

Year 3

Year 3	Autumn Term: Why do people live in cities?	
Sequence of Learning	Previous Learning	Next Steps in Learning
	Pupils should have developed their knowledge about the world, the United Kingdom and their locality. They should have understood basic subject-specific vocabulary relating to human and physical geography and begun to use geographical skills, including first-hand observation, to enhance their locational awareness.	The children will develop their fieldwork skills to investigate their local area. The children will move onto developing other places of the UK and Europe and comparing the human and physical elements of these environments.
Knowledge and Skills	Locational Knowledge	Place Knowledge Human and Physical Knowledge
	1. <i>Know, name and locate the main countries and at least six cities in the UK: London, Cardiff, Belfast, Edinburgh, Derby, Birmingham</i>	<u>Local Area Study – Derby and Normanton</u> <i>Know some reasons why places change. Know that some natural events and human activity have changed Derby and Normanton. Know how land is used in the local area and how it might have changed. Understand the importance of looking after local environments. Make suggestions for changes and improvements to the local environment. Know why people may be attracted to live in cities.</i>
	Mapwork	Fieldwork
	<i>Know how to use the eight points of a compass to locate a feature or place on a map.</i> 1. <i>Know how to use Ordnance Survey (OS) map symbols for: footpath, secondary road, vegetation, garden or Arboretum, school abbreviation.</i>	<i>Know how to use the eight points of a compass to locate a feature or place on a map.</i> <i>Know how to use Ordnance Survey (OS) map symbols for: footpath, secondary road, vegetation, garden or Arboretum, school abbreviation.</i> <i>Use fieldwork to observe, measure, record and present the human and physical features using a range of methods, including sketch maps, plans and graphs and digital technologies.</i> <i>Construct bar graphs and tables to present data with support.</i>
Vocabulary	Compass City Local Ordnance survey map	Key Grid reference Symbols Human features Physical features

Year 3	Spring Term 1- Volcanoes	
Sequence of Learning	Previous Learning	Next Steps in Learning
	<p>This unit builds on learning in KS1 about the weather and human and physical features of the UK. It expands their knowledge of the world by focusing on a European country.</p> <p>The children have previously learnt how to use simple maps and keys to find information.</p>	<p>In upper KS2 the children will learn compare human and physical characteristics of global locations across the world.</p> <p>They will increase their locational knowledge to world biomes and climate zones. They will extend their knowledge of keys and use these o help create scaled sketch maps.</p> <p>They will answer geographical questions independently.</p>
Knowledge and Skills	Locational Knowledge	Place Knowledge Human and Physical Knowledge
	<p><i>Know, name and locate the main countries and at least six cities in the UK: London, Cardiff, Belfast, Edinburgh, Derby, Birmingham</i></p> <p><i>Know about, locate and name some of the world's most famous volcanoes: Vesuvius (Italy), Eyjafjallajökull (Iceland), Mount St Helens (USA), Krakatoa (Indonesia), Mount Etna (Italy)</i></p>	<p><u><i>Earthquakes and Volcanoes – focus on Iceland.</i></u></p> <ol style="list-style-type: none"> 1. <i>Know the earth is made up of a mantle and core.</i> 2. <i>Know the mantle is broken into tectonic plates that are constantly moving.</i> 3. <i>Know the main causes of earthquakes and why Iceland has regular earthquakes.</i> 4. <i>Locate and describe the distribution of earthquakes in Europe.</i> 5. <i>Know how volcanoes are formed.</i> 6. <i>Know the impact of Eyjafjallajökull (Iceland) erupting on people, place and economy.</i> 7. <i>Understand what people in Iceland can do to predict and protect themselves from volcanic activity.</i>
	Mapwork	Fieldwork
	<p><i>.To use maps, atlases, globes and digital technology to describe and compare the key geographical features of the areas studied.</i></p> <p><i>Know how to use a simple key.</i></p>	
Vocabulary	lava / crater / magma chamber Tsunami Earthquake Core	Tectonic Plates countries

Year 3	Term - Rivers	
Sequence of Learning	Previous Learning	Next Steps in Learning
	From KS1 children will have begun to use labels to name features such as beach and river. They will have studied the 5 main contents and oceans. Children will build on their knowledge and identify towns and start to identify rivers across the world.	In Year 4 children will extend their knowledge of features to include mountains. They will begin to use more detailed maps to identify features and start to recognise counties and famous landmarks
Knowledge and Skills	Locational Knowledge	Place Knowledge Human and Physical Knowledge
	<p><i>Know, name and locate the main countries and at least six cities in the UK: London, Cardiff, Belfast, Edinburgh, Derby, Birmingham</i></p> <p><i>Know, name and locate the world oceans and continents.</i></p> <p><i>Name and locate many of the world's most famous rivers: Thames, Nile, Amazon, Danube, Mississippi, Ganges</i></p>	<p><u><i>Rivers - focus on the Derwent - Trent - Humber - North Sea</i></u> <i>Know how the physical features of a river change from source to mouth and as it flows from higher to lower ground.</i></p> <p><i>Know typical features of river estuaries and explain why they are important places for wildlife.</i></p> <p><i>Know the stages of the hydrological /water cycle and explain the important role that rivers play in it.</i></p> <p><i>Know the importance rivers play in settlements/ cities and human geography.</i></p>
	Mapwork	Fieldwork
	<p><i>Geographical skills and fieldwork</i> <i>Know how to use the eight points of a compass to locate a feature or place on a map.</i></p> <p><i>To use maps, atlases, globes and digital technology to describe and compare the key geographical features of the areas studied.</i></p>	<p><i>Use fieldwork to observe, measure, record and present the human and physical features using a range of methods, including sketch maps, plans and graphs and digital technologies.</i></p> <p><i>Answer questions using simple data presented in pictograms and tables.</i></p> <p><i>Construct bar graphs and tables to present data with support.</i></p>
Vocabulary	<p>Estuary - An estuary is an area where a freshwater river or stream meets the ocean.</p> <p>Mouth A river mouth is the part of a river where the river flows into another river, a lake, a reservoir, a sea, or an ocean.</p> <p>Source The source of a river is where it begins, usually on high ground. meander A meander is a winding curve or bend in a river.</p> <p>Tributary When one stream or river meets another and merge together, the smaller stream or river is known as a tributary.</p> <p>Bank – side of the river</p> <p>Meander – bend or a curve in the river</p> <p>Upstream</p> <p>Downstream</p> <p>Continent</p>	

Year 4

Year 4	Term		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>In Year 3 the children studied local geography and rivers, including the hydrological water cycle. They started to use some symbols on the OS maps to identify certain features and studied the 8 points of a compass.</p> <p>The children looked at human and physical features of the local environment and the importance of environment on plants and animals.</p>		<p>The children will move onto comparing a tourist attraction in the UK to one in Europe and identify the impact that tourism has had on the local environments with regard to transport links and human activity.</p> <p>The children will stud rainforests and identify the equator and the tropic of Cancer and Capricorn. They will further develop their knowledge on the impact of the distribution of resources and farming on the environment.</p>
Knowledge and Skills	Locational Knowledge	Place Knowledge	
	<ul style="list-style-type: none"> Know, name and locate at least six counties in the UK: Derbyshire, Greater London, Yorkshire, Nottinghamshire, Leicestershire, Lincolnshire Know, name and locate the main rivers in the UK: Thames, Derwent, Trent, Severn, Dee, Wye, Bann Know, name and locate the main mountains in the UK: Snowden, Scafell Pike, Ben Nevis, Moume Mountains Know, name and locate at least 6 capital cities, landmarks and countries in Europe: France/Paris/Eiffel Tower, Russia/Moscow/St Basil's, Italy/Rome/Colosseum, Denmark/ Copenhagen, Iceland/Reykjavik/Blue Lagoon, Greece/Athen/Acropolis Know about, name and locate many of the world's most famous mountainous regions: Alps, Himalayas, Rocky Mountains, Andes, Sierra Nevada, Atlas 	<p><u>Mountains - focus on Snowdonia and Alps</u></p> <p>Know the similarities and difference between mountain ranges in the UK and the Alps. Including human and physical features.</p>	
	Mapwork		Human and Physical Knowledge
	<p>Geographical skills and fieldwork</p> <p>14. Know how to use sketch maps and symbols for a key to record geographical features and places.</p> <p>15. Know how to use four figure grid references and keys to locate features and places on a map.</p> <p>16. To use maps, atlases, globes and digital technology to describe and compare the key geographical features of the areas studied.</p> <p>17. Know how to use Ordnance Survey map symbols and contour lines for: contour lines, train track, river, trig point, building, tourist information, parking.</p>		<p>Place knowledge /Human and physical geography</p> <p><u>Mountains - focus on Snowdonia and Alps</u></p> <ul style="list-style-type: none"> Know how the movement of plates of the earth's crust form fold mountains.. Know about climate zones, biomes and vegetation belts in mountainous regions. Know how the climate affects the types of human activity found in the Alps. Understand how natural resources are distributed throughout the world.
Mapwork		Fieldwork	
		<p>18. 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.</p> <p>19. Construct tables independently and simple bar graphs with support to present data.</p>	
Vocabulary	<p>Base</p> <p>Summit</p> <p>Slope</p>	<p>Valley</p> <p>Tectonic plates</p> <p>County</p>	<p>Four figure grid references</p> <p>Mountain range</p> <p>Capital cities</p>

Year 5

Year 5	Term: Tourism		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>Children have previously compared their local environment to another in the UK. The children have studied mountainous regions and the impact this has on human activity and extend their knowledge by looking at tourism and how this impacts the local environment.</p>		<p>The children will move onto exploring further contrasting places such as the Antarctic and rainforest biomes and study the human and physical features of these and the impact of human activity.</p>
Knowledge and Skills	Locational Knowledge	Place Knowledge	Human and Physical Knowledge
	<p>Locational knowledge</p> <ul style="list-style-type: none"> Know, name and locate the main regions and key land use patterns in the UK. Use all 12 regions: Land use patterns include: residential, commercial, industrial, agricultural, and natural Know the name of a number of countries and capital cities in the world: Egypt/Cairo, India/New Delhi, China/Beijing, USA/Washington, Australia/Canberra, Canada/Ottawa, South Africa/Cape Town 	<p>Place knowledge</p> <ul style="list-style-type: none"> Know the geographical similarities and differences between a place and human activity in the UK compared to one in Europe. 	<p>Tourism</p> <ul style="list-style-type: none"> Know the importance transport plays in human activity. Know how human activity impacts and changes an area. Understand the impact of coastal erosion on landscapes. Know steps humans can take to reduce their impact on the environment.
	Mapwork		Fieldwork
	<ul style="list-style-type: none"> Know how to use detailed sketch maps and symbols for a key to record geographical features and places. Know how to use Ordnance Survey symbols and six-figure grid references to locate features and places on a map: All symbols so far plus: theme park, camping, orchard, wind turbine, slopes, motorway. Know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Know how to plan a journey from my town/city to another place in England. 		<ul style="list-style-type: none"> 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.
Vocabulary	Tourism Transport links Land use 6 figure grid references	Urban Rural coastal	Region Agricultural Commercial Industrial Residential

Year 5	Term: Bananas		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>The children have previously looked at comparing a tourist destination in Europe and England and looked at land use.</p> <p>They have mapped a simple route and expanded their knowledge of map symbols.</p>		<p>Children move onto looking at where our food comes from and expand their knowledge of how land is used across the world including comparing South American rainforest and England. They will learn about the sustainability of the our choices around food and the impact this has on the environment.</p> <p>They will be encouraged to think about sustainable choices.</p>
Knowledge and Skills	Locational Knowledge	Place Knowledge	Human and Physical Knowledge
	<ul style="list-style-type: none"> • Know, name and locate the main regions and key land use patterns in the UK. Use all 12 regions: <i>Land use patterns include:</i> residential, commercial, industrial, agricultural, and natural • Locate the Equator, Tropic of Cancer and the Tropic of Capricorn on a map. • Know whether a country is located in the Southern or Northern hemisphere. • Know the name of a number of countries and capital cities in the world. <i>Egypt/Cairo, India/ New Delhi, China/Beijing, USA/ Washington, Australia/Canberra, Canada/Ottawa, South Africa, Cape Town</i> • Know and label the Amazon Rainforest 	<ul style="list-style-type: none"> • Know the geographical similarities and differences of two contrasting agricultural regions <i>Amazon/England</i> 	<ul style="list-style-type: none"> • Know about how humans use land and affect environments linked to economic activity including trade and transport links, and the distribution of natural resources food, minerals and water. • Know how weather and climate affects human activities, including where food is grown and economic activity. • Know how food is traded and moved across the globe. • Explain what climate change is and how humans have impacted this <ul style="list-style-type: none"> • Investigate the global challenge of sustainability and how this impacts the globe. • Know how humans can encourage sustainability through their actions.
	Mapwork		Fieldwork
<ul style="list-style-type: none"> • Know how to use detailed sketch maps and symbols for a key to record geographical features and places. • Know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 	<p>Analyse data presented in a variety of ways and use to compare, contrast and make connections between places.</p> <ul style="list-style-type: none"> • 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. • Construct bar graphs to compare present data 		
Vocabulary	<p>Rainforest Sustainability Southern and northern hemisphere climate</p> <p>Natural resources Economic activity Equator Tropic of Cancer Tropic of Capricorn</p>		

Year 6

Year 6	Term: Frozen Kingdom	
Sequence of Learning	Previous Learning	Next Steps in Learning
	<p>The children have previously learnt about their local environment, places in Europe and South America.</p> <p>They have previously identified how climate affects land use and human activity and have compared data and maps to draw conclusions about human and physical features and activity.</p>	<p>Children will consolidate and extend their knowledge of the world's major countries and their physical and human features. They will be taught how geographical processes interact to create distinctive human and physical landscapes that change over time. They will become aware of increasingly complex geographical systems in the world around them. They will develop greater competence in using geographical knowledge, approaches and concepts and geographical skills in analysing and interpreting different data sources.</p>
Knowledge and Skills	Locational Knowledge	Place Knowledge Human and Physical Knowledge
	<ul style="list-style-type: none"> • <i>Locate the Arctic and Antarctic Circle on a map.</i> • <i>Locate the Greenwich meridian and know how time zones work and calculate time differences around the world.</i> 	<p>Place knowledge /Human and physical geography <i>World Biomes – focus on Antarctic.</i></p> <ul style="list-style-type: none"> • <i>Know the difference between climate and weather.</i> • <i>Know the climate in the UK and compare this with different world climates.</i> • <i>Know what a climate graph is and how it helps us to compare different places.</i> • <i>Know what a biome is.</i> • <i>Know how the climate affects landscapes and biomes</i> • <i>Know that plants and animals adapt so they can survive in different climates.</i>
	Mapwork	Fieldwork
	<p>17. <i>Know how to use lines of longitude and latitude or grid references to locate features and places.</i></p> <p>18. <i>Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.</i></p>	<p>19. <i>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.</i></p>
Vocabulary	Arctic circle Antarctic Greenwich Meridian Time zones	Longitude Latitude Climate graph biome Hypotheses

Year 6	Term: Mayans		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>Throughout the key stage the children have found out about national, European places and South America. They have studied different biomes including the arctic and rainforest. They have used maps, atlases to find out about places and now begin to use this knowledge more independently.</p>		<p>Children will extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</p> <p>They will understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</p>
Knowledge and Skills	Locational Knowledge	Place Knowledge	Human and Physical Knowledge
	<p>N and S America <i>Know, name and locate at least six countries and cities in North and South America. North America: USA/New York & Chicago, Mexico, Canada/Toronto, Jamaica. South America: Brazil/Brazilia, Argentina/Rio De Janeiro & Buenos Aries, Peru/Lima</i></p>	<p><i>Know why some cities and rural environments are similar and dissimilar in relation to their human and physical features.</i></p>	<p>Know the key features of North America - countries, major cities, population and languages</p> <p>Describe key aspects of physical geography including climate zones and rivers</p> <p>Describe key aspects of human geography including types of settlements and distribution of natural resources</p>
	Mapwork		Fieldwork
	<ul style="list-style-type: none"> • Know how to use scaled sketch maps and symbols for a key to record geographical features and places. • Know how to use an atlas and digital technologies to find places and identify, describe and compare geographical features. • Use 6 figure grid references and OS symbols confidently on a map. 		<p>Analyse data presented in a variety of ways and use to compare, contrast and make connections between places.</p> <ul style="list-style-type: none"> • Know how contour lines are used to represent hills and mountains on OS maps • Construct line graphs to compare present data
Vocabulary	<p>Land mass Equatorial Population Natural resources Comparative data</p>	<p>Contour lines Climate zones Settlements Scaled sketch map</p>	