amazing	<u>Fiji</u>	<u>Fiji</u>	Brazil -Rainforests	Brazil- Rainforests	South America	South America

Same	Same	South Pacific Ocean	South Pacific Ocean	deforestation	deforestation	The Andes	The Andes
Different	Different	Wet Season	Wet Season	Equator	Equator	Biomes	Biomes
Hot	Hot	Dry season	Dry season	Humid	Humid	Climate	Climate
Cold	Cold	Key	Key	latitude	latitude	Continent	Continent
Africa	Africa	Мар	Мар	Longitude	Longitude	Contour Line	Contour Line
Мар	Мар	Symbol	Symbol	Prime Meridian	Prime Meridian	Country	Country
Globe	Globe	Capital City	Capital City	Rainforest	Rainforest	County	County
Jungle	Jungle	Landmark	Landmark	Rural	Rural	Equator	Equator
Forest	Forest	Country	Country	Urban	Urban	Flora/fauna	Flora/fauna
		Population	Population	Emergent Layer	Emergent Layer	Landmark	Landmark
		Island	Island	Canopy	Canopy	Landscape	Landscape
		Season	Season	Understory layer	Understory layer	Latitude	Latitude
		Tourism	Tourism	Forest floor	Forest floor	Longitude	Longitude
		Continents and Oceans	Continents and Oceans			North America	North America
		Continent	Continent			Biomes	Biomes
		Country	Country			Cartographer	Cartographer
		Climate	Climate			Climate	Climate
		Desert	Desert			Compass points	Compass points
		Equator	Equator			Continent	Continent
		Human features	Human features			Contour Line	Contour Line
		Landmark	Landmark			Country	Country
		Map:	Map:			County	County
		Ocean	Ocean			Equator	Equator
		Physical features	Physical features			Flora/fauna	Flora/fauna
		Symbol	Symbol			Landmark	Landmark
		Temperate	Temperate			Landscape	Landscape
		Tropical	Tropical			Latitude	Latitude
						Longitude	Longitude
						Taiga	Taiga

EY	FS	Key Sta	ge One	Key Stage Two				
 Children will begin to 	identify the different	 identify seasonal and 	daily weather patterns in	 describe and underst 	and key aspects of			
seasons of the year		the United Kingdom a			including: climate zones, biom	es and vegetation belts, rivers,	mountains, volcanoes and	
	, and the second				e water cycle			
clothes for different s		Equator and the Nort		human geography, including: types of settlement and land use, economic activity including trade links, as				
3 3	ribe the weather in the UK	3 3 .	al vocabulary to refer to:					
and in other countries			, including: beach, cliff, coast,					
	amiliar places such as their	· · ·	, sea, ocean, river, soil,					
home/ local area	6	valley, vegetation, se						
	features of a UK seaside	•	including: city, town, village,					
. •	cures of a distant place eg		office, port, harbour and					
Africa		shop						
Key Learning Outcome	Key Learning Outcomes	Key Learning Outcome	Key Learning Outcomes	Key Learning Outcome	Key Learning Outcomes	Key Learning Outcome	Key Learning Outcomes	
Nursery	Reception	Year One	Year Two	Year 3	Year 4	Year 5	Year 6	

or cold areas of the world

position of the Equator and

and relate this to the

Describe the pattern of hot | Indicate tropical, temperate | Understand that climate

a globe or map and

and polar climate zones on

describe the characteristics

and vegetation are

connected in an example of

a biome, e.g. the tropical

Understand how climate

connected in biomes, e.g.

the tropical rainforest and

and vegetation are

Identify seasonal and daily

weather patterns in the

United Kingdom.

To be able to describe and

summer, autumn, winter

Shows interest in different

spot one sign of spring,

To be able to simply

across the year

describe seasonal changes

To know about similarities

Talk about the day-to-day

weather and some of the

features of the seasons in

occupations and ways of life indoors and outdoors To be able to identify key features of their immediate environment

To begin to identify how environment are the same and different eg the weather in Africa and the weather in the UK

and differences in relation to places, objects, materials and living things To talk about the features of their own immediate environment and how environments might vary from one another eg weather in Africa and weather in UK

Makes observations of animals and plants and explains why some things occur, and talks about changes – eg which animals live in the jungle vs which animals like in the UK

Talk about the lives of the people around them and their roles in society

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;

Understand some important processes and changes in the natural world around them, including the seasons

their locality.

With support, keep a weekly weather chart based on first-hand observations using picture symbols.

Understand that the weather may vary in different parts of the UK and in different parts of the world. Make simple comparisons between different locations

Talk about a natural environment, naming its features using some key vocabulary.

Talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary

Make observations about, and describe, the local area and the nearest local green space

Describe an aspect of the physical and human geography of a distant place. The child can show awareness of their locality and identify one or two ways it is different and similar to the distant place Keep a weekly weather chart based on first-hand observations using picture symbols, and present this data

Describe which continents have significant hot or cold areas and relate these to the Poles and Equator.

Recognise a natural environment and describe it using key vocabulary

Identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary

Make observations about, and describe, the local area and its physical and human geography

Describe the physical and human geography of a distant place. The child can describe their locality and how it is different and similar to the distant place the Poles of these zones using Recognise different natural appropriate vocabulary. features such as a mountain and river and describe them using a range of key vocabulary.

Describe the water cycle

using simple vocabulary,

processes associated with

environments, such as the

local area and contrasting

and name some of the

rivers and mountains

Identify and sequence

settlements such as a

Recognise features and

some activities that occur in

different settlements using

a range of key vocabulary.

Recognise the main land

the key characteristics of

Understand the basic

contrasting human and

physical environments.

Show awareness of the

European region and a

region in North or South

physical and human

characteristics of a

Describe how some

advantages and

physical processes can

cause hazards to people.

Recognise that there are

disadvantages of living in

certain environments.

America.

physical and human

and continents.

Recognise that there are

differences within countries

physical and human

rural areas

uses within urban areas and

geography of the UK and its

different human

village and a city.

Describe a river and mountain environment in the UK, using appropriate geographical vocabulary.

Describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.

Identify and sequence a range of settlement sizes from a village to a city.

Describe the characteristics of settlements with different functions, e.g.

Understand the physical and human geography of human and physical environments.

Explain why some regions are different from others.

Use simple geographical vocabulary to describe significant physical features and talk about how they change.

coastal towns.

Use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.

the UK and its contrasting

rainforest.

Understand that animals and plants are adapted to the climate.

Understand our food is grown in many different countries because of their climate.

Describe some key physical processes and the resulting landscape features, e.g. understand the characteristics of a mountain region and how it was formed

Know and understand what life is like in cities and in villages.

Know the journey of how one product gets into their home in detail.

Describe some renewable and non-renewable energy sources.

Describe different types of industry currently in the local area.

Know where some of our main natural resources come from.

Understand how a region has changed.

Know and share information about a European region and a region in North or South America, and understand that a region such as the Alps is unique.

Explain some ways a biome (including the oceans) is valuable and under threat

the desert.

Describe what the climate of a region is like and how plants and animals are adapted to it.

Understand how food production is influenced by

Describe and understand a range of key physical processes and the resulting landscape features.

Understand how a mountain region was formed.

Know and understand what life is like in cities and in villages and in a range of settlement sizes.

Understand that products we use are imported as well as locally produced.

Explain how the types of industry in the area have changed over time.

Understand where our energy and natural resources come from.

Understand how a region has changed and how it is different from another region of the UK.

Know about a region of Europe and North or South America, its physical environment and climate, and economic activity.

Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they

						from human activity.	can be protected.
						Understand how human	Understand how human
						activity is influenced by	activity is influenced by
						climate and weather.	climate and weather.
						cliffate and weather.	cliffate and weather.
						Understand hazards from	Understand hazards from
						physical environments such	physical environments and
						as avalanches in mountain	their management, such as
						regions.	avalanches in mountain
						Identify an important	regions.
						Identify an important environmental issue	Evalain cavaral throats to
						environmentarissue	Explain several threats to wildlife/habitats
			Human G	l eography			wildine/flabitats
		Year One	Year Two	Year 3	Year 4	Year 5	Year 6
		Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Marvellous Me/All about	Marvellous Me/All about	My school	My school	France (Paris) Uk	France (Paris) Paris/UK	Ripon	Ripon
Me	Me	Dishforth Airfield/Ripon	Dishforth Airfield/Ripon	South America	South America	Switzerland	Switzerland
Amazing Africa/ Amazing	Amazing Africa/ Amazing	UK	UK	Rural and Urban Study	Rural and Urban Study	North America	North America
Animals	Animals	Seaside Study	Seaside Study	Settlements and Land Use	Settlements and Land Use	Brazil	Brazil
Seaside holidays/ Lets go	Seaside holidays/ Lets go	Continents and Oceans	Continents and Oceans			Global Trade	Global Trade
on an adventure	on an adventure	Fiji	Fiji				
Marvellous Me/All about	Marvellous Me/All about	My school	My school	Paris/London	Paris/London	Switzerland	Switzerland
<u>Me</u>	<u>Me</u>	I can identify key features	I can identify key features	I can use simple	I can use simple	I know which products are	I know which products are
Lean identify key features	Lean identify key features	of my local area eg	of my local area eg	geographical vocabulary to	geographical vocabulary to	imported/ exported from	imported/ exported from
I can identify key features in my school eg	I can identify key features in my school eg	different parts of the school buildings and the school	different parts of the school buildings and the school	describe significant physical features	describe significant physical features	Switzerland and understand what might influence this.	Switzerland and what might influence this.
My classroom	My classroom	grounds eg EYFS/ field/ gym	grounds eg EYFS/ field/ gym	I can identify human	I can identify human	I know about life in cities	initidence this.
Hall	Hall	space/ trim trail	space/ trim trail	features and key landmarks	features and key landmarks	and villages in Switzerland.	I know about life in cities
Learning garden	Learning garden	space, triii traii	space, ann au	and buildings	and buildings	I can talk about the human	and villages in Switzerland.
Playground	Playground	I can make simple	I can make simple	such as the Eiffel Tower,	such as the Eiffel Tower,	environment and economic	I can talk about the human
, 6	,6	comparisons between	comparisons between	Arc de Triomphe	Arc de Triomphe I can talk	activity and draw	environment and economic
I am beginning to describe	I can talk about the	different location using key	different location using key	I can talk about a	about a contrasting	comparisons to the UK.	activity and draw
where I live and the	features of my environment	vocabulary	vocabulary	contrasting settlement to	settlement to Paris,	I can explain how the types	comparisons to the UK.
features of that	eg describe my house/			Paris, identifying the	identifying the physical and	of industry in the area have	I can explain how the types
environment.	camp/playparks	<u>Dishforth Airfield</u>	<u>Dishforth Airfield</u>	physical and human	human features and explain	changed over time.	of industry in the area have
		I can talk about the local	I can talk about the local	features and explain why	why some regions are	The European Union is one	changed over time.
	I can talk about the	human environment	human environment	some regions are different	different from others.	of Switzerland's biggest	The European Union is one
	features that I like	naming some features	naming some features	from others.	I can talk about features of	trading partners. It's	of Switzerland's biggest
Amoring Africa / Amorina	Amoring Africa / Amorina	using some key vocabulary	using some key vocabulary	I can talk about features of	Paris that I like and dislike.	biggest exports are	trading partners. It's
Amazing Africa/ Amazing Animals	Amazing Africa/ Amazing Animals	eg identifying the shops in the local area/ the factories	eg identifying the shops in the local area/ the factories	Paris that I like and dislike I can compare Paris to	I can compare Paris to London making	pharmaceuticals, machinery and electronics	biggest exports are pharmaceuticals,
<u>Villiuis</u>	Amiliais	ie A1 Feeds, camp, airfield,	ie A1 Feeds, camp, airfield,	London making	comparisons about land	and watches and clocks.	machinery and electronics
I can describe some	I can describe some	patch, museum, cathedral,	patch	comparisons about land	use and human features	Tissot, TAG Heuer, Rolex	and watches and clocks.
features of	features of	town square, nature	P 2 2 2 1 1	use and human features	and mannamedates	and Patek Philippe are	Tissot, TAG Heuer, Rolex
town/villages/cities	town/villages/cities	reserve, campsite	I can make comparisons		South America	some of the most famous	and Patek Philippe are
I can identify something	I can identify similarities	, , , , , , , , , , , , , , , , , , , ,	about contrasting	South America	I can use simple	names in luxury	some of the most famous
that is the same/ different	and differences between	I can make comparisons	settlements, and describe	I can use simple	geographical vocabulary to	watchmaking, and all these	names in luxury
as DA	the countries I have studied	about contrasting	them eg the difference	geographical vocabulary to	describe significant human	companies are Swiss	watchmaking, and all these

	and the UK
Seaside holidays/ Lets go on an adventure I can identify some features of a seaside location in the UK (and overseas) I can identify something that is the same/ different as DA	Seaside holidays/ Lets go on an adventure I can identify some feature of a seaside location in the UK (and overseas) I can identify similarities and differences between the seaside destination and the UK

settlements, and describe them eg the difference lays/ Lets go between DA and Ripon and other cities in the UK

> Make observations about, and describe, the local area and the nearest local green space

I can identify key human features and landmarks in the UK such as Big Ben in London and other landmarks in each country

I can make comparisons between different locations eg cities/ and our local area

Continents and Oceans I can identify some key landmarks on each continent eg the Eiffel Tower/ Taj Mahal and describe some key features of life in each continent.

I can talk about human geography in Fiji, describing some key landmarks and place eg tourist destinations such as play park/ water parks I can talk about how it is similar and different to where I live I can talk about the key industries/ economic activity in Fiji

between DA and Ripon identifying the different human features I can identify some of the activities that occur. Make observations about, and describe, the local area and the nearest local green space eg which play park do you prefer and why? Where do you shop? Why isn't there a supermarket on DA?

I can identify key human features and landmarks in the UK such as Big Ben in London and other landmarks in each country

I can make comparisons between different locations eg cities/ and our local area

Continents and Oceans I can identify some key landmarks on each continent eg the Eiffel Tower/ Taj Mahal and describe some key features of life in each continent.

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describe significant human features and landmarks eg. Christ the Redeemer in Rio De Janeiro I can describe the characteristics of settlements with different functions, e.g. favelas in Rio de Janeiro I can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural and built up areas.

I know that there are advantages and disadvantages of living in certain environments. I can describe deforestation and know the impact humans have on the natural world.

features and landmarks eg Christ the Redeemer in Rio De Janeiro I can describe the characteristics of settlements with different functions, e.g. favelas in Rio de Janeiro I can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural and built up areas. I know that there are advantages and disadvantages of living in certain environments. I can describe deforestation and know the impact humans have on the

natural world.

Switzerland is also the largest producer of chocolate in the world. Switzerland is also a tourist destination, popular in the summer and in the winter.

North America I know which products are imported/ exported from North America and I understand what might influence this. I know about life in cities and villages in Switzerland. I can talk about the human environment and economic activity and draw comparisons to the UK. I can explain how the types of industry in the area have changed over time.

Brazil

Know about and understand what life is like in cities and villages in Brazil, including the economic activity in Brazil and draw comparisons to the UK. I can explain the push pull factors for someone living in / out of the city I can explain how the types of industry in the area have changed over time.

I know that climate can affect what food products are grown and how food and other products can be imported and exported.

North America

I can research and share information about a region in North America, drawing comparisons between

companies are Swiss Switzerland is also the largest producer of chocolate in the world. Switzerland is also a tourist destination, popular in the summer and in the winter.

North America

I know which products are imported/ exported from North America and I understand what might influence this. I know about life in cities and villages in Switzerland. I can talk about the human environment and economic activity and draw comparisons to the UK. I can explain how the types of industry in the area have changed over time.

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Know about and understand what life is like in cities and villages in Brazil, including the economic activity in Brazil and draw comparisons to the UK. I can explain the push pull factors for someone living in / out of the city I can explain how the types of industry in the area have changed over time.

I know that climate can affect what food products are grown and how food and other products can be imported and exported.

North America

I can research and share information about a region

						different regions and the UK	in North America, drawing comparisons between different regions and the UK
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Marvellous Me/All about	Marvellous Me/All about	Local Area/ Ripon/UK	Local Area/Ripon/UK	<u>Paris</u>	<u>Paris</u>	Switzerland	Switzerland
<u>Me</u>	<u>Me</u>	Human features eg. Town,	Human features eg. Town,	City	City	Canton	Canton
House	House	village, city, factory, farm,	village ,city, factory, farm,	Country	Country	GDP	GDP
Home	Home	houses, shop, office,	houses, shop, office,	County	County	Landlocked	Landlocked
Near	Near	school, play park, post box,	school, play park, post box,	Landmark	Landmark	Landmark	Landmark
Far	Far	airfield, patch, cathedral,	airfield, patch cathedral,	Human Feature	Human Feature	Landscape	Landscape
Dishforth Airfield	Dishforth Airfield	museum, town square,	museum, town square,	Population	Population	Latitude	Latitude
Camp	Camp	monument	monument	Rural	Rural	Longitude	Longitude
Playground	Playground			Urban	Urban	158	
School	School	Continents and Ocean	Continents and Ocean	Economy	Economy		
Classroom	Classroom	Continent	Continent	Trade/ industry	Trade/ industry	<u>Brazil</u>	Brazil
Hall	Hall	Country	Country	Import/ Export	Import/ Export	Favela	Favela
		Climate	Climate	Tourism	Tourism	Push/pull	
Playground	Playground			Tourism	Tourism		Population
Learning garden	Learning garden	Desert	Desert	Countly America	Cauth Amanian	Population	Push/Pull
England	England	Equator	Equator	South America	South America	Rural	Rural
		Human features	Human features	Deforestation	Deforestation	Urban	Urban
		Landmark	Landmark	Equator	Equator	Economy	Economy
Amazing Africa/Amazing	Amazing Africa/Amazing	Map:	Map:	Latitude	Latitude	Trade/ industry	Trade/ industry
<u>Animals</u>	<u>Animals</u>	Ocean	Ocean	Longitude	Longitude	Import/ Export	Import/ Export
Same	Same	Physical features	Physical features	Prime Meridian	Prime Meridian	Deforestation	Deforestation
Different	Different	Symbol	Symbol	Rainforest	Rainforest	Equator	Equator
Africa	Africa	Temperate	Temperate	Favela	Favela	No while A was a wise	No while A was a wine
Мар	Мар	Tropical	Tropical			North America	North America
Globe	Globe					Biomes	Biomes
Town/ village	Town/ village	<u>Fiji</u>	<u>Fiji</u>			Cartographer	Cartographer
		Town, village, city, airport,	Town, village, city, airport,			Compass points	Compass points
Seaside holidays/ Lets go	Seaside holidays/ Lets go	housing, hotels,	housing, hotels,			Continent	Continent
on an adventure	on an adventure	apartments, farming, crops,	apartments, farming, crops,			Continent	Continent
Boat	Boat	pool, waterpark, economy,	pool, waterpark, economy,			Contour Line	Contour Line
Lighthouse	Lighthouse	tourism, exports population	tourism, exports			Country	Country
Fish and chips	Fish and chips					County	County
Ice cream	Ice cream					Equator	Equator
Train	Train					Landmark	Landmark
Aeroplane	Aeroplane					Landscape	Landscape
•						Latitude	Latitude
						Longitude	Longitude
						Taiga	Taiga
			Physical G	i Geography			
Amazing Africa/ Amazing	Amazing Africa/ Amazing	My school/Dishforth	My school/Dishforth	UK Rural and Urban Study	UK Rural and Urban Study	Deserts and Biomes	Deserts and Biomes
Animals	Animals	Airfield	Airfield	Settlements and Land Use	Settlement's and Land Use	Brazil	Brazil
Seaside holidays/ Lets go	Seaside holidays/ Lets go	Ripon	Ripon	Paris and UK comparison	Paris and UK comparison	Switzerland	Switzerland
on an adventure	on an adventure	Fiji	Fiji	South America	South America	North America	North America

Step into Spring/Wonderful	Step into Spring/Wonderful	Continents and Oceans	Continents and Oceans	Rivers and mountains and	Rivers and mountains	Global Trade	Global Trade
Winter	Winter	UK Seaside Study	UK Seaside Study	Water Cycle	Water Cycle	Local Area/ Ripon	Local Area/ Ripon
		,	,	Earthquakes and Volcanoes	Earthquakes and Volcanoes	. ,	, .
Amazing Africa/ Amazing	Amazing Africa/ Amazing	My school/ Dishforth	My school/ Dishforth	UK Rural and Urban	UK Rural and Urban	Deserts and Other Biomes I	Deserts and Other Biomes I
<u>Animals</u>	<u>Animals</u>	Airfield/Ripon	Airfield			can identify a number of	can identify a number of
				River and Mountains	River and Mountains	different biomes such as	different biomes such as
I can use stories, films and	I can use stories, films and	I can keep a weather diary	I can keep a weather diary	A mountain is usually	A mountain is usually	desert, grassland and	desert, grassland and
images to explore physical	images to explore physical	to show the weather in my	to show the weather in my	defined as a part of the	defined as a part of the	tundra and identify their	tundra and identify their
features of Africa eg	features of Africa eg	local area	local area	landscape with steep slopes	landscape with steep slopes	key characteristics	key characteristics
savannah/ desert/	savannah/ desert/	I can comment on how the	I can comment on how the	that rise over 300m. Some	that rise over 300m. Some	I can locate biomes on a	I can locate biomes on a
rainforest	rainforest	weather changes from	weather changes from	geographers define a	geographers define a	map in relation to the	map in relation to the
I can describe the weather	I can describe the weather	season to season	season to season	mountain as a summit of at	mountain as a summit of at	Equator, the Tropics of	Equator, the Tropics of
in Africa and am beginning	in Africa and am beginning	Scason to scason	season to season	least 600m high.	least 600m high.	Cancer and Capricorn,	Cancer and Capricorn,
to make comparisons with the weather in the UK	to make comparisons with the weather in the UK	I can identify the key	I can identify the key	Some mountains are found	Some mountains are found	latitude and longitude, and	latitude and longitude, and
the weather in the ox	the weather in the ox	physical features in the	physical features in the	in groups called ranges	in groups called ranges	relate this to their time	relate this to their time
Step into Spring/Wonderful	Step into Spring/Wonderful	area eg river/ canal/forest/	area eg river/ canal/forest/	such as the Lake District in	such as the Lake District in	zone, climate, seasons and	zone, climate, seasons and
Winter	Winter	hill, mountain, soil, valley,	hill, mountain, soil, valley,	England and Snowdonia in	England and Snowdonia in Wales. Others are isolated	vegetation.	vegetation.
To be able to describe and	To be able to simply	vegetation, season and	vegetation, season and	Wales. Others are isolated summits. When mountain	summits. When mountain		
spot one sign of spring,	describe seasonal changes	weather	weather	ranges are found together	ranges are found together	I understand what is meant	I understand what is meant
summer, autumn, winter	across the year	Eiii	E :::	they make up mountain	they make up mountain	by the term biome and can	by the term biome and can
To be able to talk about what	To know about similarities	<u>Fiji</u>	<u>Fiji</u>	chains. The Alps in Europe,	chains. The Alps in Europe,	identify a number of	identify a number of
they might find at the seaside	and differences in relation	I can talk about the	I can talk about the	the Rocky Mountains in	the Rocky Mountains in	different biomes	different biomes
(DAP) To be able to identify key	to places, objects, materials	weather in Fiji, comparing it	weather in Fiji, comparing it	North America and the	North America and the	I understand how climate	I understand how climate
features of their immediate	and living things	to the weather in the UK.	to the weather in the UK.	Andes in South America are	Andes in South America are	and vegetation are	and vegetation are
environment	Understand some			all mountain chains.	all mountain chains.	connected in biomes, e.g.	connected in biomes, e.g.
Chiviloniniche	important processes and	I can use and understand	I can use and understand			the tropical rainforest and	the tropical rainforest and
	changes in the natural world around them,	the terms wet and dry	the terms wet and dry	The Water Cycle	The Water Cycle	the desert.	the desert.
Seaside holidays/ Let's go	including the seasons	season	season	Evaporation-The sun heats	Evaporation-The sun heats	I can describe the climate	I can describe the climate
on an adventure	including the seasons	I know that weather is	I know that weather is	up water in the sea, rivers	up water in the sea, rivers	of a region and how plants	of a region and how plants
	Know some similarities and	different according to the	different according to the	or lake and turns it to	or lake and turns it to	and animals are adapted to	and animals are adapted to
I can identify some features	differences between the	time of the year (season)	time of the year (season)	vapour. The vapour goes into the air.	vapour. The vapour goes into the air.	it.	it.
of a seaside location in the	natural world around them	and the country	and the country	Condensation-The water	Condensation-The water	I can explain some ways	I can explain some ways
UK (and overseas)	and contrasting	·		vapour in the air rises, and	vapour in the air rises, and	biomes are valuable, why	biomes are valuable, why
I can identify similarities	environments, drawing on	Each year, Fiji has a hot wet	Each year, Fiji has a hot wet	as it does so, it cools down.	as it does so, it cools down.	they are under threat and	they are under threat and
and differences between	their experiences and what	season and a cooler, drier	season and a cooler, drier	Eventually, it cools enough	Eventually, it cools enough	how they can be protected.	how they can be protected.
the seaside destination and	has been read in class;	period.	period. In summer the average	for the water vapour to	for the water vapour to	I know how human activity	I know how human activity
the UK		In summer the average temperature is 29 degrees	temperature is 29 degrees	condense and form small	condense and form small	can be influenced by	can be influenced by
	Coorido halidous/Lat/a	and in the winter it is about	and in the winter it is about	droplets of water which	droplets of water which	climate and weather and	climate and weather and
	Seaside holidays/ Let's go	20	20	clump together to form	clump together to form	how life in certain biomes	how life in certain biomes
	on an adventure	The main rainfall is	The main rainfall is	clouds.	clouds.	can be challenging for	can be challenging for
	I can identify some features	between November and	between November and	Precipitation- As more	Precipitation- As more	humans.	humans. Understand that
	of a seaside location in the	March	March	water vapour condenses,	water vapour condenses,	Understand that climate	climate and vegetation are
	UK (and overseas)			more water droplets are	more water droplets are	and vegetation are	connected in a biome and I
	I can identify similarities	Continents and Oceans	Continents and Oceans	formed in the clouds.	formed in the clouds.	connected in a biome and I	can talk about taiga. I can
	and differences between	I know that those countries	I know that those countries	Eventually, the water droplets are large enough	Eventually, the water droplets are large enough	can talk about taiga. I can	explain the ways a biome is
	the seaside destination and	I know that those countries	closet to the equator are	and heavy enough to fall	and heavy enough to fall	explain the ways a biome is	valuable and under threat
	the UK	closet to the equator are	warmer than those further	back to the surface of the	back to the surface of the	valuable and under threat	from human activity.
		warmer than those further	away	Earth as rain, sleet or snow.	Earth as rain, sleet or snow.	from human activity.	
			- /				

closer to the poles are closer to the poles are precipitation, the water precipitation, the water precipitation, the water	
I know those countries closer to the poles are closer	
closer to the poles are precipitation, the water precipitation and the poles are precipitation and the poles a	Duna-il / Carreth Amagrica
closer to the poles are colder than those further may fall on oceans, lakes may fall on oceans, lakes	Brazil / South America
	understand how climate
colder than those further away rivers or on the ground. rivers or on the ground. and vegetation are	and vegetation are
away connected in hiomes, e.g., c	connected in biomes, e.g.
UK rivers Identity UK rivers the tropical rainforest the	the tropical rainforest.
Tildines Tildines	·
	can describe what the
Trent Trent Climate of a region is like C	climate of a region is like
Tay Tay Bann Bann and how plants and animals a	and how plants and animals
Tyne Tyne are adapted to it.	are adapted to it.
	lea ave la avecca di a di tib a
	know how varied the
Margary Fyra	Brazilian landscape is
Ouse Ouse	ncluding, including the
Amazon, the world's largest A	Amazon, the world's largest
I Identity UK mountains I Identity UK mountains I Identity UK mountains I Identity UK mountains	ungle, in the north. There
Ben Nevis in Scotland Ben Nevis in Scotland are also dry grasslands a	are also dry grasslands
I Woult Showdon in Wales Woult Showdon in Wales	called pampas), rugged
Source in the in England	nills, pine forests, sprawling
Slieve Donard in Northern Slieve Donard in Northern wetlands, immense v	wetlands, immense
Ireland Ireland plateaus, and a long coastal p	plateaus, and a long coastal
plain. p	olain.
Volcanoes and Earthquakes Volcanoes and Earthquakes Volcanoes and Earthquakes Northern Brazil is	Northern Brazil is
Voicances Voicances	dominated by the Amazon
Wiose volcame eraptions are liviose volcame eraptions are	•
	River and the jungles that
process me may be made a process me may be made a	surround it. Thousands of
	species live in the river,
	ncluding the
	nfamous piranha and the
Mauna Loa in Hawaii are Mauna Loa in Hawaii are boto, or pink river dolphin. b	ooto, or pink river dolphin.
	can explain some ways
	piomes (including the
	oceans) are valuable, why
	they are under threat and
	now they can be protected
depending Theorem Theorem Theorem Theorem	explaining the threats to
, explaining the tire at the t	wildlife and habitats
• pyroclastic flows - fast • pyroclastic flows - fast	whalie and habitats
moving clouds of hot ash, moving clouds of hot ash, I understand how human I	understand how human
	activity is influenced by
• ash clouds - small pieces • ash clouds - small pieces • climate and weather. • c	climate and weather.
of rock and glass that can of rock and glass that can	
	know how food
	production is influenced by
	climate.
of very hot rock blown out of very hot rock blown out	

scale is used to measure the size of earthquakes.

of a volcano Volcanoes can, however, help people living near them earn money by bringing in tourists to the area and improving the soil so that crops can be grown. Earthquakes The Earth is made up of different layers: The crust (together with the upper layer of the mantle) is made up of different pieces, called **plates**. These plates fit together like a jigsaw and are moving at a rate of a few centimetres a year, in different directions and at different speeds. Some plates slide past each other, others move away from each other and some bump into each other. Sometimes these plates lock together when they meet. This is called a **plate boundary** or a **fault line**. As plates carry on moving in different directions over long periods of time, friction causes energy to build up. Eventually it becomes so great that the energy is released, which creates a shock wave an **earthquake**. If the earthquake is beneath the ocean it can create a series of huge waves, called a **tsunami**. The **Richter** magnitude

Paris and UK Comparison Draw comparisons between **UK region and Paris** identifying physical feature which are found in London and Paris

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Paris and UK Comparison Draw comparisons between UK region and Paris identifying physical feature which are found in London and Paris

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Switzerland

I can describe and understand key physical processes and the resulting landscape features including understanding how a mountain region was formed.

Understand hazards from physical environments and their management, such as avalanches in mountain regions.

Know that Switzerland has the highest mountains in Europe. 48 of the mountains are over 4,000 metres/ 13,120 feet high. The Swiss Aletsch Glacier is of the highest in Europe at about 23km long but it is shrinking every year.

Switzerland's tallest mountain is the Monte Rosa (4634m). The most famous Swiss mountain is the Matterhorn near Zermatt. (4,478 m/ 14,692 ft. high) The northern part of Switzerland is more populated than the southern part of the country due to the high mountains. The least populated canton is Graubünden which is located in the Alps.

Know and understand what life is like in cities and villages in Switzerland, including the physical environment and climate, and economic activity and draw comparisons to the

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		•	Identify and explain the	UK- I can comment on the	UK- I can comment on the
			climate in Paris and how it	links between physical	links between physical
	con	mpares to the UK	compares to the UK	environment and economic	environment and economic
				activity	activity
		inforests South America			
		an locate the Amazonian		North America	North America
		inforest (and understand		I understand that climate	I understand that climate
		at there are other		and vegetation are	and vegetation are
		inforests across the		connected in a biome	connected in a biome
		orld) now that it has 4 layers		I can talk about Taiga.	I can talk about Taiga.
		nergent, canopy,		I can explain the ways a	I can explain the ways a
		derstorey and forest		biome is valuable and	biome is valuable and
		or and I can describe		under threat from human	under threat from human
		ch of them		activity.	activity.
		an talk about the animals		I can talk about land use,	I can talk about land use,
		d plant life found in the		which crops are grown and	which crops are grown and
		nazonian Rainforest		how the climate affects	how the climate affects
		nderstand what is meant		this.	this.
	by	deforestation and the		uiis.	uns.
	imp	pact it has		I understand the risks from	I understand the risks from
				physical environments eg	physical environments eg
	I ca	an identify some key		avalanches in mountain	avalanches in mountain
		ysical features of South		regions	regions
		nerica including the		_	
	Am	nazon river		Locate and explain the San	Locate and explain the San
				Andreas fault	Andreas fault
				Local Area/ UK knowledge	Local Area/ UK knowledge
				<u> 200ai 7 ii eaj on miowieage</u>	Name and Locate
				Name and Locate	Traine and Educe
				LUC Maccatains	UK Mountains
				UK Mountains	Dan Navis in Scatland
				Ben Nevis in Scotland,	Ben Nevis in Scotland,
				Mount Snowdon in Wales,	Mount Snowdon in Wales,
				Scafell Pike in England,	Scafell Pike in England,
				Slieve Donard in Northern	Slieve Donard in Northern
				Ireland	Ireland
					Yorkshire 3 peaks – Pen-y-
				Yorkshire 3 peaks –	ghent, Whernside and
				Pen-y-Ghent, Whernside	Ingleborough, UK Three
				and Ingleborough, UK	peaks Snowdon, Ben Nevis,
				Three peaks Snowdon, Ben	Scarfell Pike
				-	Scarrent inc
				Nevis, Scarfell Pike	Mountain Ranges-
				Mountain Ranges-	Dartmoor, Sperrin,
				Dartmoor, Sperrin,	Northwest Highlands,
				Northwest Highlands,	Grampian, North York
				Grampian, North York	Moors, Pennines,
				Moors, Pennines,	Southern Uplands,
				Southern Uplands,	Cumbrian, Cambrian,
				- Delance,	

						Cumbrian, Cambrian,	Brecon Beacons
						Brecon Beacons	
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Step in to	Step in to	School/ local area/UK	School/ local area/UK	Earthquakes and Volcanoes	Earthquakes and Volcanoes	Deserts and Biomes	Deserts and Biomes
Spring/Wonderful Winter	Spring/Wonderful Winter	beach, cliff, coast, forest,	beach, cliff, coast, forest,	Crater	Crater	Biomes	Biomes
		hill, mountain, sea, ocean,	hill, mountain, sea, ocean,	Core	Core	Climate	Climate
Weather	Weather	river, soil, valley,	river, soil, valley,	Crust	Crust	Continent	Continent
Seasons	Seasons	vegetation, season and	vegetation, season and	Dormant volcano	Dormant volcano	Deserts	Deserts
Hot	Hot	weather	weather	Earthquake	Earthquake	Equator	Equator
Cold	Cold			Epicentre	Epicentre	Flora/fauna	Flora/fauna
Dry	Dry	<u>Fiji</u>	<u>Fiji</u>	Extinct Volcano	Extinct Volcano	Food Miles	Food Miles
Rainy	Rainy	beach, cliff, coast, forest,	beach, cliff, coast, forest,	Fault Lines	Fault Lines	Grasslands	Grasslands
Wet	Wet	hill, mountain, sea, ocean,	hill, mountain, sea, ocean,	Lava	Lava	Landscape	Landscape
Snow	Snow	river, soil, valley,	river, soil, valley,	Magna	Magna	Latitude	Latitude
Sun	Sun	vegetation, season and	vegetation, season and	Mantle	Mantle	Longitude	Longitude
Rainbow	Rainbow	weather ,landmark, island.,	weather ,landmark, island.,	Richter scale	Richter scale	Rainforest	Rainforest
		tropical, rainy season, dry	tropical, rainy season, dry	Tectonic plates	Tectonic plates	Savannah	Savannah
Amazing Africa/Amazing	Amazing Africa/Amazing	season	season	Vent	Vent	Desert	Desert
<u>Animals</u>	<u>Animals</u>			Volcano	Volcano	Chaparral	Chaparral
Same	Same					Grasslands	Grasslands
Different	Different			Rainforests and South	Rainforests and South	Deciduous forest	Deciduous forest
Hot	Hot			<u>America</u>	<u>America</u>	Boreal forest	Boreal forest
Cold	Cold			Cartographer	Cartographer	Tundra	Tundra
Africa	Africa			City	City	Taiga	Taiga
Мар	Мар			Compass points	Compass points	Tundra Biomes	Tundra Biomes
Globe	Globe			Country	Country		
Jungle	Jungle			County	County	<u>Brazil</u>	<u>Brazil</u>
Rainforest	Rainforest			Landmark	Landmark	The Amazon Rainforest	The Amazon Rainforest
Savannah	Savannah			Landscape	Landscape	The Andes	The Andes
				Physical feature	Physical feature	Biomes	Biomes
Seaside holidays/ Lets go	Seaside holidays/ Lets go			Human Feature	Human Feature	Climate	Climate
on an adventure	on an adventure			Population	Population	Continent	Continent
				Rural	Rural	Contour Line	Contour Line
Beach	Beach			Urban	Urban	Country	Country
Sand	Sand					County	County
Pebbles	Pebbles			Mountains and Rivers	Mountains and Rivers	Equator	Equator
Rockpool	Rockpool			Erosion	Erosion	Flora/fauna	Flora/fauna
Weather	Weather			Delta	Delta	Landmark	Landmark
Seasons	Seasons			Estuary	Estuary	Landscape	Landscape
Hot	Hot			Face	Face	Latitude	Latitude
Cold	Cold			Floodplain	Floodplain	Longitude	Longitude
Wet	Wet			Foot	Foot		
Dry	Dry			Meander	Meander	<u>Switzerland</u>	<u>Switzerland</u>
Sandy	Sandy			Mouth	Mouth	Avalanche	Avalanche
				Outcrop	Outcrop	Canton	Canton
				Plateau	Plateau	Climate	Climate
				Reservoir	Reservoir	Continent	Continent
				Ridge	Ridge	Contour Line	Contour Line
				Slope	Slope	Country	Country
				Snow line	Snow line	Equator	Equator

				Source	Source	Flora/fauna	Flora/fauna		
				Summit	Summit	GDP	GDP		
				Tree line	Tree line	Landlocked	Landlocked		
				Valley	Valley	Landmark	Landmark		
						Landscape	Landscape		
				Paris and London	Paris and London	Latitude	Latitude		
				Cartographer	Cartographer	Longitude	Longitude		
				City	City				
				Compass points	Compass points	North America	North America		
				Country	Country	Biomes	Biomes		
				County	County	Cartographer	Cartographer		
				Landscape	Landscape	Climate	Climate		
				Physical feature	Physical feature	Compass points	Compass points		
				Population	Population	Continent	Continent		
				Rural	Rural	Contour Line	Contour Line		
				Urban	Urban	Country	Country		
						County	County		
						Equator	Equator		
						Flora/fauna	Flora/fauna		
						Landmark	Landmark		
						Landscape	Landscape		
						latitude .	latitude .		
						Longitude	Longitude		
						Taiga	Taiga		
			<u>Geographical Ski</u>	ills and Fieldwork					
<u>EYFS</u>		Key Stage One		Key Stage Two					
 Use a range of maps atlases and globes as appropriate to find out about the places being studied Use directional language in their play and taught sessions Use photographs and images to find out about different places that are being studied Make first hand observations about their immediate environment and the surrounding area 		United Kingdom and countries, continents key stage use simple compass and West) and location [for example, near ardescribe the location map Geography use aerial photograp recognise landmarks physical features; deand construct basic suse simple fieldwork study the geography	and observational skills to of their school and its human and physical features	use the eight points of Ordnance Survey mause fieldwork to obse	of a compass, four and six-figures) to build their knowledge of erve, measure, record and pres	pping to locate countries and d re grid references, symbols and f the United Kingdom and the v sent the human and physical fe nd graphs, and digital technolo	l key (including the use of vider world atures in the local area using		
Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes		
Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six		
In play use play mats e.g.	Create their own pictures	Use a world map, atlas or	Use a world map, atlas or	Use a map to identify	Use a map or atlas to locate	Use physical and political	Use physical and political		
when playing with cars, the	and maps to support their	globe to recognise and	globe to name and locate	countries in Europe and/or	some countries and cities in	maps, atlases, and	maps to describe key		
farm and other small world	play e.g. the route a super	name some continents and	the seven continents and	North and South America.	Europe or North and South	computer mapping to	physical and human		
toys.	hero would take to rescue	oceans.	five oceans.	The child can use an atlas	America.	describe some key physical			
							L CHALACTERISTICS OF TESTIONS OF		
Recognise and use in their	someone; a pirate map to	occuris.	Tive decaris.	to describe where the UK is	/ increa.	and human characteristics	characteristics of regions of Europe or North and South		

	6 1.1			I	I		
play images such as roads, fields, buildings in plan	find the buried treasure; create their own play mat	Use a UK wall map or atlas to locate and identify the	Use a UK wall map or atlas to locate and identify the	located, and name and locate its four countries and	Use a map to locate some states of the USA.	of Europe or North and South America.	America.
form. Make observations about their immediate environment and begin to notice changes which are occurring eg change in weather/ growth and decay	for the train set, cars or pirate ship. Describe what they have drawn and use it in their imaginary play. Make maps of their journey around school and the local area, e.g. their walk to school. Describe their journey, what they have drawn and what they pass. Map the route of a character through story mapping using book illustrations To use a range of maps, globes and digital maps, where appropriate to support adult and child led learning. To make observations about their immediate environment and represent these in spoken/ written word/ pictures.	four countries and capital cities of the United Kingdom. Locate places on a map of the local area using locational and directional language Use aerial photos to identify features of a locality. Draw a simple map Locate some features of the school grounds on a base map	four countries and capital cities of the United Kingdom and its surrounding seas. Describe a journey on a map of the local area using simple compass directions and locational and directional language Use aerial photos to identify physical and human features of a locality. The child can draw a simple map with a basic key of places showing landmarks. The child can locate features of the school grounds on a base map.	some counties; locate where they live in the UK. The child can use an atlas to locate where they live in the UK and the UK's major urban areas. Use a simple letter and number grid. The child can give direction instructions up to four compass points. Use large-scale maps outside Make a simple sketch map. Present information gathered in fieldwork using a simple graph. Use digital maps to identify familiar places. Carry out fieldwork in the local area (in a group) using appropriate techniques suggested. (E.g. Participate with a group to create a river in the playground using natural materials. Use a watering can to form the river. Observe and record what happens to the water over different materials. Take photographs and label with key river features.	Use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK. Use four-figure grid references. Give direction instructions up to eight compass points. Adeptly use large-scale maps outside. Make a map of a short route with features in the correct order and in the correct places. Make a simple scale plan of a room. Present information gathered in fieldwork using simple graphs. Use the zoom function of a digital map to locate places. In a group carry out fieldwork in the local area selecting appropriate techniques.	Use globes and atlases to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude. Use four-figure grid references. The child can use OS map symbols and atlas symbols. Use maps at different scales. Recognise that contours show height. Make a sketch map with symbols. Use digital maps to identify human and physical features. Present information gathered in fieldwork using simple graphs. Carry out fieldwork in an urban area and/or a rural area using appropriate techniques.	Use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. Use thematic maps for specific purposes Use four-figure, and find six figure, grid references. Describe height and slope from a map. Read and compare map scales. Make sketch maps of areas using symbols, a key and a scale. Use digital maps to investigate features of an area. Present information gathered in fieldwork using a range of graphs. Plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques.
Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes
Marvellous Me/All about	Marvellous Me/All about	My school/Dishforth	My school/Dishforth	Rivers and Mountain	Rivers and Mountain	North America	North America
Me	Me	Airfield	Airfield	Volcanoes and Earthquakes	Volcanoes and Earthquakes	South America	South America
Amazing Africa/ Amazing	Amazing Africa/ Amazing	Ripon	Ripon	Rainforest- Brazil	Rainforest- Brazil	Deserts and Biomes	Deserts and Biomes
Animals	Animals	Fiji	Fiji	France (Paris) / UK study	France (Paris) / UK study	Switzerland	Switzerland
Seaside holidays/ Lets go	Seaside holidays/ Lets go	Continents and Oceans	Continents and Oceans	UK Rural and Urban Study –	UK Rural and Urban Study –	Local Area including Ripon	Local Area including Ripon
on an adventure	on an adventure	UK Seaside Study	UK Seaside Study	Settlements and Land Use	Settlements and Land Use	Global Trade	Global Trade
Step in Spring/ Wonderful Winter	Step in Spring/ Wonderful Winter			Local Area	Local Area		
Where appropriate,	Where appropriate,	In every topic children will	In every topic children will	In every topic children will	In every topic children will	In every topic children will	In every topic children will

children will use a range of maps/globes and atlases to locate the area being studied. Children will map the route of a character through a

story

Marvellous Me/All about Me

Children will have the opportunity to talk, write and draw picture of where they live and identify the key features of that area.

Amazing Africa/ Amazing **Animals**

Children will have the opportunity to talk, write and draw key features of a distant place

Seaside holidays/ Lets go on an adventure Children will have the opportunity to talk, write and draw picture of the seaside.

Step in Spring/ Wonderful Winter

Children will have the opportunity to talk, write and draw pictures of different seasons and weather patterns

children will use a range of maps/globes and atlases to locate the area being studied.

Children will map the route of a character through a

Marvellous Me/All about

Children will have the opportunity to talk, write and draw picture of where they live and identify the key features of that area.

Amazing Africa/ Amazing <u>Animals</u> Children will have the opportunity to talk, write

and draw key features of a distant place Seaside holidays/ Lets go

on an adventure Children will have the opportunity to talk, write and draw picture of the seaside.

Step in Spring/ Wonderful Winter Children will have the opportunity to talk, write and draw pictures of different seasons and

weather patterns

use a range of maps/globes and atlases to locate the area being studied.

They will create their own

sketch maps to show the

My school/Dishforth Airfield

human and physical features of their school and the local area They will use a key on their maps Children will plan and navigate simple routes using compass directions Ripon Children will use a variety of different maps to identify physical and

human features

They will create their own

sketch map of Ripon with a

Children will identify familiar areas from aerial maps and make comparisons between different locations Children will plan and navigate simple routes around Ripon using directional language nod compass directions

key

Children will be able to locate Fiji and describe its location in reaction to continent's and oceans.

Continents and Oceans Children will locate and name the 7 continents and 5 oceans, and use geographical language to describe where they are located

use a range of maps/globes and atlases to locate the area being studied.

My school/Dishforth Airfield

They will create their own sketch maps to show the human and physical features of their school and the local area They will use a key on their maps Children will plan and navigate simple routes using compass directions Ripon Children will use a variety of different maps to identify physical and human features They will create their own sketch map of Ripon with a

Children will identify familiar areas from aerial maps and make comparisons between different locations Children will plan and navigate simple routes around Ripon using directional language nod compass directions

key

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use a range of maps/ globes and atlases to locate the area being studied. Where appropriate the children will use ordnance survey maps, google maps and Digi maps. In all topics of study children will be using keys and symbols to read maps as well as creating their own. They will use the four (then 8) compass points when talking about position and direction. When using maps they will use they will use four figure

Rivers and Mountains/ Local Area study Children will use a range of maps/ atlases and globes to identify rivers in the UK and

grid references

in the countries studies. They will look at the rivers and canals in the local area Ure in more detail and look into the Skell Valley Project

They will create their own mountain and river and make observation about the "rain fall".

Volcanoes and Earthquakes

Children will use a range of maps/ atlases and globes to identify volcanoes across the world and look at ce studies of earthquakeswhen and where they happened and the impact on the human and physical environment.

Rainforest- Brazil

use a range of maps/globes and atlases to locate the area being studied. Where appropriate the children will use ordnance survey maps, google maps and Digi maps. In all topics of study children will be using keys and symbols to read maps as well as creating their own. They will use the four (then 8) compass points when talking about position and direction. When using maps they will use they will use four figure

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Rainforest-Brazil Children will be using range | Children will be using range of maps(including the zoom | of maps(including the zoom

use a range of maps/globes and atlases to locate the area being studied. Where appropriate the children will use ordnance survey maps, google maps and Digi maps In all topics of study children will be using keys and symbols to read maps as well as creating their own. They will use 8 compass points when talking about position and direction. When using maps they will use they will use 8 figure grid references

North America

Children will use a range of maps/ atlases and globes to identify human and physical features of North America

South America Children will use a range of maps/ atlases and globes to identify human and physical features of North America

They will create their own sketch maps and diagrams

Deserts and Biomes

Children will use a range of maps/ atlases and globes to identify human and physical features of deserts and other biomes

They will create their own sketch maps and diagrams of different regions

Switzerland Children will use a range of use a range of maps/ globes and atlases to locate the area being studied. Where appropriate the children will use ordnance survey maps, google maps and Digi maps. In all topics of study children will be using keys and symbols to read maps as well as creating their own. They will use 8 compass points when talking about position and direction. When using maps they will use they will use 8 figure grid references

	Seaside Holidays	feature of digi map) to	feature of digi map) to	maps/ atlases and globes to	
· ·	Children will use a variety	identify key physical and	identify key physical and	identify human and	
·	of different maps to	human features of Brazil,	human features of Brazil,	physical features of	
	identify physical and	including the Amazonian	including the Amazonian	Switzerland	
	human features in a seaside	Rainforest and Rio de	Rainforest and Rio de		
	location.	Janeiro	Janeiro	They will create their own	
They will create their own	They will create their own			sketch maps and diagrams	
sketch map smith a key	sketch map with a key	France (Paris) / UK study	France (Paris) / UK study		
		Children will create their	Children will create their	Local Area including Ripon	
Children will plan and	Children will plan and	own sketch maps of Paris	own sketch maps of Paris	Children will use a range of	
navigate simple routes	navigate simple routes	and London, adding a key	and London, adding a key	Digi maps and ordnance	
around the seaside	around the seaside	and compass points	and compass points	survey maps to locate	
destinations using	destinations using			human and physical	
directional language nod	directional language nod	UK Rural and Urban Study	UK Rural and Urban Study	features in the local area	
compass directions	compass directions	Children will use Ordnance	Children will use Ordnance	They will investigate how	
		survey maps to study and	survey maps to study and	the area has changed over	
		compare different parts of	compare different parts of	time, including the different	
		the UK	the UK	economies which has	
		They will create their own	They will create their own	existed over the years.	
		sketch maps of areas,	sketch maps of areas,	They will consider the	
		identifying range of human	identifying range of human	impact of events on trade	
		and physical features.	and physical features.	eg impact of COVID	
		• ,	, ,		
		Settlements and Land Use	Settlements and Land Use	Global Trade	
		Local Area	Local Area	Children will use a range of	
		Children will use Ordnance	Children will use Ordnance	maps and atlases to explore	
		survey maps to study and	survey maps to study and	global trade links.	
		compare different parts of	compare different parts of	They will create their own	
		the UK	the UK	sketch maps to show trade	
		They will use digi maps to	They will use digi maps to	links across the world	
		explore how land use and	explore how land use and	initia del 033 tile World	
		settlements have changed	settlements have changed		
		over time	over time		
		over tille	over time		