



*Sacred Heart RC Primary School
Geography Curriculum Map*

Intent (from School Geography policy and National Curriculum)

At Sacred Heart geography lessons deepen the children's understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. The curriculum has been designed to teach geography as a means of inspiring curiosity and fascination about the world and its people.

We believe that Geography provides children with an insight into diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Pupils will learn about how the Earth's features at different scales are shaped, interconnected and change over time.

It is our aim that geography teaching enables pupils to:

- have an awareness of place and location and be able to identify countries and oceans on globes and maps
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- use maps, atlases, globes and computer/digital mapping to identify countries across the world
- use compass directions, grid references keys and symbols to describe the location of features and routes on a map
- develop contextual knowledge of the location of globally significant places – both terrestrial and marine.
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Implementation (from school Geography policy and National Curriculum)

Our geography curriculum has been developed based to ensure a full coverage of the Geography Programme of Study detailed in the National Curriculum 2014. The subject is taught discretely subject, as well as cross curricular where appropriate.

In EYFS, pupils develop their understanding of the world, people, culture and communities under the strand of teaching 'Understanding the World'. The children are provided with a careful balance of teacher-led and pupil-initiated learning opportunities that allow them to:

- begin to understand the need to respect and care for the natural environment and all living things
- know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- draw information from a simple map

- recognise some similarities and differences between life in this country and life in other countries
- explore the natural world around them
- recognise some environments that are different to the one in which they live
- understand some important processes and changes in the natural world around them, including the seasons.

Pupils enjoy spending time (inside and out) exploring materials, exploring minibeasts and their environment, observing the changes in the seasons and engaging with the world around them.

In Key Stages 1 and 2, geography lessons are taught in discrete lessons, which have been carefully planned to allow pupils to make connections with prior learning and new learning. Pupils explore key aspects of learning before embarking on fieldwork investigations, where practical. Fieldwork allow pupils the opportunities to:

- measure and record human and physical geographical features
- record evidence and results/findings
- describe and draw conclusion about how the world is impacted

Our expectation is that most children will move through the programmes of study at broadly the same pace with learning always starting from the children's prior knowledge and any misconceptions that they may have. From this, units of work can be personalised to the needs of the children.

Planning is arranged into long, medium and short term units. Planning is used to set clear learning objectives and achievable goals, work is matched to pupils' abilities, experience and interests to ensure continuity, progression and subject coverage throughout the school – it also enables staff to evaluate and assess pupil progress, future planning and criteria for the evaluation of teaching and learning. Pupils have access to different resources to support the teaching and learning of Geography.

Assessment and record keeping is an integral part of our teaching and learning. Children's written work provide records/evidence of pupils' achievements and progress which is subsequently reported to parents. At the end of the year pupil's attainment is reported to parents based on whether they are working towards criteria for the expected standard, working at the expected standard or working at a greater depth within the expected standard. The geography subject lead monitors the subject regularly through planning, book scrutiny, display, teacher and pupil discussion in order to ensure coverage and progression year on year.

Ways of supporting all pupils

Teachers should anticipate any barriers to learning pupils may have and adapt or modify tasks accordingly. This may include:

PPG pupils:

- making links to pupil's own experiences and interests
- considering the experiences pupils have had and then building on these experiences through trips, enrichment activities, the use of photographs and video clips in lessons.

EAL pupils:

- pre-teaching and teaching of key vocabulary
- teaching of sentence structures when recording work e.g. use of colourful semantics
- drawing on own experiences and backgrounds.

SEN:

- making links to pupil's own experiences and interests
- differentiated questioning and giving pupils time to respond to answers

- providing pupils alternative ways of recording their work such as the use of photographs or using a laptop. There are many geography resources that can be found on MYUSO.
- peer, small group or adult support.

Impact

We want all pupils at Sacred Heart to be confident at locating countries and oceans, using maps, globes and atlases, collecting data and drawing conclusions from this data. We aim for all pupils to perform highly at the end of their key stage for geography. In addition, we hope that effective geography teaching will have contributed to our whole school vision that pupils become effective communicators, active contributors, aspirational independent learners, healthy in body and mind.

End of academic year results 2022 KS1: 76% of children were working at the expected, or above level (28%) in Geography.

End of academic year results 2022 KS2: 82% of children were working at the expected, or above level (10%) in Geography.

EYFS

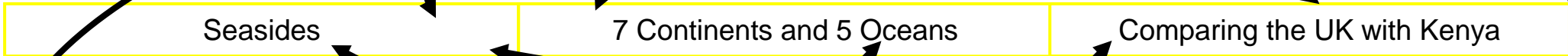
Geography overview showing links between topics



YEAR 1



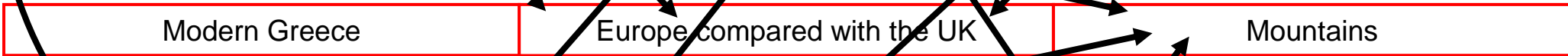
YEAR 2



YEAR 3



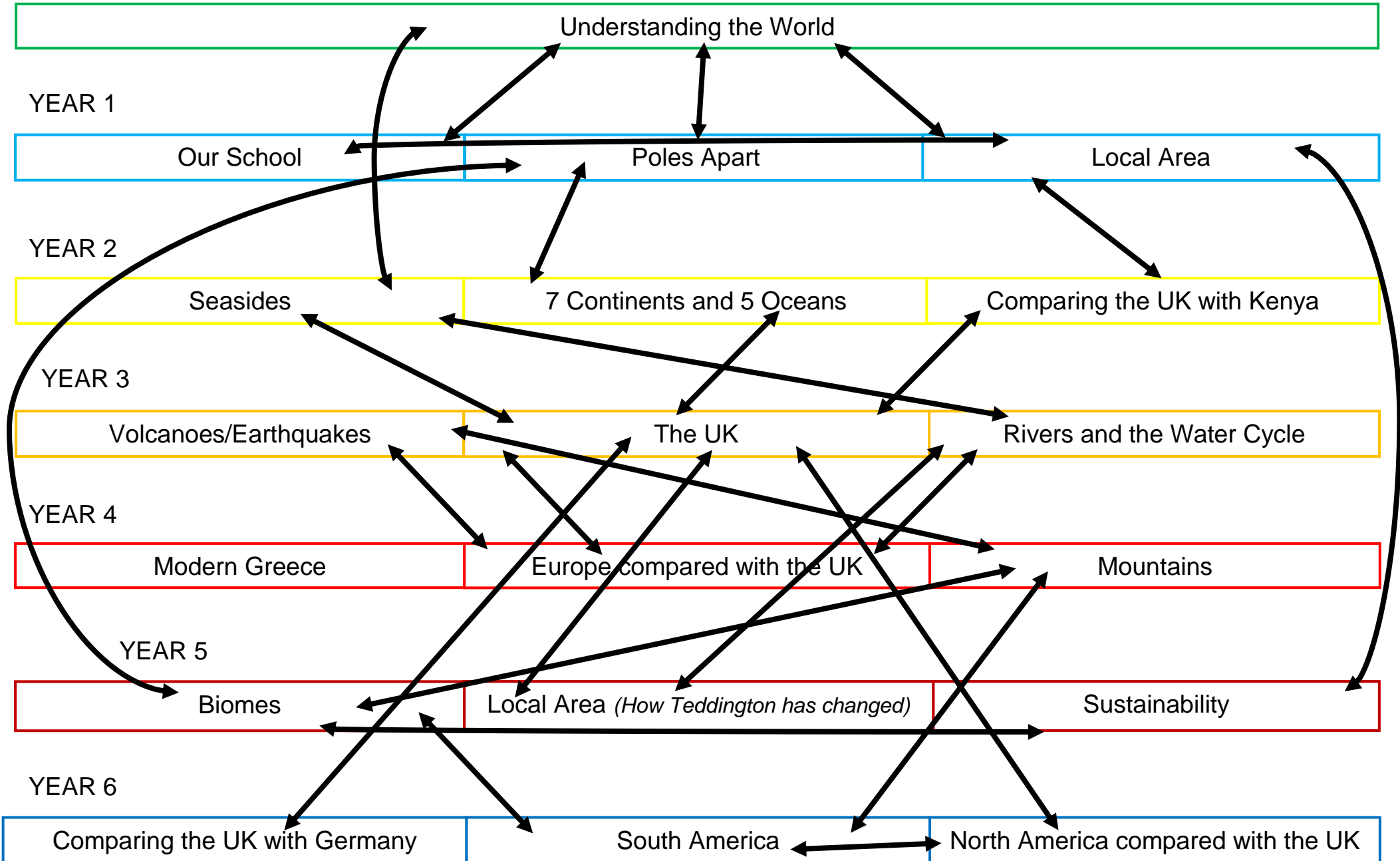
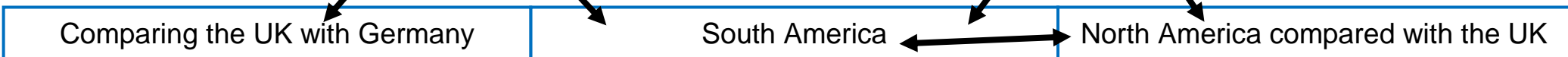
YEAR 4



YEAR 5



YEAR 6



Learning in EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

The following demonstrates which statements from the 2020 Development Matters are prerequisite skills for geography within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for geography.

The most relevant statements for geography are taken from the following area of learning:

- Understanding the World

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning. These are: playing and exploring – children investigate and experience things, and ‘have a go’; active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children’s learning in all areas.

EYFS			
Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none"> ✓ Use all their senses in hands-on exploration of natural materials. ✓ Begin to understand the need to respect and care for the natural environment and all living things. ✓ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Understanding the World		<ul style="list-style-type: none"> ✓ Draw information from a simple map. ✓ Recognise some similarities and differences between life in this country and life in other countries. ✓ Explore the natural world around them. ✓ Recognise some environments that are different to the one in which they live.
ELG	Understanding the World	People, Culture and communities	<ul style="list-style-type: none"> ✓ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ✓ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
		The Natural World	<ul style="list-style-type: none"> ✓ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ✓ Understand some important processes and changes in the natural world around them, including the seasons.

EYFS	Autumn 2	Spring 1	Summer 2
Topic	Local Area	Antarctica/India compared with the UK	Pirates/Summer
Locational Knowledge	School Area -Teddington	Locate Antarctica/India on a map	Beaches/Holiday destinations
Place Knowledge	Identifying local landmarks. Routes to school.	Recognise that there are other places in the world/UK that are different to where they live.	Identify beaches/holiday destinations.
Human and Physical Features	Use basic geographical vocabulary to refer to key human features, including: town, road, house, shop, church.	Use basic geographical vocabulary too refer to physical features of Antarctica, including: snow, ice, sea, mountains. Identify similarities and differences between UK and another country: weather, buildings, culture, food, language.	Recognise similarities and differences between a beach environment and their local environment.
Skills and Field Work	<ul style="list-style-type: none"> ✓ Draw information from a map. ✓ Know where they live – Teddington and other places. ✓ Identify some of the features of their immediate environment. ✓ Know the name of our school and can say some of the things they pass on my way to school. ✓ Identify some of the people who work in community and what they do. ✓ Recognise the main features of the weather in Autumn. 	<ul style="list-style-type: none"> ✓ Recognise some environments that are different to the one in which they live. ✓ Recognise key features of Teddington and another location. ✓ Understand that there are different countries in the world and talk about the differences they have experienced or seen in photos. ✓ Children recognise some similarities and differences between life in this country and life in other countries ✓ Draw information from a simple map. ✓ Explore the natural world around them. ✓ Understand the distance away from Teddington. 	<ul style="list-style-type: none"> ✓ Recognise similarities and differences between contrasting environments. ✓ Recognise some environments that are different to the one in which they live. ✓ Recognise the main features of Summer. ✓ Identify key features of beaches. ✓ Investigate the sand dunes at West Wittering beach. ✓ Use a map to see how far West Wittering beach is from Teddington.
Enrichment	Visit to Busy Park. Walk of local area/ around school.	Class teacher to share experiences of her culture (India)	West Wittering Beach
Key Vocabulary	Teddington, town, city, school, local, home, map, road, house, shop, church, park, community, job, dentist, seasons, autumn	UK, India, Antarctica, similarities, differences, compare, near, far, climate, weather, countries, map, snow, ice, mountains, sea, animals, winter	seasons, autumn, spring, winter, summer, beach, sand dunes, sand castles, sea, waves
Stretch and Challenge	Talk about some of the physical features in their local environment. Name the school and some of the things they pass on my way to school.	Draw simple information from a map.	Write a summer holiday diary.

Year 1	Autumn 1	Spring 1	Summer 1
Topic	Our School	Poles Apart	Local Area
Locational Knowledge	Teddington	Arctic and Antarctic	Teddington
Place Knowledge	Recognise familiar places.	Identifying the Arctic and Antarctic on the globe (North and South Pole).	Identify landmarks within the local area.
Human and Physical Features	Human and physical features in our local area. Use basic geographical vocabulary to refer to key human features, including: city, town, village, house, office, and shop.	Identify the location of hot and cold areas of the world in relation to the Equator, North and South Pole. Use basic geographical vocabulary to describe the environment referring to the landscape and climate.	Human and physical features in our local area. Use basic geographical vocabulary to refer to key human features, including: city, town, village, house, office, and shop.
Skills and Field Work	<ul style="list-style-type: none"> ✓ Write an address appropriately. ✓ Use maps and plan a route. ✓ Use simple compass directions (NESW). ✓ Use aerial photographs to recognise basic human and physical features. ✓ Recognise basic map symbols and begin to understand the need for a key. ✓ Use simple fieldwork skills to study the geography of the school. ✓ Make simple observations about the geography of the classroom and school. ✓ Compare distances. ✓ Ask simple geographical questions. ✓ Ask and answer questions about how they travel to and from school. 	<ul style="list-style-type: none"> ✓ Identify the North Pole, South Pole and the Equator. ✓ Ask and answer questions. ✓ Identify similarities and differences. ✓ Identify if a place is hot or cold in relation to where it is on a globe. ✓ Identify key facts about a hot/cold place such as the animals that live there or the plants you might find. 	<ul style="list-style-type: none"> ✓ Locate places/landmarks on a map describing the location of places accurately. ✓ Name key features associated with their area, e.g. church, farm, shop, and house. ✓ Use a variety of maps and recognise key features of maps. ✓ Use compass directions, locational/directional language to describe locations. ✓ Use a growing range of map symbols in a key. ✓ Observe aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. ✓ 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. ✓ Recognise housing types and where they are located. ✓ Plan a route giving detailed reasons for choice and plan alternative routes. ✓ Use a range of subject specific vocabulary confidently. ✓ Say what they like about their local area and ask a range of geographical questions.

			<ul style="list-style-type: none"> ✓ Express own views on the environment and give reasoned explanations for improvements. ✓ Recognise how people can affect the environment. ✓ Devise a simple map; and use and construct basic symbols in a key.
Enrichment	Fieldwork - School environment.		Walk of the local area – Teddington.
Key Vocabulary	school, local, home, map, north, east, south, west, compass, route	North Pole, South Pole, Equator, polar regions, climate/weather, desert, globe, animals	local area, school, city, town, road, village, house, detached, semi-detached, terraced, flats, bungalow, shop, countryside, railway, near, far, left, right, map, river, human/physical feature
Stretch and Challenge	<p>Explain the order of how an address is written.</p> <p>Make observations about the school using description.</p>	<p>Make simple comparisons between places independently by applying their knowledge of key facts.</p> <p>Identify other places on a globe e.g. some continents/oceans</p>	<p>Identify the capital city of the UK and key human and physical features within their wider locality.</p> <p>Use a key when drawing maps</p> <p>Suggest how they could improve their school environment.</p>

Year 2	Autumn 1	Spring 1	Summer 2
Topic	Seasides	Continents and Oceans (Famous Explorers)	London compared with Kenya
Locational Knowledge	Name, locate and identify popular seaside's within the UK.	Name and locate the world's seven continents and five oceans.	Name and locate Kenya on a world map.
Place Knowledge	Locate seaside's near to their locality.	Recognise the continents that make the UK.	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.
Human and Physical Features	Use basic geographical vocabulary to identify the key human and physical features at the seaside.	Use basic geographical vocabulary to refer to key physical features, including: sea, ocean.	Use basic geographical vocabulary to refer to key physical features.
Skills and Field Work	<ul style="list-style-type: none"> ✓ Identify the different seas and coasts around the UK. ✓ Identify and describe features of a village, town and city. ✓ Use compass directions (North, East, South, West). ✓ Use locational and directional language (near/far, left/right). ✓ 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. ✓ Draw a simple map, using key and compass directions to show an area of the UK. ✓ Ask and answer simple questions. 	<ul style="list-style-type: none"> ✓ Name, locate and describe countries and capital cities of the UK using maps, atlases and globes. ✓ Explain how a continent is different to an ocean. ✓ Name the 5 oceans of the world and explain how an ocean is different to a sea. ✓ Identify North, East, South, and West on a globe/map. ✓ Identify which continents lie along the equator and the impact this might have on seasons, weather and climate. ✓ Explore the different shapes and sizes of continents and oceans. ✓ Recognise some key features and landmarks of different continents. ✓ 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. ✓ Recognise key landmarks, physical and human features of different capital cities. ✓ Explore the distance between these places and how you could travel from one place to another. 	<ul style="list-style-type: none"> ✓ Locate these places on a map and explore different journeys and routes between these places using simple compass directions and locational and directional language. ✓ Identify how weather and climate is similar and different in these places. ✓ Identify and describe key human and physical features of these places using aerial photographs and plan perspectives. ✓ Find out some key facts about these two places (e.g. population, key landmarks, culture, language, wildlife) - Compare and contrast. ✓ Discuss how these places could be improved?

		<ul style="list-style-type: none"> ✓ Identify and describe common weather patterns in the 4 countries of the UK. ✓ Ask and answer questions about continents and oceans. 	
Enrichment			London Riverboat Cruise
Key Vocabulary	beach, cliff, coast, forest, hill, mountain, sea, river, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Continent, Ocean, Country, Sea, Equator, North Pole, South Pole, Antarctica, Europe, Africa, Australasia, North America, South America	climate, season, weather, route, journey, continent, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
Stretch and challenge	Independently identify the human and physical features and describe them. Identify improvements that could be made.	Identify continents and oceans on a map independently. Name some countries within the different continents.	Make links between these places independently, apply knowledge independently recalling knowledge taught in previous units of work and years e.g. making links to where these places are on a globe in relation to the equator might tell you about climate.

Year 3	Autumn 2	Spring 2	Summer 2
Topic	Volcanoes	The UK	Rivers and the Water Cycle
Locational Knowledge	Name, locate and identify famous locations across the world.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate the rivers within the UK.
Place Knowledge	Describe where the volcanoes are situated in relation to the northern and southern hemispheres, and the equator. (Ring of Fire)	Use an atlas to locate and label some of the counties of the UK on a map.	Identify the River Thames and Nile on a map.
Human and Physical Features	Use appropriate vocabulary to describe the physical features of volcanoes and the surrounding environment.	Use basic appropriate vocabulary to refer to key physical features of the UK.	Describe each process of the water cycle using appropriate vocabulary.
Skills and Field Work	<ul style="list-style-type: none"> ✓ Label key features of volcanos and earthquakes and draw diagrams to show this. ✓ Describe how earthquakes and volcanoes are formed. ✓ Identify and locate on a map where most earthquakes and volcanos occur (Ring of Fire). Name some key volcanic eruptions and earthquakes that have occurred. ✓ What are the advantages and disadvantages of living near a volcano or earthquake? Recognise different viewpoints and reasons why. ✓ Describe the impact earthquakes and volcanos have had Find out how humans are learning to manage these extreme environments. on people's lives. ✓ Use contents and indexes of an atlas. ✓ Ask and answer questions using relevant geography knowledge. ✓ Analyse evidence and draw conclusions. ✓ Make comparisons and reach conclusions. 	<ul style="list-style-type: none"> ✓ 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. ✓ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ✓ Introduce 8-point compass directions. ✓ Ask and answer questions using relevant geography knowledge. Make comparisons and reach conclusions. ✓ Understand a widening range of geographical vocabulary. ✓ Use 4 figure grid references ✓ Use 8 points of a compass 	<ul style="list-style-type: none"> ✓ Use maps, atlases and globes to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. ✓ Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. ✓ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ✓ Recognise that rivers change shape and recognise the physical processes involved (erosion and deposition) ✓ Recognise that people hold different views about an issue and begin to understand some of the reasons why
Enrichment			School on a River Boat Project

<p>Key Vocabulary</p>	<p>volcano, cone (volcano), crater (volcano), crust (of Earth), earthquake, eruption cloud (volcano), inner core(of Earth), lava, magma, magma chamber, main vent (volcano), mantle (of Earth), outer core(of Earth), secondary vent (volcano), tectonic plates.</p>	<p>England, Scotland, Northern Ireland, Wales, London, Edinburgh, Belfast, Cardiff, beach, cliff, coast, forest, hill, mountain, sea, river, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop, North East, South, West, near/far, left, right.</p>	<p>Precipitation, infiltration, evaporation, transpiration, condensation, transportation, f erosion, deposition, transport, habitat, energy, farming, leisure, pollution.</p>
<p>Stretch and Challenge</p>	<p>Explain the global impact of a volcanic eruption or earthquake</p>	<p>Recognise characteristics that make the different parts of the UK distinctive (e.g. rivers and mountain ranges). Discuss the location of the UK in relation to other countries.</p>	<p>Describe in some detail the physical features of a river and the process of the water cycle. Identify the effects of pollution and what can be done to reduce its effects.</p>

Year 4	Autumn 2	Spring 2	Summer 2
Topic	Modern Greece	Europe compared with the UK	Mountains
Locational Knowledge	Name and locate geographical regions in the UK and their identifying human and physical characteristics and understand how some of these aspects have changed over time.	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on major cities.	Name and locate significant mountains with European and non-European countries.
Place Knowledge	Study a region of the UK and make comparisons to another region. Discuss similarities and differences.	Label on a map the specific regions; France, Greece and Italy.	Label of a map the specific mountain Mount Everest and further mountains studied.
Human and Physical Features	Using the appropriate vocabulary, identify and describe the human and physical features of the contrasting regions.	Using the appropriate vocabulary, identify and describe the human and physical features of the contrasting regions	Describe and understand the key aspect of physical features of mountains. Describe and understand key aspects of human features including types of settlement and land use.
Skills and Field Work	<ul style="list-style-type: none"> ✓ Use maps and atlases to name and locate the geographical regions of the UK and the regions of a European Country. ✓ Focus on one region of the UK and one region of a country in Europe: Investigate where these places are on a map and describe how these places are interconnected e.g. routes between these places. ✓ Compare and contrast key physical features and topographical features (hills, mountain, coasts and rivers) of these places using aerial photographs and plan perspectives and fieldwork (local area) ✓ Compare and contrast key human features between these two places (e.g. types of settlements, population, key landmarks, culture, and language). 	<ul style="list-style-type: none"> ✓ Locate some countries, focusing on Europe, N/S America and Russia using atlases and globes ✓ Use contents and indexes of an atlas ✓ Explain the difference between a continent and a country ✓ Name a few of the capital cities, key mountain ranges, rivers and landmarks. ✓ Find out some key facts about different countries and cities (e.g. population, area, largest and smallest country, longest river, highest mountain). ✓ Draw and label maps of the world using 8 points of a compass ✓ Ask and answer questions using relevant geography knowledge, analyse evidence and draw conclusions Make comparisons and reach conclusions. ✓ Understand a widening range of geographical vocabulary. ✓ Use 4 figure grid references ✓ Make plans and maps using symbols and keys. 	<ul style="list-style-type: none"> ✓ Identify, draw and label diagrams of rivers, mountains and settlements in the UK using OS maps, symbols, keys and 8 points of a compass ✓ Identify different parts of a mountain ✓ Recognise that there are different types of mountains ✓ Describe and compare how humans have used mountains e.g. for tourism and leisure, water ✓ Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ✓ Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water ✓ Identify types of settlements and make links to rivers and mountains e.g. highland is a defensive place for a settlement, rivers provide a water source. What sort of settlements might you find in mountainous areas or near a river? Why?

	<ul style="list-style-type: none"> ✓ Identify how both these places have changed over time due to human and physical features. ✓ Ask and answer questions using relevant geography knowledge, analyse evidence and draw conclusions ✓ Make comparisons and reach conclusions Understand a widening range of geographical vocabulary ✓ Use 4 figure grid references ✓ Use 8 points of a compass ✓ Research the region of Greece. 		<ul style="list-style-type: none"> ✓ Ask and answer questions using relevant geography knowledge, analyse evidence and draw conclusions ✓ Understand a widening range of geographical vocabulary. ✓ Use 4 figure grid references
Enrichment			
Key Vocabulary	Region, UK, Europe, human feature, physical feature, hamlet, town, city, settlement, population, landmark, culture, language, change over time.	capital city, continent, name of different continents, country, name of different countries, border, human geography, physical geography, mountain range, landmark, population, culture	contour lines, high land, low land, tectonic plates, molten rock, fold (mountain), dome (mountain), mountain peak, weather/climate, hamlet, town, city
Stretch and Challenge	Make comparisons independently drawing on and applying prior knowledge.	Make comparisons independently drawing on and applying prior knowledge.	Describe in details the features of mountains using prior knowledge.

Year 5	Autumn 2	Spring 2	Summer 2
Topic	*Biomes	Local Area (How Teddington had changed over time)	Sustainability
Locational Knowledge	Name and locate the relevant biomes	Teddington	Locate the environments that are at risk.
Place Knowledge	Identify the relevant biomes and where they are situated.	Our school local area	Identify places promoting sustainability.
Human and Physical Features	Describe and understand key aspects of physical geography. (Climate zones, biomes, vegetation and the Water Cycle). Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	Use specific vocabulary to describe the key human and physical features.	Using specific vocabulary define what biodiversity is and how high and low levels of biodiversity can affect the animals and plants living within an ecosystem. Describe climate zones and changes in physical land features.
Skills and Field Work	<ul style="list-style-type: none"> ✓ Identify and locate the 5 main biomes of the world and explain how these biomes are linked to climate. (Make links to South America which has 11 different biomes). ✓ Identify and describe weather and climate in different biomes. ✓ Identify and describe some of the different plants and animals that inhabit these biomes and how they have adapted to survive. ✓ Recognise the role humans play in both caring for and damaging different biomes. Recognise that people hold different views about how humans should use biomes and understand some of the reasons why? 	<ul style="list-style-type: none"> ✓ Use maps, atlases, globes and digital/computer mapping to locate and describe features studied ✓ Use a widening range of geographical vocabulary ✓ Explore features on ordinance survey maps using 6 figure grid references ✓ Use 8-point compass directions ✓ Draw accurate maps with more complex keys ✓ Carry out a geographical enquiry and present work (use data, numbers, text, evidence) ✓ Ask and answer questions using relevant geography knowledge, analyse evidence and draw conclusions ✓ Make comparisons and reach conclusions ✓ Recognise that people hold different views about an issue and begin to understand some of the reasons why ✓ Make sense of the data (describe, explain, compare, contrast, analyse, interpret, clarify, speculate) ✓ Reflect on learning (skills used, changing opinions, judgements, other useful evidence). 	<ul style="list-style-type: none"> ✓ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ✓ Understand a widening range of geographical vocabulary ✓ Explore features on ordinance survey maps using 6 figure grid references ✓ Draw accurate maps with more complex keys ✓ Carry out a geographical enquiry and present work (use data, numbers, text, evidence) ✓ Ask and answer questions using relevant geography knowledge, analyse evidence and draw conclusions ✓ Make comparisons and reach conclusions. ✓ Recognise that people hold different views about an issue and begin to understand some of the reasons why. ✓ Make sense of the data (describe, explain, compare, contrast, analyse, interpret, clarify, speculate) ✓ Reflect on learning (skills used, changing opinions, judgements, other useful evidence)

	<ul style="list-style-type: none"> ✓ Explore the impact of climate change on different biomes. ✓ Investigate different habitats around school (fieldwork) and how humans have tried to recreate certain biomes in the UK (e.g. temperate house in Kew Gardens). 		<ul style="list-style-type: none"> ✓ Compare and contrast the advantages and disadvantages of using renewable energy sources compared to fossil fuels. ✓ Identify different view- points and their reasons why. ✓ Investigate what types of food are imported and exported. Give reasons why. ✓ Carry out fieldwork to investigate how natural resources are used in their local area and suggest ways in which we can be more sustainable. ✓ Recognise that natural resources are distributed unequally around the world and identify the impact this has on people's lives and whether a country is rich or poor. ✓ Suggest ways that human can reduces wastage of resources and why this is important.
Enrichment	Kew Gardens	Hampton Court	Sustainability Centre
Key Vocabulary	biome, temperate climate, tropical climate, forest, grassland, desert, tundra, aquatic, sustainability, food chain, predator, prey	local area, school, city, town, road, village, house, detached, semi-detached, terraced, flats, bungalow, shop, countryside, railway, north, east, south, west, map, river, human/physical feature, changes over time	renewable energy, non-renewable energy, food, minerals, water, import, export, food mile, mining.
Stretch and Challenge	Report on what a biome was like in the past and might be like (open to environmental and physical change and human actions) in the future.	Present research and data about how Teddington has changed over time.	Describe how humans need for different resources have changed over time and make links between the choices they make when using resources and the impact on others both locally and globally.

Year 6	Autumn 2	Spring 2	Summer 2
Topic	Comparing the UK with Germany	*South America (Mexico)	North America (Texas) compared with the UK
Locational Knowledge	Name and locate the UK and Germany	Name and locate South America.	Name and locate North America.
Place Knowledge	Identify where Germany is in relation to the UK.	Identify where Mexico is within South America.	Identify where Texas is within North America.
Human and Physical Features	Describe and understand key aspects of human geography, including: economic activity including the distribution of natural resources including energy, food, minerals and water.	Describe and understand key aspects of human geography, including: economic activity including the distribution of natural resources including energy, food, minerals and water.	Describe and understand key aspects of human geography, including: economic activity including the distribution of natural resources including energy, food, minerals and water.
Skills and Field Work	<ul style="list-style-type: none"> ✓ Name many countries of the world and major cities identifying their position on a map. ✓ Securely use a range of geographical language ✓ Identify and locate different environmental regions across the world applying previous knowledge (e.g. mountain ranges, highlands, river basins, coastal areas, biomes...) ✓ Recognise that people move between countries due to different reasons and investigate why some people may wish to move to the UK. ✓ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ✓ Use 8 points of a compass. ✓ Use 4 and 6 figure grid references. ✓ Identify the three different types of economic activity ✓ Ask and answer questions using relevant geography knowledge, analyse evidence and draw conclusions. ✓ Make comparisons and reach conclusions. 	<ul style="list-style-type: none"> ✓ Name many countries of the world and major cities identifying their position on a map e.g. longitude and latitude with confidence. ✓ Identify countries that are in Europe but not in the EU ✓ Securely use a range of geographical language ✓ Identify and locate different environmental regions across the world applying previous knowledge (e.g. mountain ranges, highlands, river basins, coastal areas, biomes...) ✓ Recognise and explain how countries cooperate with each other e.g. caring for environmental regions and working together during an environmental disaster. ✓ Recognise that people move between countries due to different reasons and investigate why some people may wish to move to the UK. ✓ Explore different climate zones and describe their features. ✓ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ✓ Use 8 points of a compass. ✓ Use 4 and 6 figure grid references. ✓ Identify the three different types of economic activity ✓ Describe and compare the key economic activities in cities and in rural areas making links to how land is used in countries across 	<ul style="list-style-type: none"> ✓ Name many countries of the world and major cities identifying their position on a map e.g. longitude and latitude with confidence. ✓ Identify countries that are in Europe but not in the EU ✓ Securely use a range of geographical language ✓ Identify and locate different environmental regions across the world applying previous knowledge (e.g. mountain ranges, highlands, river basins, coastal areas, biomes...) ✓ Recognise and explain how countries cooperate with each other e.g. caring for environmental regions and working together during an environmental disaster. ✓ Recognise that people move between countries due to different reasons and investigate why some people may wish to move to the UK. ✓ Explore different climate zones and describe their features. ✓ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ✓ Use 8 points of a compass. ✓ Use 4 and 6 figure grid references. ✓ Identify the three different types of economic activity

	<ul style="list-style-type: none"> ✓ Make links between whether a country is considered rich or poor and its economic activity. ✓ Investigate what goods are traded around the world including what the UK sells and where they sell to. Draw maps to show this. ✓ Understand that trade is not fair and investigate the reasons why. Explain different viewpoints. 	<p>the UK, Europe, Russia, North America and South America</p> <ul style="list-style-type: none"> ✓ Ask and answer questions using relevant geography knowledge, analyse evidence and draw conclusions. ✓ Make comparisons and reach conclusions. ✓ Make links between whether a country is considered rich or poor and its economic activity. ✓ Investigate what goods are traded around the world including what the UK sells and where they sell to. Draw maps to show this. ✓ Understand that trade is not fair and investigate the reasons why. Explain different viewpoints. 	<ul style="list-style-type: none"> ✓ Describe and compare the key economic activities in cities and in rural areas making links to how land is used in countries across the UK, Europe, Russia, North America and South America ✓ Ask and answer questions using relevant geography knowledge, analyse evidence and draw conclusions. ✓ Make comparisons and reach conclusions. ✓ Make links between whether a country is considered rich or poor and its economic activity. ✓ Investigate what goods are traded around the world including what the UK sells and where they sell to. Draw maps to show this. ✓ Understand that trade is not fair and investigate the reasons why. Explain different viewpoints. ✓ Undertake fieldwork/survey in your local area, identifying the different economic activities. What type is the most common? Give reasons why?
Enrichment			Sayers Croft
Key vocabulary	United Kingdom, Germany, population, regions, town, city, rationing, supplies, industry	Mexico, continent, territories, climate zones, temperature, arid, subtropical, Andes, tourism, trade, manufacturing, natural resources, economic activity (primary, secondary, tertiary), economy, electronics (industry), engineering (industry)	Texas, Caribbean, Central America, climate zones, Grand Canyon, Niagara Falls, Panama Canal, Hoover Dam, capital city,
Stretch and Challenge	Use secure geographical knowledge and language to compare and contrast the effect the war had on the two countries.	Use secure geographical knowledge and language to suggest ways to improve equality across the world in relation to economic activities and trade.	Use secure geographical knowledge and language to describe the human and physical geography of North America.