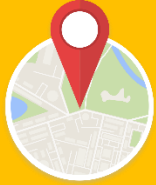





***Our Geography Curriculum will nurture global citizens who have a good mental image of the world; have an understanding of the inter-relationship between humans and the world, particularly how people’s lives are affected by where they live and how people affect the landscape; and possess a deeper sense of the place they live locally which supports their understanding of other familiar and unfamiliar locations.***

**GEOGRAPHY: Concepts Overview**

The **concepts** are the golden threads that run throughout the curriculum for each subject; they transcend context specific knowledge and skills. The concepts link directly to the N.C. subject aims.

Concept 1	Concept 2	Concept 3	Concept 4
<p><b>Locational/Place Knowledge</b></p> 	<p><b>Human Geography</b></p> 	<p><b>Physical Geography</b></p> 	<p><b>Geographical Skills and Fieldwork</b></p> 
<ul style="list-style-type: none"> <li>• <b>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understand the processes that give rise to key human geographical features of the world, how they bring about spatial variation and change over time, and how they are interdependent with other human and physical features.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understand the processes that give rise to key physical geographical features of the world, how they bring about spatial variation and change over time, and how they are interdependent with other physical and human features.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Are competent in the geographical skills needed to:</b> <ul style="list-style-type: none"> <li>• collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>• interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>• communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul> </li> </ul>

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### GEOGRAPHY: Concept Milestones

The **Concept Milestones** break down the overarching concepts and indicate what pupils should achieve in each concept by the end of each Key Stage. The Milestones link directly to the [N.C. subject content](#).

	<b>Concept 1: Locational/Place Knowledge</b>	<b>Concept 2: Human Geography</b>	<b>Concept 3: Physical Geography</b>	<b>Concept 4: Geographical Skills and Fieldwork</b>
<b>Milestone 1 (EYFS)</b>	<ul style="list-style-type: none"> <li>Explain some similarities and differences between life in this country and life in other countries</li> <li>Know some similarities and differences between the natural world around them and contrasting environments</li> </ul>	<ul style="list-style-type: none"> <li>Describe their immediate environment using observation, discussion, stories, non-fiction and maps</li> </ul>	<ul style="list-style-type: none"> <li>Describe their immediate environment using observation, discussion, stories, non-fiction and maps</li> </ul>	<ul style="list-style-type: none"> <li>Draw on knowledge from observation, discussion, stories, non-fiction texts and – where appropriate – maps</li> <li><i>Draw information from a simple map</i></li> </ul>
<b><a href="#">Milestone 2 (Yr 1/2)</a></b>	<p><u>Locational Knowledge</u></p> <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> </ul> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul>	<p><u>Mapping</u></p> <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</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> </ul> <p><u>Fieldwork</u></p> <ul style="list-style-type: none"> <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>

	Concept 1: Locational/Place Knowledge	Concept 2: Human Geography	Concept 3: Physical Geography	Concept 4: Geographical Skills and Fieldwork
<b>Milestone 3 (Yr 3/4)</b>	<p><u>Locational Knowledge</u></p> <p><u>Global</u></p> <ul style="list-style-type: none"> <li>Locate the world's countries and <i>oceans</i>, using maps to focus on Europe (including the location of Russia) and North America (including Central America) concentrating on key physical and human characteristics, countries, and major cities.</li> <li>Identify the position and significance of: latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles</li> </ul> <p><u>United Kingdom</u></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, identifying their human and physical characteristics, key topographical features (including hills, mountains, coasts, <i>ports, coastal seas</i>), and land-use patterns.</li> </ul> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of the United Kingdom, a region in a European country, and a region within North (<i>including Central America</i>)</li> <li><i>Ask geographical questions</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Begin to</b> describe and understand importance of key aspects of human geography including: <ul style="list-style-type: none"> <li>types of settlement and land use;</li> <li>economic activity including trade links;</li> <li>distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul>	<p><b>Begin to</b> describe and understand importance of key aspects of physical geography including:</p> <ul style="list-style-type: none"> <li>climate zones;</li> <li>vegetation belts;</li> <li>mountains;</li> <li>the water cycle.</li> </ul>	<p><u>Mapping</u></p> <ul style="list-style-type: none"> <li><b>Begin to</b> use maps, atlases, globes, <i>satellite images, aerial photographs</i> and digital/computer mapping (<i>including Digimaps</i>) to locate countries and describe features studied.</li> <li><b>Begin to</b> use the eight points of a compass simple letter number grids, four 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> </ul> <p><u>Fieldwork</u></p> <ul style="list-style-type: none"> <li><b>Begin to</b> 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>

	Concept 1: Locational/Place Knowledge	Concept 2: Human Geography	Concept 3: Physical Geography	Concept 4: Geographical Skills and Fieldwork
<b>Milestone 4 (Yr 5/6)</b>	<p><u>Locational Knowledge</u></p> <p><u>Global</u></p> <ul style="list-style-type: none"> <li>Locate the world's countries and <i>oceans</i>, using maps to focus on North and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>Identify the position and significance of latitude, <b>longitude</b>, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles , <b>the Prime/Greenwich Meridian and time zones (including day and night</b></li> </ul> <p><u>United Kingdom</u></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities and <b>geographical regions</b> of the United Kingdom and their identifying human and physical characteristics, key topographical features (including hills, mountains, ports, <b>rivers</b>, coasts and coastal seas), and land-use patterns; <b>and understand how some of these aspects have changed over time.</b></li> </ul> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of the United Kingdom, a region in a European country, and a region within North <b>or South America (including Central America)</b></li> <li>Ask <b>considered</b> geographical questions</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand importance of key aspects of human geography including: <ul style="list-style-type: none"> <li>types of settlement and land use;</li> <li>economic activity including trade links;</li> <li>distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul>	<p>Describe and understand importance of key aspects of physical geography including:</p> <ul style="list-style-type: none"> <li>climate zones;</li> <li><b>biomes</b>;</li> <li>vegetation belts;</li> <li><b>rivers</b>;</li> <li>mountains;</li> <li><b>volcanoes and earthquakes</b>;</li> <li>the water cycle.</li> </ul>	<p><u>Mapping</u></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes, satellite images, aerial photographs and digital/computer mapping (<i>including Digimaps and GIS</i>) to locate countries and describe features studied.</li> <li>Use the eight points of a compass, four and <b>six-figure</b> 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> </ul> <p><u>Fieldwork</u></p> <ul style="list-style-type: none"> <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>

**GEOGRAPHY Learning**  
**Nursery**

**EYFS Framework Links: Understanding the World**

Concept	Milestone	Learning
<b>Concept 1 Locational/Place Knowledge</b>	1. Explain some similarities and differences between life in this country and life in other countries 2. Know some similarities and differences between the natural world around them and contrasting environments	a) Develop an awareness of where they live and their local environment b) Begin to understand that there are different places in the world
<b>Concept 2 Human Geography</b>	1. Describe their immediate environment using observation, discussion, stories, non-fiction and maps	a) Notice detailed features of objects in their environment b) Talk about some of the things they have observed c) Enjoys playing with small world reconstructions, building on first hand experiences d) Begin to understand the effect their behaviour can have on the environment
<b>Concept 3 Physical Geography</b>	1. Describe their immediate environment using observation, discussion, stories, non-fiction and maps	a) Notice detailed features of objects in their environment b) Talk about some of the things they have observed c) Enjoys playing with small world reconstructions, building on first hand experiences d) Begin to understand the effect their behaviour can have on the environment
<b>Concept 4 Geographical Skills and Fieldwork</b>	1. Draw on knowledge from observation, discussion, stories, non-fiction texts and – where appropriate – maps 2. Draw information from a simple map	a) To find out about places through books, stories, maps and other sources and talk about what they have noticed.

**GEOGRAPHY Learning**  
**Reception**

**EYFS Framework Links: Understanding the World**

Concept	Milestone	Learning
<b>Concept 1 Locational/Place Knowledge</b>	1. Explain some similarities and differences between life in this country and life in other countries 2. Know some similarities and differences between the natural world around them and contrasting environments	a) To be able to describe what they see, feel and hear whilst outside b) To know about similarities and differences in relation to places c) To be able to talk about features of their own immediate environment and how environments might vary from one another d) To recognise some similarities and differences between life in this country and life in other countries.
<b>Concept 2 Human Geography</b>	1. Describe their immediate environment using observation, discussion, stories, non-fiction and maps	a) To recognise that some environments are different to the one in which they live b) <i>To know that some things in the environment are created by people</i> c) <i>To know that people can change the environment</i>
<b>Concept 3 Physical Geography</b>	1. Describe their immediate environment using observation, discussion, stories, non-fiction and maps	a) To explore the natural world around them b) To recognise that some environments are different to the one in which they live c) <i>To be able to describe some features of the natural world</i>
<b>Concept 4 Geographical Skills and Fieldwork</b>	1. Draw on knowledge from observation, discussion, stories, non-fiction texts and – where appropriate – maps 2. Draw information from a simple map	a) To be able to draw information from a simple map b) <i>To find own ways to record</i>

**GEOGRAPHY Learning**  
**Year 1 Autumn: 'Toys R Us'**

**Topic:** Study of main geographical features at different scales – local, country, global. Developing sense of place and understanding we have emotional connections to different places. Early fieldwork and mapping skills

Concept	Milestone	Learning
<p><b>Concept 1</b> <b>Locational/Place Knowledge</b></p>	<p><u>Locational Knowledge</u></p> <ol 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> </ol> <p><u>Place Knowledge</u></p> <ol style="list-style-type: none"> <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> </ol>	<p><u>Locational Knowledge</u></p> <p><b>Global</b></p> <ol style="list-style-type: none"> <li>To name and locate (with support) places they have travelled to.</li> <li>To begin to understand distance thinking about how long their journey was and how they travelled there.</li> </ol> <p><b>UK</b></p> <ol style="list-style-type: none"> <li>To share UK place names and landmarks based on their experiences, naming and locating them with support.</li> <li>To name and locate the four countries that make up the United Kingdom</li> </ol> <p><u>Place Knowledge</u></p> <p><b>UK</b></p> <ol style="list-style-type: none"> <li>To explore what happens on UK Saints Days and understand their importance to each country's culture.</li> <li>To understand that UK Saints Days are celebrated around the world, linking UK communities at home and abroad</li> </ol>
<p><b>Concept 2</b> <b>Human Geography</b></p>	<ol style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ol>	<p><u>Citizenship</u></p> <p><b>Local</b></p> <ol style="list-style-type: none"> <li>To begin to recognise the impact they have on our school through how they use the building and resources every day.</li> </ol>
<p><b>Concept 3</b> <b>Physical Geography</b></p>	<ol style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ol>	<ol style="list-style-type: none"> <li>To identify seasonal patterns in the UK and explain the differences between the seasons with reference to changes in vegetation, animal life, human life and weather.</li> </ol>



Concept	Milestone	Learning
<b>Concept 4</b> <b>Geographical Skills and Fieldwork</b>	<p><u>Mapping</u></p> <ol style="list-style-type: none"> <li>1. 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>2. 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</li> <li>3. 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> </ol> <p><u>Fieldwork</u></p> <ol style="list-style-type: none"> <li>4. 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> </ol>	<p><u>Mapping</u></p> <ol style="list-style-type: none"> <li>a) To use simple locational and directional language to describe location of features, and give and follow directions - near, far, left, right etc.</li> <li>b) To identify human and physical features of their school and local area from an aerial photograph.</li> <li>c) To begin to create simple pictorial maps and introduce simple symbols and keys.</li> </ol> <p><u>Fieldwork</u></p> <ol style="list-style-type: none"> <li>d) To use their senses and simple secondary sources (e.g. images, photos, videos, texts) to explore and study the human and physical features of our school and local area.</li> </ol>

**GEOGRAPHY Learning**  
**Year 1 Spring: 'Island Destinations'**

**Topic:** Study of main geographical features at different scales – local, country, global. Developing sense of place and understanding we have emotional connections to different places. Early fieldwork and mapping skills

Concept	Milestone	Learning
<p><b>Concept 1</b>  <b>Locational/ Place Knowledge</b></p>	<p><u>Locational Knowledge</u></p> <ol 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> </ol> <p><u>Place Knowledge</u></p> <ol style="list-style-type: none"> <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> </ol>	<p><u>Locational Knowledge</u></p> <p><b>Global</b></p> <ol style="list-style-type: none"> <li>To name and locate the 7 continents and 5 oceans.</li> <li>To begin to understand distance thinking about how long their journey was and how they travelled there.</li> </ol> <p><b>Continent: Oceania -</b></p> <ol style="list-style-type: none"> <li>To name and locate some key physical and human landmarks in Oceania.</li> </ol> <p><b>UK</b></p> <ol style="list-style-type: none"> <li>To share UK place names and landmarks based on their experiences, naming and locating them with support.</li> <li>To name and locate UK capitals and surrounding seas.</li> </ol> <p><u>Place Knowledge</u></p> <p><b>UK</b></p> <ol style="list-style-type: none"> <li>To explore what happens on UK Saints Days and understand their importance to each country's culture.</li> <li>To understand that UK Saints Days are celebrated around the world, linking UK communities at home and abroad</li> </ol> <p><b>Continent: Oceania -</b></p> <ol style="list-style-type: none"> <li>To start to ask simple geographical questions and offer opinions based on their experience (e.g. What might it look and feel like to be there? Would I like to live there?).</li> <li>To begin to understand what is meant by similarities and differences between places.</li> <li>To begin to recognise and identify similarities and differences by studying an area of the UK and an area in Oceania</li> </ol>
<p><b>Concept 2</b>  <b>Human Geography</b></p>	<ol style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ol>	<ol style="list-style-type: none"> <li>To begin to recognise, identify and sort features into those made by humans and those naturally occurring</li> <li>To use simple geographical terms to describe and identify key human features and be able to give some examples based on these areas: <ul style="list-style-type: none"> <li>Where we live</li> <li>Where we work</li> </ul> </li> </ol>

Concept	Milestone	Learning
		<ul style="list-style-type: none"> <li>• Where food comes from</li> <li>• Island life</li> </ul> <p>c) To begin to understand that there are different geographical names for human settlements depending on their size and how many people live there</p> <p><b>UK</b></p> <p>d) To use simple geographical terms to describe and identify key human features</p> <p><u>Citizenship</u></p> <p><b>Local</b></p> <p>e) To begin to recognise the impact they have on our school through how they use the building and resources every day</p>
<p><b>Concept 3</b> <b>Physical Geography</b></p>	<ol style="list-style-type: none"> <li>1. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>2. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ol>	<ol style="list-style-type: none"> <li>a) To identify seasonal patterns in the UK and explain the differences between the seasons with reference to changes in vegetation, animal life, human life and weather.</li> <li>b) To begin to recognise, identify and sort features into those made by humans and those naturally occurring</li> </ol> <p><b>UK</b></p> <p>c) To use simple geographical terms to describe and identify key physical features</p>
<p><b>Concept 4</b> <b>Geographical Skills and Fieldwork</b></p>	<p><u>Mapping</u></p> <ol style="list-style-type: none"> <li>1. 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>2. 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</li> <li>3. 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> </ol> <p><u>Fieldwork</u></p> <ol style="list-style-type: none"> <li>4. 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> </ol>	<ol style="list-style-type: none"> <li>a) To use simple locational and directional language to describe location of features, and give and follow directions - near, far, left, right etc.</li> <li>b) To identify human and physical features of their school and local area from an aerial photograph.</li> <li>c) To begin to create simple pictorial maps and introduce simple symbols and keys.</li> <li>d) To use maps, atlases and globes to identify the cities, countries, continents and oceans studied</li> <li>e) To use plan perspectives to recognise basic human and physical features in a small space like a garden.</li> <li>f) To begin to use simple four point compass directions N E S W</li> </ol> <p><u>Fieldwork</u></p> <p>g) To use their senses and simple secondary sources (e.g. images, photos, videos, texts) to explore and study the human and physical features of our school and local area.</p>

**GEOGRAPHY Learning**  
**Year 1 Summer: 'Into the woods'**

**Topic:** Study of main geographical features at different scales – local, country, global. Developing sense of place and understanding we have emotional connections to different places. Early fieldwork and mapping skills

Concept	Milestone	Learning
<p><b>Concept 1</b>  <b>Locational/Place Knowledge</b></p>	<p><u>Locational Knowledge</u></p> <ol 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> </ol> <p><u>Place Knowledge</u></p> <ol style="list-style-type: none"> <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> </ol>	<p><u>Locational Knowledge</u></p> <p><b>UK</b></p> <ol style="list-style-type: none"> <li>To share UK place names and landmarks based on their experiences, naming and locating them with support.</li> </ol> <p><u>Place Knowledge</u></p> <p><b>UK</b></p> <ol style="list-style-type: none"> <li>To explore what happens on UK Saints Days and understand their importance to each country's culture.</li> <li>To understand that UK Saints Days are celebrated around the world, linking UK communities at home and abroad</li> </ol> <p><b>Local</b></p> <ol style="list-style-type: none"> <li>To use simple locational knowledge and be able to discuss their local area and offer emotional opinions about places.</li> <li>To begin to understand that their experiences of places is not the same for everyone.</li> <li>To understand change over time by talking to different generations.</li> </ol>
<p><b>Concept 2</b>  <b>Human Geography</b></p>	<ol style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ol>	<p><b>Local</b></p> <ol style="list-style-type: none"> <li>To use simple geographical terms to describe and identify key human features</li> </ol> <p><u>Citizenship</u></p> <p><b>Local</b></p> <ol style="list-style-type: none"> <li>To begin to recognise the impact they have on our school through how they use the building and resources every day</li> </ol>
<p><b>Concept 3</b>  <b>Physical Geography</b></p>	<ol style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ol>	<ol style="list-style-type: none"> <li>To identify seasonal patterns in the UK and explain the differences between the seasons with reference to changes in vegetation, animal life, human life and weather.</li> </ol> <p><b>Local</b></p> <ol style="list-style-type: none"> <li>To use simple geographical terms to describe and identify key physical features.</li> </ol>

Concept	Milestone	Learning
<b>Concept 4 Geographical Skills and Fieldwork</b>	<p><u>Mapping</u></p> <ol style="list-style-type: none"> <li>1. 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>2. 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</li> <li>3. 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> </ol> <p><u>Fieldwork</u></p> <ol style="list-style-type: none"> <li>4. 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> </ol>	<ol style="list-style-type: none"> <li>a) To use simple locational and directional language to describe location of features, and give and follow directions - near, far, left, right etc.</li> <li>b) To identify human and physical features of their school and local area from an aerial photograph</li> <li>c) To begin to create simple pictorial maps and introduce simple symbols and keys</li> </ol> <p><u>Fieldwork</u></p> <ol style="list-style-type: none"> <li>d) To use their senses and simple secondary sources (e.g. images, photos, videos, texts) to explore and study the human and physical features of our school and local area.</li> </ol>

**GEOGRAPHY Learning**  
**Year 2 Spring: 'A World of Contrasts'**

**Topic:** Study of main geographical features at different scales – local, country, global. Developing sense of place and understanding we have emotional connections to different places. Early fieldwork and mapping skills

Concept	Milestone	Learning
<p style="text-align: center;"><b>Concept 1</b>  <b>Locational/Place Knowledge</b></p>	<p><u>Locational Knowledge</u></p> <ol 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> </ol> <p><u>Place Knowledge</u></p> <ol style="list-style-type: none"> <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> </ol>	<p><u>Locational Knowledge</u></p> <p><b>Global</b></p> <ol style="list-style-type: none"> <li>To name and locate the 7 continents and 5 oceans.</li> <li>To name and locate (with support) places to which they have travelled.</li> <li>To name and locate the Equator, North and South Poles.</li> </ol> <p><b>Continent: Africa &amp; Antarctica</b></p> <ol style="list-style-type: none"> <li>To name and locate rainforests, deserts and key mountains in Africa and Antarctica.</li> <li>To understand that Africa is a continent made up of over 50 countries, challenging the misconception it is a single place.</li> </ol> <p><b>UK</b></p> <ol style="list-style-type: none"> <li>To name and locate UK countries, capitals and the surrounding seas.</li> <li>To further their knowledge of UK place names and landmarks by sharing experiences of where they have been, naming and locating them with support.</li> </ol> <p><u>Place Knowledge</u></p> <p><b>Continent: Africa &amp; Antarctica</b></p> <ol style="list-style-type: none"> <li>To start to ask simple geographical questions and offer opinions based on their experience (e.g. What would it look and feel like to be there? Would I like to live there?)</li> <li>To understand that hot places can be wet and dry through studying rainforest and desert soil, vegetation and conditions in Africa.</li> <li>To understand that deserts can be cold through studying soil, vegetation and conditions in Antarctica and North Pole.</li> <li>To understand why Antarctica is a continent and the Arctic is not.</li> <li>To begin to understand the concept of similarities and differences recognise and identify these by studying an area of the UK and an area in Africa and in the Arctic Circle.</li> </ol>
<p style="text-align: center;"><b>Concept 2</b>  <b>Human Geography</b></p>	<ol style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ol>	<p><b>Continent: Africa &amp; Antarctica</b></p> <ol style="list-style-type: none"> <li>To use simple geographical terms to describe and identify key human features in Africa and Antarctica, and be able to give some examples.</li> <li>To explore life in modern day Africa, challenging the misconception that everyone lives in huts with few resources.</li> <li>To begin to consider why housing and life may be different in villages, towns and cities in Africa</li> </ol>

Concept	Milestone	Learning
<b>Concept 3</b> <b>Physical</b> <b>Geography</b>	<ol style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ol>	<b>Continent: Africa &amp; Antarctica</b> <ol style="list-style-type: none"> <li>To use simple geographical vocabulary to describe and identify key physical features and be able to give some examples.</li> <li>To understand the link between quality of soil and the different types of vegetation that grow in the rainforest and polar regions.</li> </ol>
<b>Concept 4</b> <b>Geographical</b> <b>Skills and</b> <b>Fieldwork</b>	<p><u>Mapping</u></p> <ol 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</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> </ol> <p><u>Fieldwork</u></p> <ol style="list-style-type: none"> <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> </ol>	<ol style="list-style-type: none"> <li>To use maps, atlases and globes to identify the physical and human features, cities, countries, continents and oceans studied.</li> <li>To use simple four points compass directions N E S W to describe routes and locations on maps.</li> <li>To use locational and directional language near, far, left, right etc. to describe routes and locations.</li> <li>To use aerial photographs and plan perspectives to recognise landmarks and features studied.</li> <li>To create simple maps and construct symbols and keys.</li> </ol>

**GEOGRAPHY Learning**  
**Year 2 Summer: 'All Aboard'**

**Topic:** Study of main geographical features at different scales – local, country, global. Developing sense of place and understanding we have emotional connections to different places. Early fieldwork and mapping skills

Concept	Milestone	Learning
<b>Concept 1</b> <b>Locational/Place Knowledge</b>	<p><u>Locational Knowledge</u></p> <ol style="list-style-type: none"> <li>1. Name and locate the world's seven continents and five oceans</li> <li>2. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ol> <p><u>Place Knowledge</u></p> <ol style="list-style-type: none"> <li>3. 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> </ol>	<p><u>Locational Knowledge</u></p> <p><b>UK</b></p> <ol style="list-style-type: none"> <li>a) To further their knowledge of UK place names and landmarks by sharing experiences of where they have been, naming and locating them with support.</li> </ol> <p><u>Place Knowledge</u></p> <p><b>UK</b></p> <ol style="list-style-type: none"> <li>b) To use simple geographical vocabulary to discuss the similarities and differences between their local area and a coastal town following a visit.</li> <li>c) To start to ask simple geographical questions and offer opinions about a place based on their experience (e.g. would I like to live here?)</li> </ol>
<b>Concept 2</b> <b>Human Geography</b>	<ol style="list-style-type: none"> <li>1. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ol>	<p><b>UK</b></p> <ol style="list-style-type: none"> <li>a) To use simple geographical terms to describe and identify key human features at the coast and be able to give some examples.</li> </ol> <p><u>Citizenship</u></p> <p><b>Local</b></p> <ol style="list-style-type: none"> <li>b) To begin to recognise the impact/effect we have on our school grounds.</li> </ol>
<b>Concept 3</b> <b>Physical Geography</b>	<ol style="list-style-type: none"> <li>1. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>2. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ol>	<p><b>Global &amp; UK</b></p> <ol style="list-style-type: none"> <li>a) To track and record weekly weather in (London, Edinburgh, Cardiff, Belfast (UK capitals) &amp; Tromso, Norway (in Arctic Circle) and Lagos, Nigeria (on Equator) and consider the reason for the differences.</li> </ol> <p><b>UK</b></p> <ol style="list-style-type: none"> <li>b) To use simple geographical terms to describe and identify key physical features at the coast and be able to give some examples.</li> </ol>
<b>Concept 4</b> <b>Geographical Skills and Fieldwork</b>	<p><u>Mapping</u></p> <ol style="list-style-type: none"> <li>1. 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>2. Use simple compass directions (North, South, East and West) and locational and directional language [for</li> </ol>	<ol style="list-style-type: none"> <li>a) To use maps, atlases and globes to identify the physical and human features, cities, countries, continents and oceans studied.</li> <li>b) To use simple four points compass directions N E S W to describe routes and locations on maps.</li> <li>c) To use locational and directional language near, far, left, right etc. to describe routes and locations.</li> <li>d) To use aerial photographs and plan perspectives to recognise landmarks and features studied.</li> <li>e) To create simple maps and construct symbols and keys.</li> </ol>



Concept	Milestone	Learning
	<p>example, near and far; left and right], to describe the location of features and routes on a map</p> <p>3. 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</p> <p><u>Fieldwork</u></p> <p>4. 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.</p>	<p><u>Fieldwork</u></p> <p>f) To study the human and physical features of a seaside town through a simple teacher led investigation.</p> <p>g) To explore using compasses to navigate around school grounds and describe routes to others.</p> <p>h) To use observational skills and simple recording (e.g. drawing maps, drawing pictures of what find in specific areas, taking photographs of features, recording how they feel in different places, measuring features and distances)</p>

**GEOGRAPHY Learning**  
**Year 3 Autumn: 'Life Forces'**

**Topic:** Study of main geographical features at different scales – local, country, global. Developing sense of place and understanding we have emotional connections to different places. Early fieldwork and mapping skills

Concept	Milestone	Learning
<p><b>Concept 1</b> <b>Locational/Place Knowledge</b></p>	<p><u>Locational Knowledge</u> <u>Global</u></p> <ol style="list-style-type: none"> <li>1. Locate the world's countries and <i>oceans</i>, using maps to focus on Europe (including the location of Russia) and North America (including Central America) concentrating on key physical and human characteristics, countries, and major cities.</li> <li>2. Identify the position and significance of: latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles</li> </ol> <p><u>United Kingdom</u></p> <ol style="list-style-type: none"> <li>3. Name and locate counties and cities of the United Kingdom, identifying their human and physical characteristics, key topographical features (including hills, mountains, coasts, <i>ports, coastal seas</i>), and land-use patterns.</li> </ol> <p><u>Place Knowledge</u></p> <ol style="list-style-type: none"> <li>4. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of the United Kingdom, a region in a European country, and a region within North (<i>including Central America</i>)</li> <li>5. <i>Ask geographical questions</i></li> </ol>	<p><b>Global</b></p> <ol style="list-style-type: none"> <li>a) To name and locate the Northern and Southern hemispheres.</li> </ol> <p><b>Continent: Europe</b></p> <ol style="list-style-type: none"> <li>b) To begin to develop a framework of locational knowledge of Europe by naming and locating: countries, major cities, key physical and human landmarks, surrounding oceans.</li> </ol> <p><b>UK</b></p> <ol style="list-style-type: none"> <li>c) To begin to develop a framework of locational knowledge of the UK and its surrounding seas, by naming and locating some UK counties, identifying their key physical and human features, landmarks and major cities.</li> </ol> <p><u>Place Knowledge</u></p> <p><b>Continent: Europe</b></p> <ol style="list-style-type: none"> <li>d) To begin to ask geographical questions about places in Europe.</li> <li>e) To identify and consider the similarities and differences between an area of the UK and area(s) in Europe.</li> <li>f) To start to consider why people live and work in different places in Europe and how that influences how they live (settlement), work (jobs) and relax (leisure).</li> </ol> <p><b>UK</b></p> <ol style="list-style-type: none"> <li>g) To begin to ask geographical questions about the UK.</li> <li>h) To understand what a county is.</li> <li>i) To describe the difference between continents, countries, counties and cities and begin to give examples from UK.</li> </ol>
<p><b>Concept 2</b> <b>Human Geography</b></p>	<ol style="list-style-type: none"> <li>1. <b>Begin to</b> describe and understand importance of key aspects of human geography including: <ul style="list-style-type: none"> <li>• types of settlement and land use;</li> <li>• economic activity including trade links;</li> <li>• distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ol>	<p><b>UK</b></p> <ol style="list-style-type: none"> <li>a) To begin to identify and recognise the main features of urban, rural, industrial, coastal, mountainous areas in the UK.</li> <li>b) To begin to develop an understanding of the interconnection between physical and human features and how this can affect settlement and land use.</li> </ol>
<p><b>Concept 3</b></p>	<ol style="list-style-type: none"> <li>1. <b>Begin to</b> describe and understand importance of key aspects of physical geography including:</li> </ol>	<p><b>Continent: Europe</b></p>

Concept	Milestone	Learning
<b>Physical Geography</b>	<ul style="list-style-type: none"> <li>• climate zones;</li> <li>• vegetation belts;</li> <li>• mountains;</li> <li>• the water cycle</li> </ul>	<p>a) To begin to understand how climate differs from weather through studying the locations and features of European Climatic Zones:</p> <ul style="list-style-type: none"> <li>• polar</li> <li>• temperate</li> </ul> <p><u>Vegetation Belts</u>  <b>Continent: Europe</b></p> <p>b) To begin to understand what a vegetation belt is through studying the location and features of European vegetation belts:</p> <ul style="list-style-type: none"> <li>• tundra/alpine</li> <li>• coniferous forests</li> <li>• temperate forests</li> </ul>
<b>Concept 4 Geographical Skills and Fieldwork</b>	<p><u>Mapping</u></p> <ol style="list-style-type: none"> <li>1. <b>Begin to</b> use maps, atlases, globes, <i>satellite images</i>, <i>aerial photographs</i> and digital/computer mapping (<i>including Digimaps</i>) to locate countries and describe features studied.</li> <li>2. <b>Begin to</b> use the eight points of a compass simple letter number grids, four 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> </ol> <p><u>Fieldwork</u></p> <ol style="list-style-type: none"> <li>3. <b>Begin to</b> 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> </ol>	<p><u>Mapping</u></p> <ol style="list-style-type: none"> <li>a) To use maps, atlases (starting to look at a range of scales), globes, digital mapping (inc. Digimaps) and satellite images to find places and make deductions where key human and physical features are located in areas studied.</li> <li>b) To recognise and draw the Equator on any map.</li> <li>c) To begin to use the eight points of a compass N, NE, E, SE, S, SW, W, NW to describe routes around school and local area and on maps studied.</li> </ol>

**GEOGRAPHY Learning**  
**Year 3 Summer: 'Our Local World'**

**Topic:** Study of main geographical features at different scales – local, country, global. Developing sense of place and understanding we have emotional connections to different places. Early fieldwork and mapping skills

Concept	Milestone	Learning
<p style="text-align: center;"><b>Concept 1</b>  <b>Locational/Place Knowledge</b></p>	<p><u>Locational Knowledge</u></p> <p><u>Global</u></p> <ol style="list-style-type: none"> <li>1. Locate the world's countries and <i>oceans</i>, using maps to focus on Europe (including the location of Russia) and North America (including Central America) concentrating on key physical and human characteristics, countries, and major cities.</li> <li>2. Identify the position and significance of: latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles</li> </ol> <p><u>United Kingdom</u></p> <ol style="list-style-type: none"> <li>3. Name and locate counties and cities of the United Kingdom, identifying their human and physical characteristics, key topographical features (including hills, mountains, coasts, <i>ports</i>, <i>coastal seas</i>), and land-use patterns.</li> </ol> <p><u>Place Knowledge</u></p> <ol style="list-style-type: none"> <li>4. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of the United Kingdom, a region in a European country, and a region within North (<i>including Central America</i>)</li> <li>5. <i>Ask geographical questions</i></li> </ol>	<p><b>Local</b></p> <ol style="list-style-type: none"> <li>a) To begin to ask geographical questions about their local area.</li> <li>b) To build a sense of place of their local area through a local fieldwork study.</li> <li>c) To identify local physical and human landmarks</li> </ol>
<p style="text-align: center;"><b>Concept 2</b>  <b>Human Geography</b></p>	<ol style="list-style-type: none"> <li>1. <b>Begin to</b> describe and understand importance of key aspects of human geography including: <ul style="list-style-type: none"> <li>• types of settlement and land use;</li> <li>• economic activity including trade links;</li> <li>• distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ol>	<p><b>Local</b></p> <ol style="list-style-type: none"> <li>a) To begin to identify these and other key human features in our local area.</li> <li>b) To understand the interconnection between physical and human features and how they affect settlement, land use in these areas.</li> </ol> <p><u>Citizenship</u></p> <p><b>Local</b></p> <ol style="list-style-type: none"> <li>c) To consider the impact human activity has on and how we care for our local area.</li> </ol>

Concept	Milestone	Learning
<b>Concept 3 Physical Geography</b>	1. <b>Begin to</b> describe and understand importance of key aspects of physical geography including: <ul style="list-style-type: none"> <li>• climate zones;</li> <li>• vegetation belts;</li> <li>• mountains;</li> <li>• the water cycle</li> </ul>	
<b>Concept 4 Geographical Skills and Fieldwork</b>	<p><u>Mapping</u></p> 1. <b>Begin to</b> use maps, atlases, globes, <i>satellite images</i> , <i>aerial photographs</i> and digital/computer mapping ( <i>including Digimaps</i> ) to locate countries and describe features studied.           2. <b>Begin to</b> use the eight points of a compass simple letter number grids, four 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. <p><u>Fieldwork</u></p> 3. <b>Begin to</b> 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><u>Mapping</u></p> a) To use maps, atlases (starting to look at a range of scales), globes, digital mapping (inc. Digimaps) and satellite images to find places and make deductions where key human and physical features are located in areas studied.           b) To begin to use the eight points of a compass N, NE, E, SE, S, SW, W, NW to describe routes around school and local area and on maps studied.           c) To begin to understand scale, symbols and contours on maps (including Ordnance Survey maps).           d) To begin to read maps using different scales, simple letter and number grids, symbols and keys.           e) To begin to use scale and simple letter and number grids to create maps using symbols and keys <p><u>Fieldwork</u></p> f) To use predetermined questions to help collect and record fieldwork.           g) To begin to collect evidence to answer the question in a variety of ways.           h) To begin to use evidence to respond to questions. Start to express their own opinions.           i) To begin to present their findings in a variety of ways including. sketch maps, plans and graphs, and digital technologies.

## GEOGRAPHY Learning

### Year 4 Autumn: 'Water, water everywhere'

**Topic:** Study of main geographical features at different scales – local, country, global. Developing sense of place and understanding we have emotional connections to different places. Early fieldwork and mapping skills

Concept	Milestone	Learning
<b>Concept 1 Locational / Place Knowledge</b>	<p><u>Locational Knowledge</u></p> <p><u>Global</u></p> <ol style="list-style-type: none"> <li>1. Locate the world's countries and <i>oceans</i>, using maps to focus on Europe (including the location of Russia) and North America (including Central America) concentrating on key physical and human characteristics, countries, and major cities.</li> <li>2. Identify the position and significance of: latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles</li> </ol> <p><u>United Kingdom</u></p> <ol style="list-style-type: none"> <li>3. Name and locate counties and cities of the United Kingdom, identifying their human and physical characteristics, key topographical features (including hills, mountains, coasts, <i>ports, coastal seas</i>), and land-use patterns.</li> </ol> <p><u>Place Knowledge</u></p> <ol style="list-style-type: none"> <li>4. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of the United Kingdom, a region in a European country, and a region within North (<i>including Central America</i>)</li> <li>5. <i>Ask geographical questions</i></li> </ol>	
<b>Concept 2 Human Geography</b>	<ol style="list-style-type: none"> <li>1. <b>Begin to</b> describe and understand importance of key aspects of human geography including: <ul style="list-style-type: none"> <li>• types of settlement and land use;</li> <li>• economic activity including trade links;</li> <li>• distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ol>	<p><u>Distribution of natural resources</u></p> <p><b>Global</b></p> <ol style="list-style-type: none"> <li>a) To understand how energy is produced using the natural resources for <b>tidal, solar and wind energy</b>.</li> <li>b) To consider where in the world produces energy this way and the benefits and implications of this on local communities.</li> </ol>
<b>Concept 3 Physical Geography</b>	<ol style="list-style-type: none"> <li>1. <b>Begin to</b> describe and understand importance of key aspects of physical geography including: <ul style="list-style-type: none"> <li>• climate zones;</li> <li>• vegetation belts;</li> <li>• mountains;</li> <li>• the water cycle</li> </ul> </li> </ol>	<p><u>Water Cycle</u></p> <ol style="list-style-type: none"> <li>c) To understand the physical processes that give rise to the water cycle.</li> <li>d) To understand why deserts form behind mountains due to the water cycle.</li> </ol>
<b>Concept 4</b>	<u>Mapping</u>	

Concept	Milestone	Learning
<b>Geographic Skills and Fieldwork</b>	<ol style="list-style-type: none"> <li>1. <b>Begin to</b> use maps, atlases, globes, <i>satellite images</i>, <i>aerial photographs</i> and digital/computer mapping (<i>including Digimaps</i>) to locate countries and describe features studied.</li> <li>2. <b>Begin to</b> use the eight points of a compass simple letter number grids, four 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 <u>Fieldwork</u></li> <li>3. <b>Begin to</b> 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> </ol>	

**GEOGRAPHY Learning**  
**Year 4 Spring: 'Sunshine Islands'**

Topic:

Concept	Milestone	Learning
<p><b>Concept 1</b> <b>Locational / Place Knowledge</b></p>	<p><u>Locational Knowledge</u> <u>Global</u></p> <ol style="list-style-type: none"> <li>1. Locate the world's countries and <i>oceans</i>, using maps to focus on Europe (including the location of Russia) and North America (including Central America) concentrating on key physical and human characteristics, countries, and major cities.</li> <li>2. Identify the position and significance of: latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles</li> </ol> <p><u>United Kingdom</u></p> <ol style="list-style-type: none"> <li>3. Name and locate counties and cities of the United Kingdom, identifying their human and physical characteristics, key topographical features (including hills, mountains, coasts, <i>ports, coastal seas</i>), and land-use patterns.</li> </ol> <p><u>Place Knowledge</u></p> <ol style="list-style-type: none"> <li>4. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of the United Kingdom, a region in a European country, and a region within North (<i>including Central America</i>)</li> <li>5. <i>Ask geographical questions</i></li> </ol>	<p><u>Locational Knowledge</u> <b>Global</b></p> <ol style="list-style-type: none"> <li>a) To name, locate and understand the significance of the 5 circles of latitude – Arctic Circle, Tropic of Cancer, Equator, Tropic of Capricorn, Antarctic Circle.</li> </ol> <p><b>Continent: North America</b></p> <ol style="list-style-type: none"> <li>b) To begin to develop a framework of locational knowledge of Central America and the Caribbean by naming and locating: countries, major cities, key physical and human characteristics landmarks and surrounding oceans.</li> </ol> <p><b>United Kingdom</b></p> <ol style="list-style-type: none"> <li>c) To build on their locational knowledge of the UK and its surrounding seas, by naming and locating major cities and ports and their counties.</li> </ol> <p><u>Place Knowledge</u> <b>Continent: North America</b></p> <ol style="list-style-type: none"> <li>d) To develop their geographic questions when studying places in Central America and the Caribbean.</li> <li>e) To Identify the similarities and differences between an area of the UK and an area of Central America or the Caribbean.</li> </ol> <p><b>United Kingdom</b></p> <ol style="list-style-type: none"> <li>f) To use geographic questioning to compare and contrast life in urban, rural, industrial, coastal, mountainous areas of the UK.</li> </ol>
<p><b>Concept 2</b> <b>Human Geography</b></p>	<ol style="list-style-type: none"> <li>1. <b>Begin to</b> describe and understand importance of key aspects of human geography including: <ul style="list-style-type: none"> <li>• types of settlement and land use;</li> <li>• economic activity including trade links;</li> <li>• distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ol>	<p><b>United Kingdom</b></p> <ol style="list-style-type: none"> <li>a) To understand that different types of settlement, land use and economic activity are seen in coastal areas, seaside towns and city ports.</li> </ol> <p><u>Trade links</u> <b>Global</b></p> <ol style="list-style-type: none"> <li>b) To understand how major shipping lanes are used to support trade links.</li> </ol> <p><u>Distribution of natural resources</u> <b>Continent: North America</b></p>



Concept	Milestone	Learning
		<p>c) To understand the different <b>food</b> products farmed and imported in UK and Central America or Caribbean.</p> <p>d) To consider how does this distribution of food affect local communities and quality of life.</p> <p><u>Citizenship</u></p> <p>e) To begin to understand how the distribution of food through shipping affects the environment.</p>
<p><b>Concept 3</b> <b>Physical Geography</b></p>	<p>1. <b>Begin to</b> describe and understand importance of key aspects of physical geography including:</p> <ul style="list-style-type: none"> <li>• climate zones;</li> <li>• vegetation belts;</li> <li>• mountains;</li> <li>• the water cycle</li> </ul>	<p><b>Global – The Tropics</b></p> <p>a) To have a broad understanding of how the features of climate zones are affected by latitudinal location.</p> <p>b) To locate and identify the features of climate zones found between the Tropic of Cancer and the Tropic of Capricorn:</p> <ul style="list-style-type: none"> <li>• desert</li> <li>• tropical</li> <li>• Equatorial</li> </ul> <p><u>Vegetation Belts</u></p> <p><b>Global – The Tropics</b></p> <p>c) To have a broad understanding of how vegetation belts are linked to climate zones.</p> <p>d) To locate and identify the features of vegetation belts between the Tropics of Cancer and Capricorn, concentrating on:</p> <ul style="list-style-type: none"> <li>• desert</li> <li>• tropical forests</li> <li>• hot grasslands</li> </ul>
<p><b>Concept 4</b> <b>Geographical Skills and Fieldwork</b></p>	<p><u>Mapping</u></p> <p>1. <b>Begin to</b> use maps, atlases, globes, <i>satellite images, aerial photographs</i> and digital/computer mapping (<i>including Digimaps</i>) to locate countries and describe features studied.</p> <p>2. <b>Begin to</b> use the eight points of a compass simple letter number grids, four 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</p> <p><u>Fieldwork</u></p> <p>3. <b>Begin to</b> 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><u>Mapping</u></p> <p>a) <i>To use maps, atlases (starting to look at a range of scales), globes, digital mapping (including Digimaps) and satellite images to find places and make deductions where key human and physical features are located in areas studied.</i></p> <p>b) <i>To identify where the 5 circles of latitude are located and draw them on a map.</i></p> <p>c) <i>To use the eight points of a compass N, NE, E, SE, S, SW, W, NW to describe routes and locations.</i></p> <p>d) <i>To consolidate their understanding of scale, symbols and contours on maps (including Ordnance Survey maps).</i></p> <p>e) <i>To read and create maps using different scales, four figure grid references, symbols and keys.</i></p>

**GEOGRAPHY Learning**  
**Year 4 Summer: 'On the Home Front'**

**Topic:** Study of main geographical features at different scales – local, country, global. Developing sense of place and understanding we have emotional connections to different places. Early fieldwork and mapping skills

Concept	Milestone	Learning
<b>Concept 1</b> <b>Locational / Place Knowledge</b>	<u>Locational Knowledge</u> <u>Global</u> 1. Locate the world's countries and <i>oceans</i> , using maps to focus on Europe (including the location of Russia) and North America (including Central America) concentrating on key physical and human characteristics, countries, and major cities. 2. Identify the position and significance of: latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles <u>United Kingdom</u> 3. Name and locate counties and cities of the United Kingdom, identifying their human and physical characteristics, key topographical features (including hills, mountains, coasts, <i>ports, coastal seas</i> ), and land-use patterns. <u>Place Knowledge</u> 4. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of the United Kingdom, a region in a European country, and a region within North ( <i>including Central America</i> ) 5. <i>Ask geographical questions</i>	<u>United Kingdom</u> a) To begin to identify the main land use patterns of UK counties - urban, rural, industrial
<b>Concept 2</b> <b>Human Geography</b>	1. <b>Begin to</b> describe and understand importance of key aspects of human geography including: <ul style="list-style-type: none"> <li>• types of settlement and land use;</li> <li>• economic activity including trade links;</li> <li>• distribution of natural resources including energy, food, minerals and water</li> </ul>	<u>United Kingdom</u> a) To identify farming land use patterns in UK b) To consider trade links around the import of food into the UK
<b>Concept 3</b> <b>Physical Geography</b>	1. <b>Begin to</b> describe and understand importance of key aspects of physical geography including: <ul style="list-style-type: none"> <li>• climate zones;</li> <li>• vegetation belts;</li> <li>• mountains;</li> <li>• the water cycle</li> </ul>	

Concept	Milestone	Learning
<b>Concept 4 Geographic Skills and Fieldwork</b>	<p><u>Mapping</u></p> <ol style="list-style-type: none"> <li><b>Begin to</b> use maps, atlases, globes, <i>satellite images</i>, <i>aerial photographs</i> and digital/computer mapping (<i>including Digimaps</i>) to locate countries and describe features studied.</li> <li><b>Begin to</b> use the eight points of a compass simple letter number grids, four 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> </ol> <p><u>Fieldwork</u></p> <ol style="list-style-type: none"> <li><b>Begin to</b> 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> </ol>	<p><u>Mapping</u></p> <ol style="list-style-type: none"> <li>To use maps, atlases (starting to look at a range of scales), globes, digital mapping (<i>including Digimaps</i>) and <i>satellite images</i> to find places and make deductions where key human and physical features are located in areas studied.</li> <li>To identify where the 5 circles of latitude are located and draw them on a map.</li> <li>To use the eight points of a compass N, NE, E, SE, S, SW, W, NW to describe routes and locations.</li> <li>To consolidate their understanding of scale, symbols and contours on maps (<i>including Ordnance Survey maps</i>).</li> <li>To read and create maps using different scales, four figure grid references, symbols and keys.</li> </ol> <p><u>Fieldwork</u></p> <ol style="list-style-type: none"> <li>To use predetermined questions to help collect and record fieldwork.</li> <li>To collect evidence to answer the question in a variety of ways.</li> <li>To begin to use evidence to respond to questions. Start to express their own opinions.</li> <li>To begin to present their findings in a variety of ways including sketch maps, plans and graphs, and digital technologies</li> </ol>

## GEOGRAPHY Learning

### Year 5 Autumn: 'Humans Vs Nature'

**Topic:** Study of main geographical features at different scales – local, country, global. Developing sense of place and understanding we have emotional connections to different places. Early fieldwork and mapping skills (Scotland, NI, Wales, NE, NW, Yorks and Humber, West Mids, East Mlds, SE, East of England, SW, Greater London)

Concept	Milestone	Learning
<b>Concept 1 Locational/Place Knowledge</b>	<p><u>Locational Knowledge</u> <u>Global</u></p> <ol style="list-style-type: none"> <li>1. Locate the world's countries and <i>oceans</i>, using maps to focus on North and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>2. Identify the position and significance of latitude, <b>longitude</b>, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles , <b>the Prime/Greenwich Meridian and time zones (including day and night</b></li> </ol> <p><u>United Kingdom</u></p> <ol style="list-style-type: none"> <li>3. Name and locate counties and cities and <b>geographical regions</b> of the United Kingdom and their identifying human and physical characteristics, key topographical features (including hills, mountains, ports, <b>rivers</b>, coasts and coastal seas), and land-use patterns; <b>and understand how some of these aspects have changed over time.</b></li> </ol> <p><u>Place Knowledge</u></p> <ol style="list-style-type: none"> <li>4. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of the United Kingdom, a region in a European country, and a region within North or <b>South America (including Central America)</b></li> <li>5. Ask <b>considered</b> geographical questions</li> </ol>	<p><u>Locational Knowledge</u> <b>Global</b></p> <ol style="list-style-type: none"> <li>a) To name, locate and understand the significance of longitude lines and Prime/Greenwich Meridian times zones (including day and night).</li> </ol> <p><b>Continent: North America</b></p> <ol style="list-style-type: none"> <li>b) To develop a framework of locational knowledge of <b>USA, Canada and Mexico</b> by naming and locating: countries, major cities and states, key physical and human characteristics, landmarks and surrounding oceans.</li> <li>c) To use positional vocabulary to locate new areas studied with reference to Oceanic, African, European and Central American areas already studied, oceans, hemispheres, 5 lines of latitude, time zones and other geographical terms/places studied to date.</li> <li>d) To begin to have an awareness of what an environmental region is and where they are located in North America.</li> </ol> <p><b>United Kingdom</b></p> <ol style="list-style-type: none"> <li>e) To develop a locational knowledge and understanding of the UK's geographical regions and their identifying human (inc. cities) and physical characteristics.</li> <li>f) To understand how some human and physical features have changed over time.</li> <li>g) To locate the UKs surrounding seas</li> </ol> <p><u>Place Knowledge</u> <b>Continent: North America</b></p> <ol style="list-style-type: none"> <li>h) To ask geographic questions about places studied in USA, Canada and Mexico.</li> <li>i) To recognise, identify and give reasons for the geographical similarities and differences between an area of the UK and an area of USA, Canada or Mexico.</li> </ol>
<b>Concept 2 Human Geography</b>	<ol style="list-style-type: none"> <li>1. Describe and understand importance of key aspects of human geography including: <ul style="list-style-type: none"> <li>• types of settlement and land use;</li> <li>• economic activity including trade links;</li> <li>• distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>a) To understand the interdependence between human and physical features studied.</li> </ol> <p><b>Global</b></p> <ol style="list-style-type: none"> <li>b) To understand how energy is produced using hydropower.</li> <li>c) To consider where in the world produces energy this way and the benefits and implications of this on local communities and the environment. Consider the views of others.</li> </ol>

Concept	Milestone	Learning
		<p><b>Continent: North America</b></p> <p>d) To understand the importance of natural resources to a country's land use and economic prosperity.</p> <p>e) To consider who natural resources belong to by a study of a North American river that crosses country borders.</p> <p>f) To begin to understand the impact on communities and the range of local views . What does this mean for the future?</p>
<p><b>Concept 3 Physical Geography</b></p>	<p>1. Describe and understand importance of key aspects of physical geography including:</p> <ul style="list-style-type: none"> <li>• climate zones;</li> <li>• <b>biomes</b>;</li> <li>• vegetation belts;</li> <li>• <b>rivers</b>;</li> <li>• mountains;</li> <li>• <b>volcanoes and earthquakes</b>;</li> <li>• the water cycle.</li> </ul>	<p><u>Biomes</u></p> <p>a) To understand what a biome is and how it links to climate zones and vegetation belts.</p> <p><b>Continent: North America</b></p> <p>b) To locate and identify the features of the following North American biomes:</p> <ul style="list-style-type: none"> <li>• Desert</li> <li>• Temperate grasslands</li> <li>• Temperate forests</li> <li>• Boreal forest</li> <li>• Tundra</li> </ul> <p>c) To identify the similarities between the latitudinal location of biomes in Europe and North America (up to the Tropic of Cancer line).</p> <p><u>Rivers</u></p> <p>d) To understand the features of rivers and how they are formed.</p> <p>e) To locate and identify features of a river using the vocabulary spring, source, tributary, meanders, flood plain, delta, mouth.</p> <p>f) To understand how different river features are formed.</p> <p>g) To locate significant world rivers and some UK rivers.</p> <p>h) To compare the impact of flooding on richer and poorer countries and solutions.</p>
<p><b>Concept 4 Geographical Skills and Fieldwork</b></p>	<p><u>Mapping</u></p> <p>1. Use maps, atlases, globes, satellite images, aerial photographs and digital/computer mapping (<i>including Digimaps and GIS</i>) to locate countries and describe features studied.</p> <p>2. Use the eight points of a compass, four and <b>six-figure</b> grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p><u>Mapping</u></p> <p>a) To read maps using different scales, symbols and keys (inc. Ordnance Survey maps) . Begin to learn six figure grid references to describe location.</p> <p>b) To use maps, atlases (at a range of scales), globes, digital mapping (inc. Digimaps) and satellite images to find places and make deductions where key human and physical features are located in areas studied.</p> <p>c) To create own maps using scale, symbols, keys, contours and begin to use four figure grid references and 8 point compass.</p> <p>d) To identify and draw the 5 circles of latitude on a map.</p>

Concept	Milestone	Learning
	<p><u>Fieldwork</u></p> <p>3. 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>e) To use the eight points of a compass N, NE, E, SE, S, SW, W, NW to describe routes and locations studied.</p>

**GEOGRAPHY Learning**

**Year 5 Summer: 'Innovation and Inspiration'**

**Topic:** Study of main geographical features at different scales – local, country, global. Developing sense of place and understanding we have emotional connections to different places. Early fieldwork and mapping skills

Concept	Milestone	Learning
<p><b>Concept 1</b> <b>Locational/Place Knowledge</b></p>	<p><u>Locational Knowledge</u> <u>Global</u></p> <ol style="list-style-type: none"> <li>1. Locate the world's countries and <i>oceans</i>, using maps to focus on North and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>2. Identify the position and significance of latitude, <b>longitude</b>, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, <b>the Prime/Greenwich Meridian and time zones (including day and night)</b></li> </ol> <p><u>United Kingdom</u></p> <ol style="list-style-type: none"> <li>3. Name and locate counties and cities and <b>geographical regions</b> of the United Kingdom and their identifying human and physical characteristics, key topographical features (including hills, mountains, ports, <b>rivers</b>, coasts and coastal seas), and land-use patterns; <b>and understand how some of these aspects have changed over time.</b></li> </ol> <p><u>Place Knowledge</u></p> <ol style="list-style-type: none"> <li>4. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of the United Kingdom, a region in a European country, and a region within North <b>or South America (including Central America)</b></li> <li>5. Ask <b>considered</b> geographical questions</li> </ol>	
<p><b>Concept 2</b> <b>Human Geography</b></p>	<ol style="list-style-type: none"> <li>1. Describe and understand importance of key aspects of human geography including: <ul style="list-style-type: none"> <li>• types of settlement and land use;</li> <li>• economic activity including trade links;</li> <li>• distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ol>	<p><u>Distribution of natural resources</u></p> <ol style="list-style-type: none"> <li>a) To understand the interdependence between human and physical features studied.</li> </ol> <p><b>United Kingdom</b></p> <ol style="list-style-type: none"> <li>b) To understand the types of settlement, land use and economic activity (e.g. tourism, industry and recreation) found along rivers and canals.</li> </ol> <p><u>Trade links</u></p>

Concept	Milestone	Learning
		<p><b>United Kingdom</b></p> <p>c) To understand how rivers and canals are used to support trade links and consider change over time</p> <p><b>Global</b></p> <p>d) To understand how energy is produced using fossil fuels and natural gas.</p> <p>e) To consider where in the world produces energy this way and the benefits and implications of this on local communities and the environment. Take into account the views of others.</p>
<p><b>Concept 3</b> <b>Physical Geography</b></p>	<p>1. Describe and understand importance of key aspects of physical geography including:</p> <ul style="list-style-type: none"> <li>• climate zones;</li> <li>• <b>biomes</b>;</li> <li>• vegetation belts;</li> <li>• <b>rivers</b>;</li> <li>• mountains;</li> <li>• <b>volcanoes and earthquakes</b>;</li> <li>• the water cycle.</li> </ul>	
<p><b>Concept 4</b> <b>Geographical Skills and Fieldwork</b></p>	<p><u>Mapping</u></p> <p>1. Use maps, atlases, globes, satellite images, aerial photographs and digital/computer mapping (<i>including Digimaps and GIS</i>) to locate countries and describe features studied.</p> <p>2. Use the eight points of a compass, four and <b>six-figure</b> grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><u>Fieldwork</u></p> <p>3. 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>a) To begin to self select their own primary and secondary sources to explore distant locations (texts, blogs, stories, videos, aerial photos, maps, atlases, GIS etc.).</p> <p>b) To begin to explain the reason for their choices giving their views on different projections and perspectives and the effectiveness of each, alongside teacher created/directed resources.</p> <p><u>Fieldwork</u></p> <p>c) To generate their own questions to answer under a predetermined theme in small groups.</p> <p>d) To collect evidence to answer the question in a variety of ways including annotated field sketches and surveys.</p> <p>e) To present their findings in a variety of ways including annotated field sketches, surveys, sketch maps, plans and graphs, and digital technologies.</p> <p>f) To begin to use evidence to respond to their questions. Start to express their own opinions and offer explanations and reasons.</p>



**GEOGRAPHY Learning**  
**Year 6 Spring: 'Save the Planet'**

**Topic:** Study of main geographical features at different scales – local, country, global. Developing sense of place and understanding we have emotional connections to different places. Early fieldwork and mapping skills

Concept	Milestone	Learning
<p><b>Concept 1</b> <b>Locational/Place Knowledge</b></p>	<p><u>Locational Knowledge</u> <u>Global</u></p> <ol style="list-style-type: none"> <li>1. Locate the world’s countries and <i>oceans</i>, using maps to focus on North and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>2. Identify the position and significance of latitude, <b>longitude</b>, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles , <b>the Prime/Greenwich Meridian and time zones (including day and night</b></li> </ol> <p><u>United Kingdom</u></p> <ol style="list-style-type: none"> <li>3. Name and locate counties and cities and <b>geographical regions</b> of the United Kingdom and their identifying human and physical characteristics, key topographical features (including hills, mountains, ports, <b>rivers</b>, coasts and coastal seas), and land-use patterns; <b>and understand how some of these aspects have changed over time.</b></li> </ol> <p><u>Place Knowledge</u></p> <ol style="list-style-type: none"> <li>4. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of the United Kingdom, a region in a European country, and a region within North <b>or South America (including Central America)</b></li> <li>5. Ask <b>considered geographical questions</b></li> </ol>	<p><u>Locational Knowledge</u> <b>Global</b></p> <ol style="list-style-type: none"> <li>a) To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles , the Prime/Greenwich Meridian and time zones (including day and night</li> </ol> <p><b>Continent: South America</b></p> <ol style="list-style-type: none"> <li>b) To develop a framework of locational knowledge of South America by naming and locating: environmental regions, key physical and human characteristics, countries, major cities, landmarks and surrounding oceans.</li> <li>c) To use positional vocabulary to locate new areas studied with reference to Oceanic, African, European and North American areas already studied, oceans, hemispheres, 5 lines of latitude, time zones and other geographical terms/places studied to date.</li> </ol> <p><u>Place Knowledge</u></p> <ol style="list-style-type: none"> <li>d) <b>Continent: South America</b></li> <li>e) To ask geographic questions about places studied in South America.</li> <li>f) To recognise, identify and give reasons for the geographical similarities and differences between an area of the UK and South America.</li> </ol>
<p><b>Concept 2 Human Geography</b></p>	<ol style="list-style-type: none"> <li>1. Describe and understand importance of key aspects of human geography including: <ul style="list-style-type: none"> <li>• types of settlement and land use;</li> <li>• economic activity including trade links;</li> <li>• distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>a) To identify and understand the reasons for the changing land use in the South American rainforest and the impact of economic activity and trade.</li> </ol> <p><u>Distribution of natural resources</u> <b>Global</b></p> <ol style="list-style-type: none"> <li>b) To understand how energy is produced using natural resources for geothermic and biomass energy.</li> <li>c) To consider where in the world produces energy this way and the benefits and implications of this on local communities and the environment.</li> </ol>

Concept	Milestone	Learning
		<p><b>Continent: South America</b></p> <p>d) To understand issues around the use and protection of natural resources in an area of South America and its implications on trade, settlements, communities and land use.</p> <p><u>Global Citizenship</u></p> <p>e) To identify ways that people can reduce their impact on the environment: Focus on agriculture, looking at impact, long-term sustainability, pollution and cost in rainforest study.</p> <p><u>Earthquakes &amp; Volcanoes</u></p> <p>f) To compare the impact of earthquakes on richer and poorer countries and solutions e.g. Japan and Haiti.</p> <p>g) To consider the advantages and disadvantages of living in areas with earthquakes and volcanoes.</p>
<p><b>Concept 3</b> <b>Physical Geography</b></p>	<p>1. Describe and understand importance of key aspects of physical geography including:</p> <ul style="list-style-type: none"> <li>• climate zones;</li> <li>• <b>biomes</b>;</li> <li>• vegetation belts;</li> <li>• <b>rivers</b>;</li> <li>• mountains;</li> <li>• <b>volcanoes and earthquakes</b>;</li> <li>• the water cycle.</li> </ul>	<p><u>Biomes</u></p> <p><b>Continent: South America</b></p> <p>a) To locate and identify the features of the following South American biomes and how they adapting to a changing climate:</p> <ul style="list-style-type: none"> <li>• Hot grasslands (Savannah)</li> <li>• Rainforest</li> <li>• Temperate grasslands</li> </ul> <p>b) To recognise how biomes south of the Equator are mirrored above the equator and up mountains.</p> <p>c) To explore how some biomes are under threat considering the conditions and processes that lead to change, and how they can be protected.</p> <p>d) To consider what might happen in the future if certain decisions are made or not made suggesting plausible conclusions and explaining their views and considering the views of others.</p> <p><u>Mountains and Volcanoes</u></p> <p>e) To locate major global mountains and ranges and UK mountains.</p> <p>f) To understand that mountain ranges are fold mountains.</p> <p>g) To understand the processes that lead to their formation and their main features.</p> <p>h) To understand the volcanoes are mountains.</p> <p>i) To understand the links between volcanoes and tectonic plates.</p> <p><u>Earthquakes</u></p> <p>j) To understand the processes that lead to earthquakes and how they are measured.</p>
<p><b>Concept 4</b></p>	<p><u>Mapping</u></p> <p>1. Use maps, atlases, globes, satellite images, aerial photographs and digital/computer mapping (<i>including</i></p>	

Concept	Milestone	Learning
<b>Geographical Skills and Fieldwork</b>	<p><i>Digimaps and GIS</i>) to locate countries and describe features studied.</p> <p>2. Use the eight points of a compass, four and <b>six-figure</b> grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><u>Fieldwork</u></p> <p>3. 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>	

**GEOGRAPHY Learning**  
**Year 6 Summer: 'Eureka!'**

**Topic:** Study of main geographical features at different scales – local, country, global. Developing sense of place and understanding we have emotional connections to different places. Early fieldwork and mapping skills

Concept	Milestone	Learning
<p style="text-align: center;"><b>Concept 1</b> <b>Locational/Place Knowledge</b></p>	<p><u>Locational Knowledge</u> <u>Global</u></p> <ol style="list-style-type: none"> <li>1. Locate the world’s countries and <i>oceans</i>, using maps to focus on North and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>2. Identify the position and significance of latitude, <b>longitude</b>, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles , <b>the Prime/Greenwich Meridian and time zones (including day and night</b></li> </ol> <p><u>United Kingdom</u></p> <ol style="list-style-type: none"> <li>3. Name and locate counties and cities and <b>geographical regions</b> of the United Kingdom and their identifying human and physical characteristics, key topographical features (including hills, mountains, ports, <b>rivers</b>, coasts and coastal seas), and land-use patterns; <b>and understand how some of these aspects have changed over time.</b></li> </ol> <p><u>Place Knowledge</u></p> <ol style="list-style-type: none"> <li>4. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of the United Kingdom, a region in a European country, and a region within North <b>or South America (including Central America)</b></li> <li>5. Ask <b>considered geographical questions</b></li> </ol>	<p><u>Locational Knowledge</u> <b>United Kingdom</b></p> <ol style="list-style-type: none"> <li>a) To build on existing knowledge of UK's geographical regions looking at land-use patterns and understand how some aspects have changed over time.</li> <li>b) To locate the UKs surrounding seas.</li> </ol> <p><u>Place Knowledge</u> <b>United Kingdom</b></p> <ol style="list-style-type: none"> <li>c) To compare and contrast life in Croydon to a location in the Isle of Wight.</li> </ol>
<p style="text-align: center;"><b>Concept 2 Human Geography</b></p>	<ol style="list-style-type: none"> <li>1. Describe and understand importance of key aspects of human geography including: <ul style="list-style-type: none"> <li>• types of settlement and land use;</li> <li>• economic activity including trade links;</li> <li>• distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ol>	
<p style="text-align: center;"><b>Concept 3 Physical Geography</b></p>	<ol style="list-style-type: none"> <li>1. Describe and understand importance of key aspects of physical geography including: <ul style="list-style-type: none"> <li>• climate zones;</li> </ul> </li> </ol>	

Concept	Milestone	Learning
	<ul style="list-style-type: none"> <li>• <b>biomes;</b></li> <li>• vegetation belts;</li> <li>• <b>rivers;</b></li> <li>• mountains;</li> <li>• <b>volcanoes and earthquakes;</b></li> <li>• the water cycle.</li> </ul>	
<p><b>Concept 4</b> <b>Geographical Skills and Fieldwork</b></p>	<p><u>Mapping</u></p> <ol style="list-style-type: none"> <li>1. Use maps, atlases, globes, satellite images, aerial photographs and digital/computer mapping (<i>including Digimaps and GIS</i>) to locate countries and describe features studied.</li> <li>2. Use the eight points of a compass, four and <b>six-figure</b> 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> </ol> <p><u>Fieldwork</u></p> <ol style="list-style-type: none"> <li>3. 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> </ol>	<ol style="list-style-type: none"> <li>a) To analyse and interpret a wide range of self selected primary and secondary sources (texts, blogs, stories, videos, aerial photos, maps, atlases, GIS etc.) with support.</li> <li>b) To explain their choices, giving their views on different projections and perspectives and the effectiveness of each alongside teacher created/directed resources.</li> </ol> <p><u>Mapping</u></p> <ol style="list-style-type: none"> <li>c) To read maps using different scales, symbols and keys (inc. Ordnance Survey maps). Begin to learn six figure grid references.</li> <li>d) To use maps, atlases (at a range of scales), globes, digital mapping (inc. Digimaps) and satellite images to find places and make deductions where key human and physical features are located in areas studied.</li> <li>e) To create appropriate plans and map resources to show detailed information using a range of scale (e.g. showing land use, population density etc).</li> <li>f) To identify and draw the 5 circles of latitude on a map.</li> <li>g) To use the eight points of a compass N, NE, E, SE, S, SW, W, NW to describe routes and locations studied.</li> </ol> <p><u>Fieldwork</u></p> <ol style="list-style-type: none"> <li>h) To suggest relevant geographical questions and issues to explore under a predetermined theme.</li> <li>i) To plan, collect and analyse fieldwork data using multiple sources and a range of fieldwork skills learnt to date.</li> <li>j) To present their results in a variety of ways including sketch maps, annotated field sketches, plans and graphs, and digital technologies.</li> <li>k) To draw conclusions using evidence, offering explanations and reasons in response to a question and express their own opinions.</li> </ol>