

## Geography Knowledge Progression

<u>Locational and Place Knowledge</u>							
<b>EYFS</b> Pupils will have opportunities to: <ul style="list-style-type: none"> <li>Talk about and comment on aspects of the familiar world such as the place they live or the natural world</li> <li>Learn about a distant place and identify a similarity and difference between that place and the UK</li> <li>Use a map/globe/atlas to look at different places across the world</li> <li>Talk about places they have visited, or have lived before Dishforth</li> <li>Talk about where they live and who lives with them</li> <li>Talk about personal experiences of holidays/ previous postings/ countries where their extended families live</li> <li>To use stories, books, photographs and pictures to find out about different places</li> <li>Share their learning through talk, pictures and the written word</li> </ul>		<b>Key Stage One</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>name and locate the world’s seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>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</li> </ul>		<b>Key Stage Two</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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)</li> <li>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</li> </ul>			
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 familiar world such as the place they live or the natural world Talk about where they live and who lives with them To know where their classroom is, and other key places in the school Talk about places they have visited To learn about a distant place and begin to identify what is the same and different between that place and the UK To show an interest in a different way of life by learning about the life of a child in another country	Talk about and comment on aspects of the familiar world such as the place they live or the natural world Talk about where they live and who lives with them To know where their classroom is, and other key places in the school Talk about places they have visited, or have lived before Dishforth To learn about a distant place and identify a similarity and difference between that place and the UK To find out about the life of a child in a different	Use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom. Know about the local area and name key landmarks Recognise and name some continents and oceans on a globe or atlas. 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	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. Talk about the local area, and name and locate key landmarks. The child can name and locate the seven continents and five oceans on a globe or atlas. Understand geographical similarities and differences through studying the human and physical	Describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. The child can relate continent, country, county, city/where you live. The child can locate the UK's major urban areas; locate some physical environments in the UK. (E.g. Use a copy of a map of the British Isles and locate and label the main British rivers.) Locate countries in Europe and North and South	Describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties. Locate and describe some human and physical characteristics of the UK. (E.g. use a copy of a map of the British Isles and locate and label the main British rivers. Add the names of settlements at the mouth of the rivers.)	Locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains. Locate the UK's regions and major cities. Locate some major cities and countries of Europe and North and South America on physical and political maps. Describe some key physical and human characteristics of Europe and North and South America.	Locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change. Locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. Recognise broad land-use patterns of the UK. Locate cities, countries and regions of Europe and North and South America on physical and political

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

		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
<u>Marvellous Me/All about Me</u> House Home Near Far Dishforth Airfield Camp School Classroom Hall Playground Learning garden England	<u>Marvellous Me/All about Me</u> House Home Near Far Dishforth Airfield Camp School Classroom Hall Playground Learning garden England	<u>My school/Dishforth Airfield</u> Key Map Symbol Human features eg. Town, village, factory, farm, houses, shop, office, school Physical features eg fields, rivers, forest, seasons, weather Patch: a term used to describe a housing estate made up of military housing Airfield  Village Town City	<u>My school/Dishforth Airfield</u> Key Map Symbol Human features eg. Town, village, factory, farm, houses, shop, office, school Physical features eg fields, rivers, forest, seasons, weather Patch: a term used to describe a housing estate made up of military housing Airfield Village Town City				
<u>The United Kingdom</u>							
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
<u>Seaside Adventures</u> I can talk about a holiday or day trip I have been on I can use stories, non fiction texts and maps to talk about seaside holidays I can talk about some of the things they have observed such as plants, animals, natural and found objects I enjoy playing with small world reconstructions, building on first-hand experiences	<u>Seaside Adventures</u> I can comment on, and ask questions about aspects of my familiar world I can talk about my personal experiences of holidays I can identify features of a British seaside holiday and compare them to DA I can describe an environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	<u>UK Countries and Capitals Study</u> I can use an atlas to name and locate on a map the four countries and capital cities I can identify each nation's flag I can talk about key landmarks in each country  <u>Seaside holidays in the UK</u> I can use a map to locate Scarborough and Bamburgh on a map I can identify key human	<u>UK Countries and Capitals Study</u> I can use an atlas to name and locate on a map the four countries and capital cities (and the surrounding seas) of the United Kingdom Irish Sea, Atlantic Ocean, North Sea, English Channel I can identify each nation's flag and national flower I can talk about key landmarks in each country I can talk about the differences between city and country life (drawing	I can name and locate the following rivers Thames Severn Trent Tay Bann Tyne Clyde Dee Mersey Exe Ouse  Locate North Yorkshire, Middlesex (London)	I can name and locate the following rivers Thames Severn Trent Tay Bann Tyne Clyde Dee Mersey Exe Ouse  Locate North Yorkshire, Middlesex (London)	All of Y3/4 knowledge  Lancashire (Liverpool) -Tyne and Wear (Historically Northumberland (Newcastle) -South Yorkshire(Sheffield) -Lanarkshire (Glasgow)	All of Y3/4 knowledge  Lancashire (Liverpool) -Tyne and Wear (Historically Northumberland (Newcastle) -South Yorkshire(Sheffield) -Lanarkshire (Glasgow)

		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 Fiji- dependent 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 different locations	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		
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
<u>Seaside Adventures/Let's go on an adventure</u> Beach Sand Pebbles Rockpool Boat Lighthouse Fish and chips Ice cream Train Aeroplane	<u>Seaside Adventures/Let's go on an adventure</u> Beach Sand Pebbles Rockpool Boat Lighthouse Fish and chips Ice cream Train Aeroplane	<u>The United Kingdom</u> 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	<u>The United Kingdom</u> 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	<u>The United Kingdom</u> Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural Urban  + topic specific TBC	<u>The United Kingdom</u> Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural Urban  + topic specific TBC	<u>The United Kingdom</u> Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural Urban Economy Trade	<u>The United Kingdom</u> Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural Urban Economy Trade
<u>Europe</u>							
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
		<u>Continents and Oceans</u>	<u>Continents and Oceans</u>	<u>France (Paris) /UK study</u>	<u>France /UK Study</u>	<u>Switzerland</u>	<u>Switzerland</u>
		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 identify France, Germany and Spain on a map	I can describe where the UK is located, (using locational terminology north, south, east, west) I can name and identify its four countries and some	I can describe where the UK is located, (using locational terminology north, south, east, west) I can name and identify its four countries and some	I can locate some major cities and countries of Europe on physical and political maps. I can describe some key	I can locate some major cities and countries of Europe on physical and political maps. I can describe some key physical and human

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



<p>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</p> <p>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</p> <p>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</p>	<p>between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>I can ask questions about some of the things I have observed such as plants and animals.</p> <p>I can show an interest in a different way of life by learning about the life of a child in another country</p> <p>I can recognise a similarity and a difference between the UK and another country</p> <p>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</p>	<p>and identify the surrounding ocean It is group of about 300 islands. People live on only about 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, wet season and a cooler, 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 Fiji's main economic activity is tourism. Fiji's main crops are sugarcane, coconuts, taro, cassava, rice, bananas, and sweet potatoes.</p> <p><u>Continents and Oceans</u> There are 7 continents Asia Africa North America South America Antarctica Europe Australia</p> <p>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</p>	<p>and identify the surrounding ocean It is group of about 300 islands. People live on only about 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, wet season and a cooler, 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 Fiji's main economic activity is tourism. Fiji's main crops are sugarcane, coconuts, taro, cassava, rice, bananas, and sweet potatoes.</p> <p><u>Continents and Oceans</u> There are 7 continents Asia Africa North America South America Antarctica Europe Australia</p> <p>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</p>	<p>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.</p> <p>I can locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.</p> <p>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</p>	<p>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.</p> <p>I can locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.</p> <p>I can Identify the position of the Prime/Greenwich Meridian and I understand what is meant by the terms latitude and longitude.</p> <p>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</p>	<p>and environmental regions of North America. Locate North America in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude</p> <p><u>South America</u> 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.</p> <p><u>Brazil</u> 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 well-known 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</p>	<p>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.</p> <p><u>South America</u> 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.</p> <p><u>Brazil</u> 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 well-known 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</p>
--	--	---	---	--	---	--	---

		<p>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.</p>	<p>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.</p>			<p>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.</p> <p><u>North America</u> 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.</p>	<p>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.</p> <p><u>North America</u> 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 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.</p>
Key Vocabulary		Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
<u>Amazing Africa/Amazing Animals</u>	<u>Amazing Africa/Amazing Animals</u>	<u>Fiji</u> Equator	<u>Fiji</u> Equator	<u>Brazil -Rainforests</u> Climate	<u>Brazil- Rainforests</u> Climate	<u>South America</u> The Amazon Rainforest	<u>South America</u> The Amazon Rainforest

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

### Human and Physical Geography

EYFS		Key Stage One		Key Stage Two			
<ul style="list-style-type: none"> <li>Children will begin to identify the different seasons of the year</li> <li>Understand that we may need to wear different clothes for different seasons</li> <li>Use language to describe the weather in the UK and in other countries</li> <li>Describe features of familiar places such as their home/ local area</li> <li>Begin to describe key features of a UK seaside</li> <li>Begin to describe features of a distant place eg Africa</li> </ul>		<ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of</li> <li>hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>use basic geographical vocabulary to refer to:</li> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>		<ul style="list-style-type: none"> <li>describe and understand key aspects of</li> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>			
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
To be able to describe and spot one sign of spring, summer, autumn, winter Shows interest in different	To be able to simply describe seasonal changes across the year To know about similarities	Talk about the day-to-day weather and some of the features of the seasons in	Identify seasonal and daily weather patterns in the United Kingdom.	Describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and	Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics	Understand that climate and vegetation are connected in an example of a biome, e.g. the tropical	Understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and



<p>occupations and ways of life indoors and outdoors To be able to identify key features of their immediate environment</p> <p>To begin to identify how environment are the same and different eg the weather in Africa and the weather in the UK</p>	<p>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</p> <p>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</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>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;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons</p>	<p>their locality.</p> <p>With support, keep a weekly weather chart based on first-hand observations using picture symbols.</p> <p>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</p> <p>Talk about a natural environment, naming its features using some key vocabulary.</p> <p>Talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary</p> <p>Make observations about, and describe, the local area and the nearest local green space</p> <p>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</p>	<p>Keep a weekly weather chart based on first-hand observations using picture symbols, and present this data</p> <p>Describe which continents have significant hot or cold areas and relate these to the Poles and Equator.</p> <p>Recognise a natural environment and describe it using key vocabulary</p> <p>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</p> <p>Make observations about, and describe, the local area and its physical and human geography</p> <p>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</p>	<p>the Poles</p> <p>Recognise different natural features such as a mountain and river and describe them using a range of key vocabulary. Describe the water cycle using simple vocabulary, and name some of the processes associated with rivers and mountains</p> <p>Identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city. Recognise features and some activities that occur in different settlements using a range of key vocabulary. Recognise the main land uses within urban areas and the key characteristics of rural areas</p> <p>Understand the basic physical and human geography of the UK and its contrasting human and physical environments. Recognise that there are physical and human differences within countries and continents. Show awareness of the physical and human characteristics of a European region and a region in North or South America. Describe how some physical processes can cause hazards to people. Recognise that there are advantages and disadvantages of living in certain environments.</p>	<p>of these zones using appropriate vocabulary.</p> <p>Use simple geographical vocabulary to describe significant physical features and talk about how they change.</p> <p>Describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</p> <p>Describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.</p> <p>Identify and sequence a range of settlement sizes from a village to a city.</p> <p>Describe the characteristics of settlements with different functions, e.g. coastal towns.</p> <p>Use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.</p> <p>Understand the physical and human geography of the UK and its contrasting human and physical environments.</p> <p>Explain why some regions are different from others.</p>	<p>rainforest.</p> <p>Understand that animals and plants are adapted to the climate.</p> <p>Understand our food is grown in many different countries because of their climate.</p> <p>Describe some key physical processes and the resulting landscape features, e.g. understand the characteristics of a mountain region and how it was formed</p> <p>Know and understand what life is like in cities and in villages.</p> <p>Know the journey of how one product gets into their home in detail.</p> <p>Describe some renewable and non-renewable energy sources.</p> <p>Describe different types of industry currently in the local area.</p> <p>Know where some of our main natural resources come from.</p> <p>Understand how a region has changed.</p> <p>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.</p> <p>Explain some ways a biome (including the oceans) is valuable and under threat</p>	<p>the desert.</p> <p>Describe what the climate of a region is like and how plants and animals are adapted to it.</p> <p>Understand how food production is influenced by climate.</p> <p>Describe and understand a range of key physical processes and the resulting landscape features.</p> <p>Understand how a mountain region was formed.</p> <p>Know and understand what life is like in cities and in villages and in a range of settlement sizes.</p> <p>Understand that products we use are imported as well as locally produced.</p> <p>Explain how the types of industry in the area have changed over time.</p> <p>Understand where our energy and natural resources come from.</p> <p>Understand how a region has changed and how it is different from another region of the UK.</p> <p>Know about a region of Europe and North or South America, its physical environment and climate, and economic activity.</p> <p>Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they</p>
---	--	--	---	---	--	--	---

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

<p><u>Seaside holidays/ Lets go on an adventure</u> 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</p>	<p>and the UK</p> <p><u>Seaside holidays/ Lets go on an adventure</u> I can identify some features of a seaside location in the UK (and overseas) I can identify similarities and differences between the seaside destination and the UK</p>	<p>settlements, and describe them eg the difference between DA and Ripon and other cities in the UK</p> <p>Make observations about, and describe, the local area and the nearest local green space</p> <p><u>UK</u> I can identify key human features and landmarks in the UK such as Big Ben in London and other landmarks in each country</p> <p>I can make comparisons between different locations eg cities/ and our local area</p> <p><u>Continents and Oceans</u> 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.</p> <p>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</p>	<p>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?</p> <p><u>UK</u> I can identify key human features and landmarks in the UK such as Big Ben in London and other landmarks in each country</p> <p>I can make comparisons between different locations eg cities/ and our local area</p> <p><u>Continents and Oceans</u> 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.</p> <p>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</p>	<p>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.</p> <p>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.</p>	<p>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.</p>	<p>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.</p> <p><u>North America</u> 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.</p> <p><u>Brazil</u> 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.</p> <p>I know that climate can affect what food products are grown and how food and other products can be imported and exported.</p> <p><u>North America</u> I can research and share information about a region in North America, drawing comparisons between</p>	<p>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.</p> <p><u>North America</u> 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.</p> <p><u>Brazil</u> 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.</p> <p>I know that climate can affect what food products are grown and how food and other products can be imported and exported.</p> <p><u>North America</u> I can research and share information about a region</p>
--	--	--	--	---	---	--	--

						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
<u>Marvellous Me/All about Me</u> House Home Near Far Dishforth Airfield Camp Playground School Classroom Hall Playground Learning garden England	<u>Marvellous Me/All about Me</u> House Home Near Far Dishforth Airfield Camp Playground School Classroom Hall Playground Learning garden England	<u>Local Area/ Ripon/UK</u> Human features eg. Town, village, city, factory, farm, houses, shop, office, school, play park, post box, airfield, patch, cathedral, museum, town square, monument  <u>Continents and Ocean</u> Continent Country Climate Desert Equator Human features Landmark Map: Ocean Physical features Symbol Temperate Tropical  <u>Fiji</u> Town, village, city, airport, housing, hotels, apartments, farming, crops, pool, waterpark, economy, tourism, exports population	<u>Local Area/Ripon/UK</u> Human features eg. Town, village ,city, factory, farm, houses, shop, office, school, play park, post box, airfield, patch cathedral, museum, town square, monument  <u>Continents and Ocean</u> Continent Country Climate Desert Equator Human features Landmark Map: Ocean Physical features Symbol Temperate Tropical  <u>Fiji</u> Town, village, city, airport, housing, hotels, apartments, farming, crops, pool , waterpark , economy, tourism, exports	<u>Paris</u> City Country County Landmark Human Feature Population Rural Urban Economy Trade/ industry Import/ Export Tourism  <u>South America</u> Deforestation Equator Latitude Longitude Prime Meridian Rainforest Favela	<u>Paris</u> City Country County Landmark Human Feature Population Rural Urban Economy Trade/ industry Import/ Export Tourism  <u>South America</u> Deforestation Equator Latitude Longitude Prime Meridian Rainforest Favela	<u>Switzerland</u> Canton GDP Landlocked Landmark Landscape Latitude Longitude  <u>Brazil</u> Favela Push/pull Population Rural Urban Economy Trade/ industry Import/ Export Deforestation Equator  <u>North America</u> Biomes Cartographer Compass points Continent  Contour Line Country County Equator Landmark Landscape Latitude Longitude Taiga	<u>Switzerland</u> Canton GDP Landlocked Landmark Landscape Latitude Longitude  <u>Brazil</u> Favela Population Push/Pull Rural Urban Economy Trade/ industry Import/ Export Deforestation Equator  <u>North America</u> Biomes Cartographer Compass points Continent  Contour Line Country County Equator Landmark Landscape Latitude Longitude Taiga
<u>Physical Geography</u>							
Amazing Africa/ Amazing Animals Seaside holidays/ Lets go on an adventure	Amazing Africa/ Amazing Animals Seaside holidays/ Lets go on an adventure	My school/Dishforth Airfield Ripon Fiji	My school/Dishforth Airfield Ripon Fiji	UK Rural and Urban Study Settlements and Land Use Paris and UK comparison South America	UK Rural and Urban Study Settlement's and Land Use Paris and UK comparison South America	Deserts and Biomes Brazil Switzerland North America	Deserts and Biomes Brazil Switzerland North America



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



		<p>away</p> <p>I know those countries closer to the poles are colder than those further away</p>	<p>I know those countries closer to the poles are colder than those further away</p>	<p>Collection- When water falls back to Earth as precipitation, the water may fall on oceans, lakes, rivers or on the ground.</p> <p><u>UK rivers</u> Thames Severn Trent Tay Bann Tyne Clyde Dee Mersey Exe Ouse</p> <p><u>Identify UK mountains</u> Ben Nevis in Scotland · Mount Snowdon in Wales · Scafell Pike in England Slieve Donard in Northern Ireland</p> <p><u>Volcanoes and Earthquakes</u> Volcanoes Most volcanic eruptions are caused by <b>tectonic plates</b> moving towards each other, which usually produces violent eruptions. Other volcanoes, such as Mauna Loa in Hawaii are caused by <b>hot spots</b> in the Earth's crust. These do not erupt violently and lava usually flows slowly out of them. Eruptions from volcanoes can be very dangerous. They can produce:</p> <ul style="list-style-type: none"><li>· <b>pyroclastic flows</b> - fast moving clouds of hot ash, gas and rock</li><li>· <b>ash clouds</b> - small pieces of rock and glass that can be carried in the air for many kilometres</li><li>· <b>volcanic bombs</b> - large bits of very hot rock blown out</li></ul>	<p>Collection- When water falls back to Earth as precipitation, the water may fall on oceans, lakes, rivers or on the ground.</p> <p><u>Identify UK rivers</u> Thames Severn Trent Tay Bann Tyne Clyde Dee Mersey Exe Ouse</p> <p><u>Identify UK mountains</u> Ben Nevis in Scotland · Mount Snowdon in Wales · Scafell Pike in England Slieve Donard in Northern Ireland</p> <p><u>Volcanoes and Earthquakes</u> Volcanoes Most volcanic eruptions are caused by <b>tectonic plates</b> moving towards each other, which usually produces violent eruptions. Other volcanoes, such as Mauna Loa in Hawaii are caused by <b>hot spots</b> in the Earth's crust. These do not erupt violently and lava usually flows slowly out of them. Eruptions from volcanoes can be very dangerous. They can produce:</p> <ul style="list-style-type: none"><li>· <b>pyroclastic flows</b> - fast moving clouds of hot ash, gas and rock</li><li>· <b>ash clouds</b> - small pieces of rock and glass that can be carried in the air for many kilometres</li><li>· <b>volcanic bombs</b> - large bits of very hot rock blown out</li></ul>	<p><u>Brazil / South America</u></p> <p>I understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest.</p> <p>I can describe what the climate of a region is like and how plants and animals are adapted to it.</p> <p>I know how varied the Brazilian landscape is including, including the Amazon, the world's largest jungle, in the north. There are also dry grasslands (called pampas), rugged hills, pine forests, sprawling wetlands, immense plateaus, and a long coastal plain.</p> <p>Northern Brazil is dominated by the Amazon River and the jungles that surround it. Thousands of species live in the river, including the infamous piranha and the boto, or pink river dolphin.</p> <p>I can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected , explaining the threats to wildlife and habitats</p> <p>I understand how human activity is influenced by climate and weather.</p> <p>I know how food production is influenced by climate.</p>	<p><u>Brazil / South America</u></p> <p>I understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest.</p> <p>I can describe what the climate of a region is like and how plants and animals are adapted to it.</p> <p>I know how varied the Brazilian landscape is including, including the Amazon, the world's largest jungle, in the north. There are also dry grasslands (called pampas), rugged hills, pine forests, sprawling wetlands, immense plateaus, and a long coastal plain.</p> <p>Northern Brazil is dominated by the Amazon River and the jungles that surround it. Thousands of species live in the river, including the infamous piranha and the boto, or pink river dolphin.</p> <p>I can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected , explaining the threats to wildlife and habitats</p> <p>I understand how human activity is influenced by climate and weather.</p> <p>I know how food production is influenced by climate.</p>
--	--	--	--	---	--	---	---

				<p>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.</p> <p>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 <b>plates</b>. 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 <b>plate boundary</b> or a <b>fault line</b>. 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 <b>earthquake</b>. If the earthquake is beneath the ocean it can create a series of huge waves, called a <b>tsunami</b>. The <b>Richter</b> magnitude scale is used to measure the size of earthquakes.</p> <p>- <u>Paris and UK Comparison</u> Draw comparisons between UK region and Paris identifying physical feature which are found in London and Paris</p>	<p>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.</p> <p>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 <b>plates</b>. 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 <b>plate boundary</b> or a <b>fault line</b>. 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 <b>earthquake</b>. If the earthquake is beneath the ocean it can create a series of huge waves, called a <b>tsunami</b>. The <b>Richter</b> magnitude scale is used to measure the size of earthquakes.</p> <p>- <u>Paris and UK Comparison</u> Draw comparisons between UK region and Paris identifying physical feature which are found in London and Paris</p>	<p><u>Switzerland</u> I can describe and understand key physical processes and the resulting landscape features including understanding how a mountain region was formed.</p> <p>Understand hazards from physical environments and their management, such as avalanches in mountain regions.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p><u>Switzerland</u> I can describe and understand key physical processes and the resulting landscape features including understanding how a mountain region was formed.</p> <p>Understand hazards from physical environments and their management, such as avalanches in mountain regions.</p> <p>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.</p> <p>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.</p> <p>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</p>
--	--	--	--	--	--	--	--

				<p>Identify and explain the climate in Paris and how it compares to the UK</p> <p><u>Rainforests South America</u> I can locate the Amazonian Rainforest (and understand that there are other Rainforests across the world) I know that it has 4 layers Emergent, canopy, understorey and forest floor 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</p> <p>I can identify some key physical features of South America including the Amazon river</p>	<p>Identify and explain the climate in Paris and how it compares to the UK</p>	<p>UK- I can comment on the links between physical environment and economic activity</p> <p><u>North America</u></p> <p>I understand that climate and vegetation are connected in a biome I can talk about Taiga. I can explain the ways a biome is valuable and under threat from human activity. I can talk about land use, which crops are grown and how the climate affects this.</p> <p>I understand the risks from physical environments eg avalanches in mountain regions</p> <p>Locate and explain the San Andreas fault</p> <p><u>Local Area/ UK knowledge</u></p> <p>Name and Locate</p> <p>UK Mountains</p> <p>Ben Nevis in Scotland, Mount Snowdon in Wales, Scafell Pike in England, Slieve Donard in Northern Ireland</p> <p>Yorkshire 3 peaks – Pen-y-Ghent, Whernside and Ingleborough, UK Three peaks Snowdon, Ben Nevis, Scarfell Pike</p> <p>Mountain Ranges- Dartmoor, Sperrin, Northwest Highlands, Grampian, North York Moors, Pennines, Southern Uplands,</p>	<p>UK- I can comment on the links between physical environment and economic activity</p> <p><u>North America</u></p> <p>I understand that climate and vegetation are connected in a biome I can talk about Taiga. I can explain the ways a biome is valuable and under threat from human activity. I can talk about land use, which crops are grown and how the climate affects this.</p> <p>I understand the risks from physical environments eg avalanches in mountain regions</p> <p>Locate and explain the San Andreas fault</p> <p><u>Local Area/ UK knowledge</u></p> <p>Name and Locate</p> <p>UK Mountains</p> <p>Ben Nevis in Scotland, Mount Snowdon in Wales, Scafell Pike in England, Slieve Donard in Northern Ireland</p> <p>Yorkshire 3 peaks – Pen-y-ghent, Whernside and Ingleborough, UK Three peaks Snowdon, Ben Nevis, Scarfell Pike</p> <p>Mountain Ranges- Dartmoor, Sperrin, Northwest Highlands, Grampian, North York Moors, Pennines, Southern Uplands, Cumbrian, Cambrian,</p>
--	--	--	--	---	--	--	--

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

				Source Summit Tree line Valley  <u>Paris and London</u> Cartographer City Compass points Country County Landscape Physical feature Population Rural Urban	Source Summit Tree line Valley  <u>Paris and London</u> Cartographer City Compass points Country County Landscape Physical feature Population Rural Urban	Flora/fauna GDP Landlocked Landmark Landscape Latitude Longitude  <u>North America</u> Biomes Cartographer Climate Compass points Continent Contour Line Country County Equator Flora/fauna Landmark Landscape latitude . Longitude Taiga	Flora/fauna GDP Landlocked Landmark Landscape Latitude Longitude  <u>North America</u> Biomes Cartographer Climate Compass points Continent Contour Line Country County Equator Flora/fauna Landmark Landscape latitude . Longitude Taiga
<u>Geographical Skills and Fieldwork</u>							
<u>EYFS</u> <ul style="list-style-type: none"> <li>Use a range of maps atlases and globes as appropriate to find out about the places being studied</li> <li>Use directional language in their play and taught sessions</li> <li>Use photographs and images to find out about different places that are being studied</li> <li>Make first hand observations about their immediate environment and the surrounding area</li> </ul>		<u>Key Stage One</u> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>		<u>Key Stage Two</u> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>			
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. when playing with cars, the farm and other small world toys. Recognise and use in their	Create their own pictures and maps to support their play e.g. the route a super hero would take to rescue someone; a pirate map to	Use a world map, atlas or globe to recognise and name some continents and oceans.	Use a world map, atlas or globe to name and locate the seven continents and five oceans.	Use a map to identify countries in Europe and/or North and South America. The child can use an atlas to describe where the UK is	Use a map or atlas to locate some countries and cities in Europe or North and South America.	Use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics	Use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South



[illegible]

<p>children will use a range of maps/ globes and atlases to locate the area being studied.</p> <p>Children will map the route of a character through a story</p> <p><u>Marvellous Me/All about Me</u></p> <p>Children will have the opportunity to talk, write and draw picture of where they live and identify the key features of that area.</p> <p><u>Amazing Africa/ Amazing Animals</u></p> <p>Children will have the opportunity to talk, write and draw key features of a distant place</p> <p><u>Seaside holidays/ Lets go on an adventure</u></p> <p>Children will have the opportunity to talk, write and draw picture of the seaside.</p> <p><u>Step in Spring/ Wonderful Winter</u></p> <p>Children will have the opportunity to talk, write and draw pictures of different seasons and weather patterns</p>	<p>children will use a range of maps/ globes and atlases to locate the area being studied.</p> <p>Children will map the route of a character through a story</p> <p><u>Marvellous Me/All about Me</u></p> <p>Children will have the opportunity to talk, write and draw picture of where they live and identify the key features of that area.</p> <p><u>Amazing Africa/ Amazing Animals</u></p> <p>Children will have the opportunity to talk, write and draw key features of a distant place</p> <p><u>Seaside holidays/ Lets go on an adventure</u></p> <p>Children will have the opportunity to talk, write and draw picture of the seaside.</p> <p><u>Step in Spring/ Wonderful Winter</u></p> <p>Children will have the opportunity to talk, write and draw pictures of different seasons and weather patterns</p>	<p>use a range of maps/ globes and atlases to locate the area being studied.</p> <p><u>My school/Dishforth Airfield</u></p> <p>They will create their own sketch maps to show the human and physical features of their school and the local area</p> <p>They will use a key on their maps</p> <p>Children will plan and navigate simple routes using compass directions</p> <p><u>Ripon</u></p> <p>Children will use a variety of different maps to identify physical and human features</p> <p>They will create their own sketch map of Ripon with a key</p> <p>Children will identify familiar areas from aerial maps and make comparisons between different locations</p> <p>Children will plan and navigate simple routes around Ripon using directional language nod compass directions</p> <p><u>Fiji</u></p> <p>Children will be able to locate Fiji and describe its location in reaction to continent's and oceans.</p> <p><u>Continents and Oceans</u></p> <p>Children will locate and name the 7 continents and 5 oceans, and use geographical language to describe where they are located</p>	<p>use a range of maps/ globes and atlases to locate the area being studied.</p> <p><u>My school/Dishforth Airfield</u></p> <p>They will create their own sketch maps to show the human and physical features of their school and the local area</p> <p>They will use a key on their maps</p> <p>Children will plan and navigate simple routes using compass directions</p> <p><u>Ripon</u></p> <p>Children will use a variety of different maps to identify physical and human features</p> <p>They will create their own sketch map of Ripon with a key</p> <p>Children will identify familiar areas from aerial maps and make comparisons between different locations</p> <p>Children will plan and navigate simple routes around Ripon using directional language nod compass directions</p> <p><u>Fiji</u></p> <p>Children will be able to locate Fiji and describe its location in reaction to continent's and oceans.</p> <p><u>Continents and Oceans</u></p> <p>Children will locate and name the 7 continents and 5 oceans, and use geographical language to describe where they are located</p>	<p>use a range of maps/ globes and atlases to locate the area being studied.</p> <p>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.</p> <p>They will use the four (then 8 ) compass points when talking about position and direction.</p> <p>When using maps they will use they will use four figure grid references</p> <p><u>Rivers and Mountains/ Local Area study</u></p> <p>Children will use a range of maps/ atlases and globes to identify rivers in the UK and in the countries studies.</p> <p>They will look at the rivers and canals in the local area Ure in more detail and look into the Skell Valley Project</p> <p>They will create their own mountain and river and make observation about the “rain fall”.</p> <p><u>Volcanoes and Earthquakes</u></p> <p>Children will use a range of maps/ atlases and globes to identify volcanoes across the world and look at ce studies of earthquakes- when and where they happened and the impact on the human and physical environment.</p> <p><u>Rainforest- Brazil</u></p> <p>Children will be using range of maps(including the zoom</p>	<p>use a range of maps/ globes and atlases to locate the area being studied.</p> <p>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.</p> <p>They will use the four (then 8 ) compass points when talking about position and direction.</p> <p>When using maps they will use they will use four figure grid references</p> <p><u>Rivers and Mountains/ Local Area study</u></p> <p>Children will use a range of maps/ atlases and globes to identify rivers in the UK and in the countries studies.</p> <p>They will look at the rivers and canals in the local area Ure in more detail and look into the Skell Valley Project</p> <p>They will create their own mountain and river and make observation about the “rain fall”.</p> <p><u>Volcanoes and Earthquakes</u></p> <p>Children will use a range of maps/ atlases and globes to identify volcanoes across the world and look at ce studies of earthquakes- when and where they happened and the impact on the human and physical environment.</p> <p><u>Rainforest- Brazil</u></p> <p>Children will be using range of maps(including the zoom</p>	<p>use a range of maps/ globes and atlases to locate the area being studied.</p> <p>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.</p> <p>They will use 8 compass points when talking about position and direction.</p> <p>When using maps they will use they will use 8 figure grid references</p> <p><u>North America</u></p> <p>Children will use a range of maps/ atlases and globes to identify human and physical features of North America</p> <p><u>South America</u></p> <p>Children will use a range of maps/ atlases and globes to identify human and physical features of North America</p> <p>They will create their own sketch maps and diagrams</p> <p><u>Deserts and Biomes</u></p> <p>Children will use a range of maps/ atlases and globes to identify human and physical features of deserts and other biomes</p> <p>They will create their own sketch maps and diagrams of different regions</p> <p><u>Switzerland</u></p> <p>Children will use a range of</p>	<p>use a range of maps/ globes and atlases to locate the area being studied.</p> <p>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.</p> <p>They will use 8 compass points when talking about position and direction.</p> <p>When using maps they will use they will use 8 figure grid references</p>
--	--	---	---	--	---	--	--

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