GEOGRAPHY

	Autumn	Spring	Summer
YEAR 1	**How can maps be used?** As geographers, by the end of Year 1, we will know: • what a globe, map, atlas, and satellite image are • how to use and label the four main compass directions: north, south, east and west • how to identify and label key features of the Earth, including the North Pole, South Pole, equator, axis and hemispheres **How is the United Kingdom different from Great Britain?** As geographers, by the end of Year 1, we will know: • how to identify the countries which make up The United Kingdom • that there is a difference between Great Britain and The United Kingdom • how to label a basic map of The United Kingdom **How would you describe the physical features of the UK?** As geographers, by the end of Year 1, we will know: • the name of the range of hills running from north to south in England • the names of some of the mountains and lakes of the Lake District, including England's highest peak • more about the UK, including its flag and how land is used • the definition of the word, refugee **What do you know about the important landmarks of London?** As geographers, by the end of Year 1, we will know: • some of the famous landmarks in London • more about the population of London • why London is special to the United Kingdom • what river runs through London and why it has been so important **What makes the physical features of Scotland unique?** As geographers, by the end of Year 1, we will know: • the definition of key terms, including 'archipelago', 'munro' and 'loch' • how to describe the physical features of Scotland, including which areas are remote and where some of the key physical landmarks are • key facts about Scotland, including the Scottish flag, capital and emblem **What makes the location of Edinburgh interesting?** As geographers, by the end of Year 1, we will know: • the location of Edinburgh in Scotland and where significant physical and human landmarks are located around the city • how to label a map of Edinburgh effectively • the names of some of the important buildings around Edinburgh	**To what extent can Wales be described as a rural country?** As geographers, by the end of Year 1, we will know: • the cities of Wales and where they are located on a map • how to describe Wales, using terms like 'rural' and 'urban' • how to discuss Welsh history and identity in more detail **How would you describe the rivers which flow through Cardiff?** As geographers, by the end of Year 1, we will know: • some of the key physical features of Cardiff, including the major rivers which run through the city • the location of Cardiff and why it is an important city for Wales • more about the human features and tourist attractions of Cardiff **How do the physical features of Northern Ireland differ from the rest of the UK?** As geographers, by the end of Year 1, we will know: • the major rivers and lakes of Northern Ireland and where to locate them on a map • how to identify Giant's Causeway • how to describe the location of Northern Ireland in relation to the rest of Great Britain • more about the history of Northern Ireland **Why was Belfast a good place to build ships, and how is it different from London?** As geographers, by the end of Year 1, we will know: • Belfast is the capital city of Northern Ireland • Belfast is special because it is famous for building ships • the most famous ship built in Belfast is the Titanic • the River Lagan runs through Belfast — we can locate and mark it on a map • we can locate and mark on a map the place thought to inspire Gulliver's Travels **How would you organise the different continents and oceans?** As geographers, by the end of Year 1, we will know: • the seven continents and five oceans • how to find these on a map • identify which seas are closest to the United Kingdom • the meaning of key geographical terms, including 'saline'	**How would you describe the location of the Pacific Ocean?** As geographers, by the end of Year 1, we will know: • the location of the five oceans • the names of the largest islands in the Atlantic Ocean • how much of the Earth's surface is covered by oceans **How does 'climate' differ from 'weather'?** As geographers, by the end of Year 1, we will know: • the meaning of key terms, including 'climate' and 'weather' • how to describe the physical features of different global climates • how to locate where some of these climates are found on a map **How would you describe what weather actually is?** As geographers, by the end of Year 1, we will know: • the definition of key geographical vocabulary, including 'physical process', 'weather' and 'climate' • where the physical process of weather takes places • how to recognise weather symbols **In what ways is Sydney different to London?** As geographers, by the end of Year 1, we will know: • who the first people to inhabit Sydney were and when the Europeans first settled there • how to describe the location of Sydney • some of the physical and human features of Sydney **Fieldwork: Survey of the local area**

YEAR 2	**How can maps be used?** As geographers, by the end of Year 2, we will know: • how to compare a map of Earth with a satellite image • the main differences between a globe and a map • how to use an atlas to find the United Kingdom, the five oceans, the seven continents and the location of our school **How is the United Kingdom different from Great Britain?** As geographers, by the end of Year 2, we will know: • how to discuss the key differences between The United Kingdom, Great Britain and The British Isles • how to label and identify countries of The United Kingdom • more about the specific islands and regions of The British Isles archipelago **How would you describe the physical features of the UK?** As geographers, by the end of Year 2, we will know: • how to classify different physical features in England • how to compare England's location with the location of other countries in the UK **What do you know about the important landmarks of London?** As designers, by the end of Year 2, we will know: • where some of the important landmarks of London are • more about the different businesses found in London • why there are so many skyscrapers in London • how to make comparisons between London and Edinburgh **What makes the physical features of Scotland unique?** As geographers, by the end of Year 2, we will know: • how to make comparisons between different Scottish islands and other parts of the UK • how to compare the Shetland islands with other parts of Scotland **What makes the location of Edinburgh interesting?** As geographers, by the end of Year 2, we will know: • how to effectively compare and contrast Edinburgh with London • more about the physical features of Edinburgh and the surrounding areas and the different types of buildings and human features which exist in the city	**To what extent can Wales be described as a rural country?** As geographers, by the end of Year 2, we will know: • how to effectively compare and contrast the human features of different countries within the UK • how to effectively compare and contrast the physical features and locations of countries in the UK **How would you describe the rivers which flow through Cardiff?** As geographers, by the end of Year 2, we will know: • how to locate and identify the rivers that flow through Cardiff, using a map • how to compare the location of Cardiff and London • how to contrast the human features of Cardiff with those found in Edinburgh • how to use the term regeneration **How do the physical features of Northern Ireland differ from the rest of the UK?** As geographers, by the end of Year 2, we will know: • how to organise information about the rivers of Northern Ireland • how to identify patterns in relation to the formation of Northern Ireland's mountains • how to make comparisons between the locations and human features of Northern Ireland and Wales **Why was Belfast a good place to build ships, and how is it different from London?** As geographers, by the end of Year 2, we will know: • Belfast and London are both capital cities, but Belfast is by the sea and London is inland on a river. • Belfast's river, the River Lagan, leads to the sea — this made it a good place to build ships. • The mouth of the River Lagan had deep water and space for large ships to be made and launched. **How would you organise the different continents and oceans?** As geographers, by the end of Year 2, we will know: • how to organise the continents and oceans in terms of size • how to explain the difference between continents and countries and between oceans and seas • why Antarctica is not inhabited	**How would you describe the location of the Pacific Ocean?** As geographers, by the end of Year 2, we will know: • how to effectively compare the locations of two oceans • how to describe the Pacific Ocean • how to organise information about the oceans in more depth **How does 'climate' differ from 'weather'?** As geographers, by the end of Year 2, we will know: • some of the similarities and differences in the physical features of different global climates • how to effectively summarise these differences **How would you describe what weather actually is?** As geographers, by the end of Year 2, we will know: • how to compare and contrast different types of extreme weather • how to compare and contrast weather across the different seasons • how to categorise types of weather in different ways **In what ways is Sydney different to London?** As geographers, by the end of Year 1, we will know: • more about the similarities and differences between Sydney and London • how to compare the locations of the two cities and the different weather patterns they experience **Fieldwork: Weather data collection**

YEAR 3	**How much information can we obtain from a map?** As geographers, by the end of Year 3, we will know: • how to locate and label key lines on the globe, including the equator and different tropics • how to identify the four different hemispheres of the globe • what the prime meridian refers to and how to locate it on a globe **How does population density differ to land mass?** As geographers, by the end of Year 3, we will know: • key facts about Europe, including how many countries it contains, the languages spoken and the population size • the three largest countries in Europe and some of the capital cities • how to define and apply key geographical terms, including 'inhabitants', 'city-state' and 'population' **What can we learn from the journey of a European river?** As geographers, by the end of Year 3, we will know: • that there are five primary rivers in Europe • how to mark the routes of these rivers • some of the countries which they flow through • be more familiar with geographical vocabulary, including 'delta' and 'source' **How does a river change over its course?** As geographers, by the end of Year 3, we will know: • That a river is a natural watercourse flowing towards an ocean, lake, sea or another river. • how to describe the different stages of a river • the definitions of key river terminology, including source, mouth and estuary • rivers are difficult and dangerous to cross and that settlements are often developed where there are bridges to cross a river **How do rivers shape the land through erosion and deposition, and why can flooding be beneficial?** As geographers, by the end of Year 3, we will know: • how to define key geographical vocabulary, including 'erosion' and 'deposition' • how to describe the different stages of a river, from the youthful stage to the mature stage • how to describe what an oxbow lake and delta look like • what a meander looks like	**What can you tell us about the physical appearance of Europe's mountains?** As geographers, by the end of Year 3, we will know: • how to describe a mountain in more detail and label the key features • the highest mountain in Europe and can locate this on a map • where some of the mountain ranges of Europe are located in Europe **What can mountains and volcanoes tell us about our Earth?** As geographers, by the end of Year 3, we will know: • key terminology for describing mountains, mountain ranges and volcanoes • how mountains and mountain ranges are formed • some examples of mountains and volcanoes **Why are some global foods and drink traded more than others?** As geographers, by the end of Year 3, we will know: • what the terms 'import' and 'export' refer to • which foods and drinks are most commonly traded • what is meant by the term 'food security' **Fieldwork: Kingfisher Barn River Study**	**How do the Earth's physical features affect what countries trade with each other?** As geographers, by the end of Year 3, we will know: • where most of the world's oil, copper and nickel is produced and be able to identify these areas on a map • how to use and apply the term 'natural resource' • some of the common natural resources traded globally **How would you describe what happens when tectonic plates move?** As geographers, by the end of Year 3, we will know: • what the term 'plate tectonics' means and what happens when they move • the different ways tectonic plates move and the result of this • how to label the Earth's different layers **How would you describe the different steps of the water cycle?** As geographers, by the end of Year 3, we will know: • where the water cycle occurs and how to describe the five steps of the water cycle • how to talk about the terms, 'atmosphere' and 'continuous cycle'

YEAR 4	**How much information can we obtain from a map?** As geographers, by the end of Year 4, we will know: • how to apply our previous understanding of maps to locate key land marks in the UK • how to apply our map techniques to find different European capital cities **How does population density differ to land mass?** As geographers, by the end of Year 4, we will know: • how to effectively compare different populations within Europe • how to show the differences in population density between Europe and Africa • how to use map skills to best describe the location of Africa **What can we learn from the journey of a European river?** As geographers, by the end of Year 4, we will know: • how to describe the primary rivers of Europe in more detail • the route of one of the primary rivers, including the places through which it flows and significant information about the river and its journey **How does a river change over its course?** As geographers, by the end of Year 4, we will know: • how to explain the differences between parts of a river, including a tributary and the main river • how to locate key features of a European river by applying our understanding and knowledge of the features of a river • why bridges are situated where they are in towns or cities **How do rivers shape the land through erosion and deposition, and why can flooding be beneficial?** As geographers, by the end of Year 4, we will know: • how the different stages of a river impact erosion and deposition rates • how erosion and deposition differ between coats and rivers • the importance of flooding in making soil more fertile	**What can you tell us about the physical appearance of Europe's mountains?** As geographers, by the end of Year 4, we will know: • how to organise information about the different mountain ranges in Europe • how to compare different mountain ranges, in terms of their physical appearance and location **What can mountains and volcanoes tell us about our Earth?** As geographers, by the end of Year 4, we will know: • how to compare and contrast the physical processes which form volcanoes, fold mountains and block mountains • the key differences between these physical processes **Why are some global foods and drink traded more than others?** As geographers, by the end of Year 4, we will know: • how and why coffee is the most traded beverage globally • why some foods and drinks are imported to the United Kingdom • about concerns surrounding food miles **Fieldwork: Hooke Court River Study**	**How do the Earth's physical features affect what countries trade with each other?** As geographers, by the end of Year 4, we will know: • how to explain how diversity in physical features across the world gives rise to the import and export of different natural resources • how to compare and contrast the physical features of areas where valuable soils and rocks are found • what the term 'import' and 'export' mean **How would you describe what happens when tectonic plates move?** As geographers, by the end of Year 4, we will know: • how to categorise the Earth's main tectonic plates in terms of how they are moving • how to explain effectively how tectonic processes can lead to earthquakes or mountain ranges • how to compare and contrast the Earth's crust and mantle • how to explain the physical features of a volcano **How would you describe the different steps of the water cycle?** As geographers, by the end of Year 4, we will know: • how to compare and contrast the physical process of the water cycle with different physical processes in geography

YEAR 5	**In what ways do maps differ?** As geographers, by the end of Year 5, we will know: • that a map can provide us with information about a place • the names of some of the different features of a map • what these features are used for **When is using a six-figure grid reference preferable to using a four-figure grid reference?** As geographers, by the end of Year 5, we will know: • How to use four and six figured grid references with accuracy • How to explain to someone why we might use grid references • Justify why a 6 figured grid reference may be more useful than a 4 figured grid reference. **How can we use biomes to categorise the Earth's surface?** As geographers, by the end of Year 5, we will know: • the difference between a climate zone and a biome • the location of different climate zones and biomes across the world • how to discuss key features of selected biomes • how human processes impact biomes, often in a negative way	**To what extent is North America similar to Europe?** As geographers, by the end of Year 5, we will know: • how to describe the location of North America and talk about the lines of latitude and longitude which cross the continent • how to talk about the diverse climate zones found in North America • how to make links between our previous work on biomes and climate zones **How has the population in North America changed over time?** As geographers, by the end of Year 5, we will know: • the definition of key geographical terms, including colonise, indigenous and metropolitan • how to describe the changes in North American population from the 1500's to the 1600's • where some of the most populous cities in North America are located **What do you understand about the term, 'confluence'?** As geographers, by the end of Year 5, we will know: • that there are hundreds of rivers across North America, many of which are significant • where some of the key rivers are located in North America • the definition of further river terminology, including how to define the word 'confluence' • how to describe the defining physical features of at least one North American river **How has the population in North America changed over time?** As geographers, by the end of Year 5, we will know: • the definition of key geographical terms, including colonise, indigenous and metropolitan • how to describe the changes in North American population from the 1500's to the 1600's • where some of the most populous cities in North America are located	**In what ways can South America be described as a diverse continent?** As geographers, by the end of Year 5, we will know: • how to define key geographical terms, including 'colony' and 'indigenous' • how to describe some of the geographical diversity of South America • how to locate some of the key geographical features of South America, including landmarks and countries **How much does population density vary over South America?** As geographers, by the end of Year 5, we will know: • more about the population of South America, including the rough population and median age of the continent • how to locate the most populous cities in South America and describe some of the problems countries are facing in densely populated areas **How do the river basins of South America compare to the rest of the world?** As geographers, by the end of Year 5, we will know: • how to explain what a river basin in and what the word 'tributary' means • how to list information about the physical features of South America's major river basins • how to locate South America's main rivers and river basins **How do erosion and deposition change the shape of the coastline?** As geographers, by the end of Year 5, we will know: • what a coast is and be able to draw and label its main physical features • the meaning of the terms erosion and deposition • the causes of coastal erosion • how different physical processes create different coastal features **Fieldwork: Old Harry Rocks**
YEAR 6	**In what ways do maps differ?** As geographers, by the end of Year 6, we will know: • how to describe a map using its features • how to create a map, add features and justify their purpose e.g. I have included a compass because…… • how to compare maps of different scales and talk about how their features differ. **When is using a six-figure grid reference preferable to using a four-figure grid reference?** As geographers, by the end of Year 6, we will know: • How to guide someone to a location using grid references for accuracy • Give a detailed description of how to move from one location to another using map features to assist **How can we use biomes to categorise the Earth's surface?** As geographers, by the end of Year 6, we will know: • how human processes impact different biomes in different ways • how to explain the activity of humans in different biomes • how to compare and contrast the geographical locations of the different climate zones	**To what extent is North America similar to Europe?** As geographers, by the end of Year 6, we will know: • how to make valid comparisons between North America and Europe • how to discuss the diversity of North America in more detail, with a focus on physical and human diversity **How has the population in North America changed over time?** As geographers, by the end of Year 6, we will know: • how to compare and contrast the most populous cities in the US • more about the differences between those living in different cities in North America • more about the population density of different places in North America **What do you understand about the term, 'confluence'?** As geographers, by the end of Year 6, we will know: • how to effectively detail the physical features found along the Colorado River • how to effectively compare the formation of different rivers • how to discuss the impact of pollution on major rivers **How has the population in North America changed over time?** As geographers, by the end of Year 6, we will know: • how to compare and contrast the most populous cities in the US • more about the differences between those living in different cities in North America • more about the population density of different places in North America	**In what ways can South America be described as a diverse continent?** As geographers, by the end of Year 6, we will know: • how to explain the links between colonisation and the diversity of languages in South America • how to compare Brazil with European countries and organise information about South American countries effectively **How much does population density vary over South America?** As geographers, by the end of Year 6, we will know: • how to interpret data for South American cities and use these skills to contrast the populations of different countries • how to classify areas of South America using population data **How do the river basins of South America compare to the rest of the world?** As geographers, by the end of Year 6, we will know: • how to effectively compare and contrast the physical features of different rivers • the different locations where the Amazon and Volga river discharge **How do erosion and deposition change the shape of the coastline?** As geographers, by the end of Year 6, we will know: • how waves shape the coast through erosion • how weather patterns affect the rate of coastal erosion across Europe • how to compare and contrast erosion and deposition in coasts and rivers • that arches and stacks are formed in hard rock coasts, not in areas of clay or soil **Fieldwork: Durdle Door and Lulworth cove**