Y1 Geography

Location knowledge		Place knowledge		Human and physical geography		Skills and fieldwork	
United Kingdom Africa Homes from around the world		United Kingdom Africa Homes from around the world		United Kingdom Africa Homes from around the world Weather		United Kingdom Africa Pirates, plans and adventures Weather	
Key knowledge To know that there are seven continents. To name and locate (on a globe/world map): Europe, Africa, Asia, North America, South America, Antarctica and Australia. To name and locate (on a globe/world map) the world's 5 oceans: Atlantic, Pacific, Indian, Arctic and Antarctic/ Southern. To know that a continent is a large area of land. To know that an ocean is a large area of salt water. To know that the United Kingdom is made up of four countries: England, Wales, Scotland and Northern Ireland. To know basic facts about the four countries in the UK. To know that each country has a capital city. To know the capital city of England is London. To know the capital city of Scotland is Edinburgh. To know the capital city of Wales is Cardiff. To know the capital city of Northern Ireland is Belfast.	**Key skills** To be able to locate oceans, continents and countries of the UK on world maps and globes.	**Key knowledge** To know geography is the study of the Earth – the spaces and people in them. To know that Africa is not a country. It is a continent made up of 54 countries. To know Africa is a diverse continent. To know Rusuzumiro and Barnes share similarities and have differences.	**Key skills** To be able to use maps to locate the continent of Africa. To be able to compare two places, identifying similarities and differences in human and physical features. To be able to ask questions about their environment and other environments: where, why, how, when, who, what. To be able to collect information from maps and photos.	**Key knowledge** To know that the UK has four seasons: winter, spring, summer and autumn. To begin to understand that different parts of the world can have different temperatures: the North and South poles are colder; the equator is hotter. To know physical features are natural not man-made. To know human features are made by people.	**Key skills** To be able to identify seasonal and daily weather patterns in the United Kingdom. To be able to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles on a globe and world map.	**Key knowledge** To know that symbols are used on a map to represent certain landmarks, buildings, and places in an area. To know how to follow a route on a map to get from one place to another using simple compass directions and left or right. To know that a key tells us what symbols mean. To know that an aerial view means that we look at something from above – objects look different from an aerial or satellite view. To know that a plan is a simple aerial view – usually of a building – that helps us to locate where things are. To know that a place on a map represents a flat surface. It can show size or shape of continents, countries or places, locate features and show distances. To know that maps can look different but all try to represent a place.	**Key skills** To be able to use simple compass directions. To be able to use locational and directional language to describe the location of features and routes on a map. To be able to devise simple maps and keys. To be able to explore different maps (plans, globes, atlases, world maps, oblique views, London A-Z atlas, London underground schematic map). To be able to use simple fieldwork and observation skills to create maps and plans (e.g. photos, models, sketches). To be able to act like a geographer, learning about the world by observing and collecting information. To be able to explore the relationship between maps and the real world (e.g. a world map is a flat representation of the globe – like peeling an orange).
Enquiry/question/outcome/activity Looking at homes around the world and where they are on a world map. Sending 'Owen the Owl' around the world to find out information about different homes.		**Enquiry/question/outcome/activity** Geographical enquiry: to study the similarities and differences between Barnes, England and Rusuzumiro, Rwanda (landscape, wildlife, homes and clothing).		**Enquiry/question/outcome/activity** Geographical inquiry: what weather patterns can we identify in the UK and across the globe?		**Enquiry/question/outcome/activity** To create 3D maps of the playground. To draw simple bird's eye view maps. To follow a treasure hunt around Barnes following a map.	
Key vocabulary (tier 2) beach Britain city cliff coast country Earth east factory far farm forest globe harbour north ocean office port river sea season ship soil south town United Kingdom valley	**Key vocabulary (tier 3)** area capital continent equator feature human physical	**Key vocabulary (tier 2)** beach city cliff coast compare contrast country differences different Earth east factory far farm mountain near north ocean office port right river sea season ship similar similarity soil	**Key vocabulary (tier 3)** continent equator geography human physical Rusuzumiro Rwanda vegetation	**Key vocabulary (tier 2)** autumn beach change city cliff coast forest country desert different Earth factory farm feature pattern port right river same sea season ship similar soil south spring summer town	**Key vocabulary (tier 3)** continent equator globe key landmark locate pole temperature thermometer	**Key vocabulary (tier 2)** above backwards beach building city cliff close coast country direct direction east factory far near next to north observe ocean office opposite path port represent right river sea season	**Key vocabulary (tier 3)** aerial view area bird's eye view compass continent equator human features key landmark locate physical features route satellite

	hill house land map mountain near	vegetation village weather west world		feature forest globe harbour hill house left map	south town valley village weather west world		harbour house left map mountain near north ocean office	United Kingdom usual valley vegetation village weather west winter world		farm feature flat forest forwards harbour hill house left map mountain	ship soil south town valley vegetation view village weather west	

Y2 Geography

Location knowledge

Japan
Myself and my surroundings

Key knowledge

To know and accurately name and locate 7 continents on a range of different maps (e.g. Peter's projection maps showing countries' relative sizes, Pacific-centred maps, physical maps, political maps or climate maps). (NB: children do not need to know the names or usage of different types of maps).

To know that a continent is a large area of land.

To know that continents have differences between them (e.g. language, climate, position) and within them.

To know that continents have changed over time and continued to move.

To know and accurately locate on a range of different maps the world's five oceans.

To know that the space (area) that the oceans take up is more than double the space (area) of the continents.

To know that an ocean is a large area of salt water.

To know and name and locate on maps of the UK the four countries of the UK and their capital cities: England/London, Wales/Cardiff, Scotland/Edinburgh, Northern Ireland/Belfast.

To know that a capital city is the city where the government is located.

To know and understand north, east, south, west on a map.

Key skills

To be able to accurately name and locate oceans, continents and countries of the UK on different types of maps and a globe.

To be able to use maps to describe the position and size of a place and its distance to other places.

Enquiry/question/outcome/activity

What are the similarities and differences between Barnes and Shirakawa-go?

Key vocabulary (tier 2)

beach	ocean
Britain	office
city	port
cliff	position
coast	right
country	river
Earth	sea
east	ship
factory	soil
far	south
farm	space
forest	town

Key vocabulary (tier 3)

area	feature
Belfast	globe
capital	government
Cardiff	harbour
continent	human
Edinburgh	Pangea
equator	physical

Place knowledge

Japan
Myself and my surroundings

Key knowledge

To know that Japan is in Asia.

To know that Japan is made up of four main islands.

To know that Tokyo is the capital of Japan.

To know *Barnes:*
Continent: Europe
Country: England
Population: 10,000
Settlement: Urban village

To know *Shirakawa-go:*
Continent: Asia
Country: Japan
Population: 1,600
Settlement: Rural village

To know the difference between urban and rural.

Urban: more people in a space, more roads, transport, schools, shops and hospitals.

Rural: less people in a space; schools, hospitals and shops might be further apart; located in countryside; more people might work in farms.

To know a town or city can be described as urban.

To know the difference between a city, town and village (referring to size, number of people and urban/ rural).

To know that Barnes includes an urban settlement located in London in the south of England.

Key skills

To be able to 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 (Shirakawa-go, Japan).

To be able to ask questions about their environment and other environments.

To be able to suggest some ways that we (as geographers) could collect information about a place (e.g. maps, photos, videos and writing).

To be able to begin to analyse and interpret information, identifying some similarities and differences and giving reasons for their ideas.

Enquiry/question/outcome/activity

What are the similarities and differences between Barnes and Shirakawa-go?

Key vocabulary (tier 2)

beach	mountain
city	near
cliff	north
coast	ocean
compare	office
contrast	port
country	right
differences	river
different	rural
Earth	sea
east	season
factory	ship

Key vocabulary (tier 3)

continent
equator
Japan
physical
Shirakawa-go
vegetation

Human and physical geography

Japan
Myself and my surroundings

Key knowledge

To know the difference between human and physical features.

To know physical geography is the study of the earth – the spaces and people in them.

To know human geography investigates the landscape.

To know we can see the environment around us.

To know physical features are natural not man-made.

To know human features are made by people.

Key skills

To be able to identify human and physical features.

Enquiry/question/outcome/activity

What are human features of Barnes/ Shirakawa-go?
What are the physical features of Barnes/ Shirakawa-go?

Key vocabulary (tier 2)

beach	office
city	pattern
cliff	port
coast	predict
forest	right
country	river
daylight	same
different	sea
Earth	season
east	ship
south	similar
factory	soil

Key vocabulary (tier 3)

continent
equator
forecast
human geography
physical geography
pole
sphere
temperature
thermometer

Skills and fieldwork

Myself and my surroundings

Key knowledge

To know that symbols are used on a map to represent certain landmarks, buildings, and places in an area.

To know and follow a route on a map to get from one place to another using simple compass directions and left or right.

To know that a key tells us what symbols mean.

To know that an aerial view means that we look at something from above – objects look different from an aerial or satellite view.

To know that a plan is a simple aerial view – usually of a building – that helps us to locate where things are.

To know that a place on a map represents a flat surface. It can show size or shape of continents, countries or places, locate features and show distances.

To know that maps can look different but all try to represent a place.

To know and draw and locate places (countries, continents, oceans, cities) on a map or globe.

Key skills

To be able to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

To be able to devise a simple map and use and construct basic symbols in a key.

To be able to 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.

To be able to explore the relationship between maps and the real world (through fieldwork).

To be able to use the four compass points (beginning to understand NE, SW etc.).

To be able to use locational and directional language to describe the location of features and routes on a map.

To be able to read a range of different maps.

To be able to devise simple maps and keys, beginning to understand ideas about size, location and distance.

To be able to act like a geographer, learning about the world through observing and collecting information, including through fieldwork (being in the place you are learning about).

To be able to make a sound map to help us explore the local environment.

Enquiry/question/outcome/activity

Can you direct me to a location in Barnes?
What sounds are there in our local area?
Can you place local features on a plan view map?

Key vocabulary (tier 2)

above	near
backwards	next to
beach	north
building	observe
city	ocean
cliff	office
close	opposite
coast	path
country	port
direct	represent
direction	right
east	river

Key vocabulary (tier 3)

aerial	key
area	landmark
bird's eye view	locate
compass	route
continent	satellite
equator	
fieldwork	

	geographer hill house land left locate map mountain near north	United Kingdom valley vegetation village weather west world		far farm feature forest geography globe harbour hill house human left map	similar similarity soil south town urban valley village weather west world		far farm glove harbour hill house left map mountain near normal north northern ocean	southern spring summer town United Kingdom usual valley vegetation village weather west winter world		factory far farm feature flat forest forwards harbour hill house left map mountain	sea season ship soil south town valley vegetation view village weather west	

Y3 Geography

Location knowledge		Place knowledge		Human and physical geography		Skills and fieldwork	
Richmond Park Romans		Richmond Park		Country we live in (day) Stone Age Romans		Richmond Park Romans	
Key knowledge	**Key skills**	**Key knowledge**	**Key skills**	**Key knowledge**	**Key skills**	**Key knowledge**	**Key skills**
To know that Richmond Park is the closest royal park to our school. To know that Richmond Park is located in West London, in the borough of Richmond. To know that Rome is the capital city of Italy. To know that the UK and Italy are both located in Europe. To know and understand the area of the Roman Empire – its size, the countries under Roman rule, its location on world maps and its boundaries. To know and understand that an empire needs wealth and easy transportation. To know that the geography of Rome was key to the success of the Roman Empire (e.g. a port on the Mediterranean Sea, rivers allowing transportation through the city, volcanic mountains providing natural protection). To know that Rome had a lot of wealth – its climate was good for agriculture and its location was useful for trade.	To be able to locate Richmond Park on a range of different maps (OS, road, digital maps). To be able to locate the eight Royal Parks of London on a map. To be able to locate London on a range of different maps of the UK. To be able to locate Rome and the Roman Empire on a range of different maps (including historical maps and political maps). To be able to show the growth of the Roman Empire through maps and using geographical vocabulary.	To know that Richmond Park is London's largest park. To know and understand the flora and fauna of Richmond Park. To know that Richmond Park is a National Nature Reserve (due to its ancient trees, dead wood habitats and its importance as a recreational resource for London). To know that Richmond Park is a site of special scientific interest (due to its population of stag beetles). To begin to explore continuity and change over time using historical maps.	To be able to compare similarities and differences between the Royal Parks in London. To be able to identify the human and geographical features of Richmond Park.	To know that human features are human-made parts of the environment. To know that physical features are naturally occurring parts of the environment. To know that Roman roads were built so Roman soldiers could move easily from one place to another, messages could be sent, ideas could be spread, supplies could be distributed, and so they could trade goods. To know Romans were interested in the UK for the natural resources it offered lead: tin, slaves. To know that an empire is a group of countries ruled by one ruler or one country. Empires are built by countries who want to control land outside their borders. To know that roads are vital for movement (of people, ideas and goods) and to connect people and places. To know that Romans built over 50,000 miles (80,000 km) of roads which were hard and straight from Britain to Northern Africa. To know that a long journey to a permanent new home is called a migration. Sometimes humans migrate by choice; sometimes they are forced. To know the four countries of the UK and their locations. To know the flags of the four countries of UK. To know the capital cities of the four countries of the UK. To know that erosion is the process where earth and rock is worn away over time and transported by natural forces like wind or weather. Weathering breaks down or dissolves rock but does not move it. To know that coastal erosion is the process of the coastline being worn away by destructive waves. To know how to describe the features of coastal erosion at one site in the UK.	To be able to analyse the growth of the Roman Empire into Britain. To be able to identify the key settlements in Britain. To be able to explore the reasons why the Romans built new roads in Britain. To be able to describe and understand key aspects of human geography including movement and migration. To be able to understand the causes, processes and effects of the growth of the Roman Empire. To be able to track continuity and change in the human and physical geography of the Roman Empire. To be able to understand how to use a compass and the meanings of N, S, W, E (the cardinal points). To be able to able to explore and discuss their understandings of and feelings about the concepts of 'home', 'place' and 'identity'. To be able to sequence the stages of coastal erosion and explain the process using sequencing conjunctions and Tier 2 and 3 vocabulary.	To know that an aerial or satellite view is a view from above and an oblique view (e.g. Richmond Royal Park map) is from an angle. To know why maps might look different (e.g. an illustrated map tries to help people picture a place and might be used for tourism). To know the purpose of symbols and a key.	To be able to discuss the merits and disadvantages of different maps of Richmond Park (e.g. Ordnance Survey illustrated urban map, oblique views, aerial images, plan views, topological maps). To be able to 'read' a range of different maps, including symbols and keys, drawing out similarities and differences and identifying key features. To be able to ask geographical questions and suggest how to investigate the answers. To be able to begin to use 8 compass points (S, W, N, E, NW, NE, SW, SE). To be able to explore the relationship between different maps and the real world through fieldwork. To be able to plan a route using a map of Richmond. To be able to understand scale on maps. To be able to use a range of maps, atlases and globes to locate countries, the Roman Empire and key features (e.g. ports, roads). To be able to ask geographical questions and ask and suggest answers (e.g. how did the Roman Empire grow? Why did the Roman Empire build straight roads? Which people migrated and was this forced or free migration?).
Enquiry/question/outcome/activity How did Rome create an empire?		**Enquiry/question/outcome/activity** How can we understand the geography of Richmond park?		**Enquiry/question/outcome/activity** How did Rome create an empire?		**Enquiry/question/outcome/activity** How can we understand and the geography of Richmond Park?	

	How can we understand and the geography of Richmond Park? What role has Richmond Park played in history and society?		What role has Richmond Park played in history and society? What has the greatest human and animal impact on Richmond Park?		What is the process of erosion? Where do we find evidence of coastal erosion in the UK? How can we understand and the geography of Richmond Park? What role has Richmond Park played in history and society?		What role has Richmond Park played in history and society?	
	Key vocabulary (tier 2)	**Key vocabulary (tier 3)**	**Key vocabulary (tier 2)**	**Key vocabulary (tier 3)**	**Key vocabulary (tier 2)**	**Key vocabulary (tier 3)**	**Key vocabulary (tier 2)**	**Key vocabulary (tier 3)**
	atlas border boundary central centre city continuity control country decrease develop digital distance globe identify increase key locate location outskirts plot power symbols world	area capital city colony empire Europe Great Britain Italy OS map proximity Richmond Park Roman empire Rome settlement United Kingdom urban	ancient compare contrast different diverse environment feature geographical habitat human landscape local natural nature private public rare resource royal season similar tourist	capital city conservation endangered facilities fallow deer fauna feature flora geographical human hunting interest leisure national oak pedestrian plantation protected recreation red deer scientific settlement species stag sustainable urban	border boundary capital cave cliff coast coastal collapse communication connect connection control country crack energy England features force form freedom goods grind identity impact level movement natural negative order permanent physical feature positive power powerful process resource ruler sequence stage straight structure temporary transport United Kingdom weaken wealth	abrasion AD aqueduct arch attrition authority BCE Boudicca camber cardinal point civilisation column destructive dissolve distribution economic empire erode erosion expose generate Fosse Way grind headland high tide human feature hydraulic joint lead legion low tide mainland migrate migration military political Roman route rural sewerage slave stack stump tide tin urban wear	advantage ancient challenge compare contrast different disadvantage discuss diverse environment explore feature globe habitat illustrate investigate landscape local merit natural resource royal scale season similar tourist view visitor wildlife woodland	aerial ancient angle atlas compass diverse empire environment fieldwork habitat migrate migration natural oblique resource route rural satellite topological urban

Y4 Geography

Location knowledge		Place knowledge		Human and physical geography		Skills and fieldwork	
Conflict: Britain at war **Change (rivers)** **Civilization: ancient Greece**		**Conflict** **Change (rivers)** **Civilization: ancient Greece**		**Country we live in (day)** **Conflict: Britain at war** **Change (rivers)** **Civilization: ancient Greece**		**Change (rivers)** **Civilization: ancient Greece**	
Key knowledge	**Key skills**	**Key knowledge**	**Key skills**	**Key knowledge**	**Key skills**	**Key knowledge**	**Key skills**
To know that the capital city of Greece is Athens. To know that Greece is in the continent of Europe. To know that Greece is located in an area known as the Mediterranean. To know and locate the principal countries which formed the Allied powers and Axis powers. To know how to identify on world maps the location of countries which formed the wider group of Allied and Axis powers. To know the geographical makeup of the European continent: to know and locate the countries which form Europe and to understand the boundaries and borders of Europe.	To be able to identify the position of the Equator, the Northern Hemisphere, the Southern Hemisphere, the North and South Poles. To be able to identify major countries in the Mediterranean. To be able to locate the river Thames on a map of the UK and varied maps of London. To be able to chart the flow of the River Thames from source to mouth. To be able to use a range of maps, atlases and globes to locate countries and Europe, including digital maps and political maps. To be able to use maps to explore change (e.g. troop movements, annexation). To be able to explore the concept of 'Empire', drawing on previous learning and using historical maps. To be able to identify the area of ancient Greece on a map (the mainland and islands) and locate the principal city-states.	To know that many places in our local area were bombed during the war. To know that the local area was targeted for its railway that connected Barnes to central London. To know the impacts of bombing (on human geography, infrastructures, population, distribution and internal migration). To know that the Greek city-states were separated by mountains and water and this affected their independence and connectedness. To know that ancient Greece is composed of a mainland and islands. To know why the geography of ancient Greece is composed of mainland and islands. To know why the geography of ancient Greece made it harder to create an empire than for the Romans. To know that ancient Greece was made up of city-states.	To be able to identify urban areas and rural areas in the UK on a map. To be able to map bombing sites in the local area.	To know that children were evacuated from large cities to rural locations as these places were less likely to be bombed. To know how the human geography of Barnes changed as a result of bombing. To know the human and physical geography of ancient Greece. To know that the level of pollution in the River Thames changes depending on its location. To know the names for the different parts of the river (source, mouth, tributaries, meander, ox-bow lake, marsh, estuary). To know the changes of the River Thames from source to mouth. To know that global warming has climate impacts which will affect the River Thames and populations near the Thames. To know some of the measures being put in place to try to minimise these impacts. To know that rivers usually start at a source on higher ground and flow towards the sea. To know that a river is a body of water that flows in a channel. To know the four countries of the UK and their locations and capital cities. To know and use accurately the terms 'United Kingdom', 'Great Britain' and 'British Isles'. To know the names of the seas around the British Isles: Irish Sea, English Channel, North Sea, Atlantic Ocean. To know that a mountain is a land form that rises above the surrounding terrain and is made from rocks and earth (usually higher than 600m). To know the features of a mountain: summit or peak, slope, valley or gorge.	To be able to analyse data (through tables and graphs) to generate conclusions about pollution levels. To be able to label maps and diagrams with different parts of a river. To be able to identify on maps areas from which children were most likely to be evacuated and areas to which they were most often sent. To be able to explain this using the terms urban, rural and migrate. To be able to identify (from a range of maps including digital/satellite maps, physical maps and thematic maps) and from other sources (e.g. photos) the physical characteristics of the Mediterranean and location of main population centres. To be able to locate three longest rivers on a map of the UK: Severn, Trent and Thames. To be able to understand how to read a topographical map. To be able to locate the highest mountains in the UK on a map: Ben Nevis, Scafell Pike, Slieve Donard. To be able to use a compass.	To know how the ancient Greeks saw the world through analysing historical maps (e.g. shape of the world, the continents). To know the contributions of the ancient Greeks to geography: the ancient Greeks were the first to explore the connections between human and physical geography; the term geography comes from the Greek word 'geographia' (Earth writing) and they developed geography as an important subject to study; the ancient Greeks created the first world maps. To know that maps have developed over time. To know how ancient Greek geographers investigated, explored and drew conclusions about the world.	To be able to interpret sources to understand how the river has been used through history. To be able to use fieldwork to observe, test and record the condition of the river's water. To be able to use fieldwork to observe the effect the condition of the river has on wildlife. To be able to read a variety of maps, using symbols and keys. To be able to use fieldwork to better understand the local area, past and present. To be able to ask geographical questions drawing on previous knowledge and an understanding of the 'golden threads' (key themes) of geography. To be able to accurately label different maps (e.g. OS maps, thematic maps, physical maps, digital or satellite maps).
Enquiry/question/outcome/activity Which countries were involved in World War 2? Where is Greece in the world?		**Enquiry/question/outcome/activity** What is it like in different parts of Greece? How does the River Thames change from source to mouth?		**Enquiry/question/outcome/activity** To where were children evacuated? How was the local area affected during World War 2?		**Enquiry/question/outcome/activity** How polluted is the River Thames? How does the River Thames change from source to mouth?	

	What countries and seas surround Greece? What were the key cities and regions of ancient Greece?				How do environments change and what is the impact?			
	Key vocabulary (tier 2) area boundary conflict continent continuity control Europe identify locate plot position power digital situate transport World War 2	**Key vocabulary (tier 3)** alliance allied powers ancient Greece annex annexation axis powers border colony economic empire equator Greece Mediterranean mouth northern hemisphere physical poles political River Thames rural source southern hemisphere troop urban	**Key vocabulary (tier 2)** common conflict connect continuity environment explore external impact independent internal investigate local location pace pollution population rural site society state target threat	**Key vocabulary (tier 3)** acropolis Athens bomb city-state colony conquer Corinth distribution economic empire evacuate forced Greece infrastructure interdependent Mediterranean migrate migration mouth Olympia physical polis political source Sparta urban voluntary	**Key vocabulary (tier 2)** analyse ancient belief capital conflict continuity countryside culture direction enemy environments feature flow hypothesis climate identify impact investigate island landscape local locate mountain mouth plot pollution population range society source steep surround target threat tradition variation World War 2 .	**Key vocabulary (tier 3)** Athens Atlantic Ocean barren Belfast Ben Nevis British Isles Cambrian Cardiff channel colony conquer Corinth course economic Edinburgh elevation empire English Channel estuary evacuate forced gorge Grampian highlands infrastructure Irish sea rural landform mainland marsh meander migrate migration Mourne mouth North Sea Northern Ireland Olympia ox-bow lake peak Pennines political ridge River Thames Scafell Pike Severn Slieve Donard slope Snowden source Sparta summit terrain trade Trent tributaries tributary valley voluntary	**Key vocabulary (tier 2)** analyse area chart condition connection continent country digital globe identify impact investigate key link local locate observe pilot record scale symbol theme wildlife	**Key vocabulary (tier 3)** cartography economic fieldwork homer interdependence OS map physical Plato political pollution Pythagoras River Thames satellite Thales of Miletus thematic

Y5 Geography

Location knowledge		Place knowledge		Human and physical geography		Skills and fieldwork	
India **Planet Earth's imaginary lines** **Climates and biomes** **Barnes: from past to present**		**India** **Barnes: from past to present**		**Climates and biomes** **Country we live in (day)** **Barnes: from past to present**		**Planet Earth's imaginary lines** **Barnes: from past to present**	
Key knowledge	**Key skills**	**Key knowledge**	**Key skills**	**Key knowledge**	**Key skills**	**Key knowledge**	**Key skills**
To know that imaginary lines are drawn around the globe for navigation and geographic purposes. They are helpful to determine the location of objects and distances between objects around the globe. To know that GMT stands for Greenwich Mean Time, the local clock time at Greenwich. To know the equator is an imaginary line half way between the poles running around Earth. To know that a line of longitude is an imaginary vertical line around Earth. To know that a line of latitude is a similar line running horizontally around Earth. The Tropic of Cancer is a line of latitude 23.5° north of the equator and the Tropic of Capricorn is a line of latitude 23.5° south of the equator. To know the southern tip of the India is near the equator so it is always warm. To know the names of different types of maps. To know China, Pakistan, Bangladesh, Nepal, Bhutan and Myanmar border India. To know the India's climate in the north is very cold — good for growing tea. The middle of India is very hot and dry — good for oats and wheat. In the south, it is really hot and humid – good for rice.	To be able to identify key imaginary lines on planet Earth and explain their purpose. To be able to use a range of maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. To be able to use 4 and 6-figure grid references to locate a place. To be able to locate key features of Barnes on different maps produced in the period 1745 to today. To be able to ask and investigate increasingly complex geographical questions, drawing on 'global threads' of geography. To be able to understand the location of climate zones and how they link to biomes.	To know India is a country in South Western Asia with a population of around 1.4 billion. To know the Himalayan mountain range in the north of India has some of the world's highest mountains. To know India's capital city is New Delhi. The country's largest river is the Ganges. India has 29 states. To know that the physical and human geography of Barnes has changed over time and understand the possible causes of these changes. To know that there are similarities and differences between places studied and within the same place over time.	To be able to ask and investigate increasingly complex geographical questions, drawing on 'golden threads' of geography. To be able to use 4- and 6-figure grid references to locate a place. To be able to use a local OS map to locate key places in Barnes. To be able to understand and use symbols and keys on a map. To be able to explore continuity and change over time using historical maps.	To know that the world is split up into six different climate zones, which each have general patterns of weather: polar, temperate, desert/arid, Mediterranean, tropical and mountains. To understand the basic process of global warming, its causes, implications and changes required. To know that climate affects many factors, e.g. land use and settlements, plants and animals, food and clothes. To know biomes are areas of our planet in which there are similar climates, living things and landscapes. To know biomes can be categorised into two types: land and aquatic. To know that plants and animals have traits that help them to survive in their biome. Plants and animals that live in smaller areas of a biome depend on each other to survive. These smaller areas are called ecosystems. To begin to understand the slave trade. To know human geography includes the use of land and resources and related economic activity. To understand the distribution of natural resources. To know that global warming has climate impacts which are felt on the environment and on humanity. To know that the physical and human geography of Barnes has changed over time and understand the possible causes of these changes. To understand and accurately use the terms 'United Kingdom', 'Great Britain', 'British Isles'. To know how to develop a wider understanding of landmarks of the UK and key cities and their place in the cultural landscape of the UK (e.g. Oxford university, birthplace of Roald Dahl, Cadbury factory). To know that land use has changed over time and be able to give some examples of this.	To be able to read a variety of maps. To be able to understand and use symbols and keys on a map. To be able to use the 4- and 6-digit grid reference and plot sites on a map. To be able to ask and investigate increasingly complex geographical questions, drawing on 'golden threads' of geography. To be able to use a range of maps, atlases and globes to locate countries and describe features studied, including digital maps, physical maps, economic/ resource maps, Pacific centred maps, thematic (climate) maps and to understand and use symbols and keys on a map. To be able to understand and discuss the interaction of physical and human processes. To be able to understand the impact of climate on the environment and human processes. To be able to understand the location of biomes. To be able to track the continuity and change in human geography over time using maps from period 1745 to today. To be able to locate other large cities on a map of the UK. To be able to use co-ordinates to locate cities in the UK. To be able to use a range of maps to explore how land use in the UK has changed over time (e.g. percentage of land that is urban and rural, population centres, retail, leisure factories, education, healthcare, transport). To be able to use a range of maps (modern, historic, satellite, light pollution maps, thematic maps) to ask questions and draw conclusions.	To know that maps have developed over time. Modern maps use various projections. To know that the three most common are the Mercator projection, the Gall-Peters projection and the Robinson projection. To know that a map is a two-dimensional diagram or drawing of a landscape or area showing physical and human features. It has a scale and usually has a key. To understand basic history of cartography (from Babylonian carvings, Ptolemy grids, Mappae Mundi and Martellus map, to Robinson projection). To know that 4-figure and 6-figure grid references are used to identify specific places on maps. To understand land use in the local area (e.g. classification of buildings into residential, commercial, industry, leisure and public).	To be able to read a variety of maps. To be able to understand and use symbols and keys on a map. To be able to use the 4- and 6-digit grid reference. To be able to ask and investigate increasingly complex geographical questions, drawing on 'golden threads' of geography. To be able to understand that our knowledge of the world can be revised as we collect new data and information. To be able to reach geographical conclusions, giving reasons. To be able to use a range of maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.

	Enquiry/question/outcome/activity Where is India and what are the main geographical features? How can humans navigate and locate themselves on our Earth?								**Enquiry/question/outcome/activity** How can humans navigate and locate themselves on our Earth? How and why has Barnes changed since 1745?								**Enquiry/question/outcome/activity** What do we mean by climate and why is the climate changing? How are biomes distributed on a map of the world? How do the characteristics of a biome influence the variety of life which survives there? What is the climate like in India?								**Enquiry/question/outcome/activity** In what ways are maps different and similar to each other? How do 2D maps represent a 3D Earth? How has Barnes changed since 1745?							
	Key vocabulary (tier 2)				**Key vocabulary (tier 3)**				**Key vocabulary (tier 2)**				**Key vocabulary (tier 3)**				**Key vocabulary (tier 2)**				**Key vocabulary (tier 3)**				**Key vocabulary (tier 2)**				**Key vocabulary (tier 3)**			
	atlas	north			Antarctic circle	navigation			aspect	landscape			cartographer	settlement			atlas	locate			adaptation	leisure			advantage	map			Babylonian	Mercator		
	city	ocean			Arctic circle	Nepal			cause	locate			climate	slavery			centre	London			aquatic	lowland			change	measure			cartographer	projection		
	civilisation	physical			Asia	New Delhi			change	London			grid reference	thematic			change	mountain			arid	Mediterranean			conclude	observe			cartography	Martellus		
	continent	planet			Bangladesh	North Pole			city	natural			land use	topographical			city	north			Belfast	mountain			conclusion	plot			Gall-Peters	projection		
	country	population			Bhutan	northern			continuity	physical			OS map	topological			city	ocean			biome	Northern Ireland			continuity	position			grid reference	Ptolemy		
	describe	position			border	hemisphere			describe	geography			political	trade			civilisation	physical			Birmingham	Nottingham			data	present			locality	Robinson		
	digital	resource			capital city	Pakistan			difference	place			resource				climate	planet			British Isles	oxford			difference	reason			Mappae Mundi			
	distance	river			cartography	pole			economic	population							continent	populate			business	polar			disadvantage	record						
	Earth	sea			China	prime meridian			economy	position							continuity	population			Cambridge	rainforest			environment	route						
	east	settlement			degrees	South Pole			effect	religion							country	position			Cardiff	retail			evidence	rural						
	feature	south			equator	South Western			environment	rural							describe	resource			density	savannah			feature	scale						
	geography	structure			Ganges	Asia			feature	similarity							digital	river			desert	Scotland			grid	similarity						
	globe	town			GMT (Greenwich	southern			human	symbol							distance	rural			ecosystem	taiga			identify	symbol						
	human	village			mean time)	hemisphere			geography	urban							Earth	sea			Edinburgh	temperate			key	urban						
	imaginary	west			grid reference	state			identify								east	settlement			education	time zone			landscape							
	locate	world			Himalaya	tectonic plate			impact								economic	south			Glasgow	trait			locate							
					horizontal	tropic of Cancer			key								economy	space			GMT (Greenwich	transport										
					India	tropic of											England	structure			mean time)	tropical										
					lines of latitude	Capricorn											factory	survive			Great Britain	tundra										
					lines of longitude	vertical											feature	town			healthcare	United Kingdom										
					Myanmar												geography	urban			highland	university										
					navigate												globe	village			Ireland	Wales										
					economic												housing	west			landmark											
																	human	world														
																	imaginary															
																	locate															

Y6 Geography

Location knowledge		Place knowledge		Human and physical geography		Skills and fieldwork	
Dangerous Earth **Ancient Maya** **Ancient Egyptians**				**Dangerous Earth** **Ancient Maya** **Ancient Egyptians** **Country we live in (day)** **(Glaciation: the Cairngorms, Grampian Mountains)**		**Dangerous Earth** **Ancient Maya** **Ancient Egyptians**	
Key knowledge To know that San Francisco is located in California, USA and sits on the San Andreas Fault, a transform fault. To know that a fault line is a fracture between two blocks of rock. To know that modern Mexico is located in central America (part of the North American continent). To understand the location of Maya civilisation. To know that Egypt is in the northeast corner of the African continent. To know that Egypt borders Libya, Israel and Sudan, the Mediterranean Sea and Red Sea. To know that the River Nile runs through Egypt. To know there have been two major earthquakes in San Francisco in the last 100 years. The next major one is predicted to happen soon.	**Key skills** To be able to use a range of maps, atlases and globes to locate countries and describe features studied including digital maps, physical maps, economical maps, Pacific-centred maps. To be able to use the eight points of a compass to build their knowledge of the wider world.			**Key knowledge** To know that the Earth is made up of four layers: crust, mantle, outer core, inner core. To know that the Earth's crust is broken into plates. Heat rising and falling inside the mantle creates convection currents which move the plates. The movement of the plates, and the activity inside the Earth, is called the theory of plate tectonics. To know that volcanoes are caused when magma rises through cracks or weaknesses in the Earth's crust. To know there are four types of plate boundary: constructive, destructive, collision and transform. Each one produces a different geographical feature. To know the key aspects of mountain formation. To know there are five main types of mountains: fault block, fold, dome, volcanic and plateau. To know that measures are in place to protect people from the effects of an earthquake. To know that a glacier is a slowly moving mass or river of ice formed by the accumulation and compaction of snow. To know the last Ice Age ended 10,000 years ago. To know that glaciers from this time shaped many features that we can see in the landscapes of the UK today. To know and understand the impact of natural disasters on settlements and land use. To know and understand and accurately use the terms 'United Kingdom', 'Great Britain', 'British Isles'. To know and understand how the change in global temperatures has impacted the world's glaciers. To know that the UK landscapes have been shaped by glaciers during the last Ice Age.	**Key skills** To be able to describe and understand key aspects of physical geography including mountains, volcanoes and earthquakes. To be able to describe and understand key aspects of human geography. To be able to label and explain the features of a glacial landscape. To be able to use a range of data sources to understand natural disaster hotspots (their causes, processes and impacts), e.g. maps, GIS, photos, diagram). To be able to understand the causes, processes and effects of earthquakes and tsunamis on the physical environment and population. To be able to understand how volcanoes are formed, different types of volcano, the process of volcanic eruptions and their physical effect on the environment (focus on Pompeii). To be able to understand and discuss the interaction of physical and human processes (e.g. to interpret the relationship between settlement and volcanic location and activity, to understand the role of new technologies in protecting human populations, to explore change over time). To be able to understand how geographical knowledge originates, is debated and revised (e.g. study of Pompeii). To be able to form a reasoned response to the enquiry question, considering different perspectives.	**Key knowledge** To know that different maps allow us to explore different aspects of a place.	**Key skills** To be able to choose the relevant maps to develop their knowledge. To be able to synthesise information from a range of different sources to understand the human and physical geography of a place and the processes that form it. To be able to use a wide range of maps, atlases, globes and digital mapping technology to locate a place and describe features. To be able to use maps to suggest other countries at risk of natural disasters. To be able to use the eight points of a compass to build their knowledge of the wider world. To be able to use 4- and 6-figure grid references to locate place.
Enquiry/question/outcome/activity Is San Francisco a safe place to live? To understand the geography of the ancient Maya. To understand the geography of the ancient Egyptians.				**Enquiry/question/outcome/activity** How have glaciers shaped the landscape in the UK? Is San Francisco a safe place to live? What is the structure of the Earth? How is the structure of the Earth linked to earthquakes, volcanoes and tsunamis? How have glaciers shaped the landscape in the UK?		**Enquiry/question/outcome/activity** What is the structure of the Earth? How is the structure of the Earth linked to earthquakes, volcanoes and tsunamis? Is San Francisco a safe place to live? To understand the geography of the ancient Maya. To understand the geography of the ancient Egyptians.	
Key vocabulary (tier 2) aspect landscape	**Key vocabulary (tier 3)** Africa Mediterranean			**Key vocabulary (tier 2)** aspect map	**Key vocabulary (tier 3)** ablation iceberg	**Key vocabulary (tier 2)** Africa map	**Key vocabulary (tier 3)** cartography Pacific

atlas	locate	cartography	OS map			atlas	melt	abrasion	loch	aspect	natural	compass	plate
capital	map	Central America	Pacific			capital	mountain	accumulation	magma	atlas	north	crust	Red Sea
city	movements	compass	plate			city	movement	Africa	mantle	capital	ocean	Egypt	River Nile
civilisation	natural	crust	plate			civilisation	natural	arête	Maya	Central America	perspective	fracture	San Francisco
collide	north	earthquake	boundaries			collide	north	Cairngorm	Mediterranean	city	physical	grid reference	topic
continent	ocean	Egypt	Red Sea			continent	ocean	cartography	OS map	civilisation	place	hemisphere	transform
country	perspective	eruption	River Nile			country	perspective	Central America	Pacific	continent	population	mantle	tsunami
danger	physical	fault	San Francisco			danger	physical	compass	plate	country	prevent	Maya	USA
dangerous	place	fault line	transform			dangerous	place	convergent	plate boundaries	digital	reason	Mediterranean	volcano
describe	population	fracture	tropic			describe	population	core	plucking	distance	resource	OS map	
destruction	prevent	grid reference	tsunami			destroy	prevent	corrie	pyramidal peak	Earth	risk		
disaster	reason	hemisphere	USA			destruction	process	crust	Red Sea	east	river		
distance	resource	mantle	volcanic			digital	protected	debase	ribbon loch	economic	safe		
Earth	risk	Maya	volcano			disaster	relationship	deposition	River Nile	environment	settlement		
east	river					distance	release	divergent	San Francisco	feature	south		
economic	safe					Earth	resource	earthquake	scree moraine	geographer	structure		
environment	settlement					east	revise	Egypt	snout	geography	west		
feature	south					economic	risk	eruption	tarn	globe	world		
geographer	structure					environment	river	fault	tectonic plates	landscape			
geography	west					feature	safe	fault line	temperature	locate			
globe	world					form	settlement	fracture	topography				
						formation	south	freeze-thaw	transform				
						geographer	structure	weathering	tropic				
						geography	technology	glaciation	truncated spur				
						globe	tension	glacier	tsunami				
						human	transform	Grampian	USA				
						impact	transport	grid reference	u-shaped valley				
						landscape	west	hanging valley	volcano				
						layer	world	hemisphere					
						locate							