

Baydon St Nicholas Geography Areas of Study 2026-2027

Robins Class (EYFS & Year 1)

Geography Robins EYFS & Year 1	AUTUMN		SPRING		SUMMER	
Year 1 Area of Learning	Exploring Maps/What is it like here?		What is weather like in the UK?		Outdoor Adventures/What can you see at the coast?	
Year 1 Unit Outcomes	- Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. - Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. - Recognise four features in the school grounds using a map. - Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. - Draw a design to improve three areas of the playground using the results from the survey.		- Name and locate the four countries on a map of the UK. - Identify the country they live in. - Identify the four seasons, the current season and describe some seasonal changes. - Identify the four compass directions. - Identify that the arrow on a compass always shows north. - Use the compass directions to describe the location of features. - Observe and describe daily weather patterns. - Suggest appropriate clothing and activities for each season.		- Name and locate the seas and oceans surrounding the UK in an atlas. - Label these on a map of the UK. - Describe the location of the seas and oceans surrounding the UK using compass points. - Define what the coast is. - Locate coasts in the UK. - Name some of the physical features of coasts. - Explain the location of UK coasts using the four compass directions. - Name features of coasts and label these on a photograph. - Identify human features in a coastal town. - Describe how people use the coast. - Follow a prepared route on a map. - Identify human features on the local coast. - Record data using a tally chart. - Represent data in a pictogram. - Describe how the local coast has been used.	
Year 1 Key Skills	- Recognising some physical features in their locality. - Recognising some human features in their locality. - Using an atlas to locate the UK. - Using directional language to describe the location of objects in the classroom and playground. - Using directional language to describe features on a map in relation to other features (real or imaginary). - Responding to instructions using directional language to follow routes. - Recognising local landmarks on aerial photographs. - Recognising basic human features on aerial photographs. - Recognising basic physical features on aerial photographs . - Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. - Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features. - Using simple picture maps and plans to move around the school. - Asking questions about the world around them. - Commenting on the features they see in their school and school grounds on a walk around the respective places. - Asking and answering simple questions about the features of their school and school grounds. - Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. - Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.		Locational knowledge - Showing on a map which continent they live in. - Locating the four countries of the United Kingdom (UK) on a map of this area. - Beginning to locate the capital cities of the four countries of the UK on a map of this area. - Showing on a map which country they live in and locating its capital city. Human and physical geography - Describing how the weather changes with each season in the UK. - Describing the daily weather patterns in their locality. - Confidently using the vocabulary ‘season’ and ‘weather’. - Recognising some physical features in their locality. - Using an atlas to locate the UK. Geographical skills and fieldwork - Using an atlas to locate the four countries in the UK. - Using directional language to describe the location of objects in the classroom and playground. - Using directional language to describe features on a map in relation to other features (real or imaginary). - Responding to instructions using directional language to follow routes. - Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. - Using simple picture maps and plans to move around the school. - Commenting on the features they see in their school and school grounds on a walk around the respective places. - Asking and answering simple questions about the features of their school and school grounds. - Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. - Responding to instructions using directional language to follow routes. - Recognising local landmarks on aerial photographs. - Asking questions about the world around them.		- Showing on a map the oceans nearest the continent they live in. - Locating the surrounding seas of the UK on a map of this area. - Confidently locating the capital cities of the four countries of the UK on a map of this area. - Describing the key physical features of a coast and how it changes over time using subject-specific vocabulary. - Describing and understanding the differences between a city, town and village. - Describing the key human features of a coast and how it changes over time using subject-specific vocabulary. - Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. - Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. - Using locational language and the compass points (N, S, E, W) to describe the route on a map. - Using a map to follow a prepared route. - Recognising human features on aerial photographs and plan perspectives. - Recognising physical features on aerial photographs and plan perspectives. - Asking and answering simple questions about human and physical features of the area surrounding their school grounds. - Collecting quantitative data through a small survey of the local area/school to answer an enquiry question - Presenting data in simple tally charts or pictograms and commenting on what the data shows. - Asking and answering simple questions about data. - Understanding the difference between oceans and seas. - Naming and locating the five oceans on a world map.	

Geography Robins EYFS & Year 1	AUTUMN		SPRING		SUMMER	
Year 1 Key Knowledge	- To know that the UK is short for ‘United Kingdom’. - To know that a country is a land or nation with its own government. - To know the name of the country they live in. - To know that an aerial photograph is a photograph taken from the air above. - To know that atlases give information about the world and that a map tells us information about a place. - To know that a map is a picture of a place, usually drawn from above. - To know that symbols are often used on maps to represent features. - To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).		Locational knowledge To know: - The name of two continents (Europe and Asia). - That a continent is a group of countries. - That they live in the continent of Europe. - That the UK is short for ‘United Kingdom’. - That a country is a land or nation with its own government. - That the United Kingdom is made up of four countries and their names. - The name of the country they live in. Human and physical geography To know: - The four seasons of the UK. - That ‘weather’ refers to the conditions outside at a particular time. - That different parts of the UK often experience different weather. - That a weather forecast is when someone tries to predict what the weather will be like in the near future. - That weather conditions can be measured and recorded. Geographical skills and fieldwork To know: - Simple directional language (e.g. near, far, up, down, left, right, forwards, backwards). - That a compass is an instrument we can use to find which direction is north. - Which direction is N, S, E, W on a map.		- To know that a sea is a body of water that is smaller than an ocean. - To know that there are four bodies of water surrounding the UK and to be able to name them. - To know that coasts (and other physical features) change over time. - To know some key physical features of the UK. - To know that a sea is a body of water that is smaller than an ocean. - To know some key human features of the UK. - To know that maps need a title and purpose. - To know that maps need a key to explain what the symbols and colours represent. - To know that a tally chart is a way of collecting data quickly. - To know that a pictogram is a chart that uses pictures to show data.	
Year 1 Key Vocabulary	- aerial photograph - aerial view - atlas - city - country - directional language - distance - features - globe - improve - key - land - locate - location - map - north - place - questionnaire - sea - survey - symbol - town - village		- atlas - autumn - direction - east - England - Europe - map - north - Northern Ireland - place - Scotland - season - south - spring - summer - United Kingdom - Wales - weather - west - winter		- aerial photograph - capital city - city - cliff - coast - coastline - continent - country - data collection - fieldwork - island - harbour - human feature - lake - landmark - location - locate - ocean - physical feature - pictogram - pier - river - sand dunes - sea - tally chart - tourist - town - village	
RECEPTION UNIT LINK TO ABOVE	Exploring Maps		Outdoor Adventures			

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EYFS Outcomes	Development matters • Draw information from a simple map. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different from the one in which they live. • Understand that some places are special to members of their community. See Development Matters (non-statutory curriculum guidance). Early learning goals ELG: Understanding the World – People, Culture and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ELG: Understanding the World – The Natural World • 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. See Statutory framework for the early years foundation stage, 2021.		Development matters • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them. See Development Matters (non-statutory curriculum guidance). Early learning goals ELG: Understanding the World – People, Culture and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ELG: Understanding the World – The Natural World • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. See Statutory framework for the early years foundation stage.		Development matters • Recognise some environments that are different from the one in which they live. • Recognise some similarities and differences between life in this country and life in other countries. • Draw information from a simple map. See Development Matters (non-statutory curriculum guidance). Early learning goals ELG: Understanding the World – People, Culture and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • 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. ELG: Understanding the World – The Natural World • 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. See Statutory framework for the early years foundation stage.	
EYFS KEY SKILLS	• Identifying land and water on a map or globe. • Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). • Discussing how environments in stories and images are different to the environment they live in. Making observations about the features of places (in stories, photographs or in the school grounds/local area). • Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). • Ask questions about the world around them. • Commenting on the features they see in their school and school grounds. • Answering simple questions, guided by the teacher. • Representing some of the features they notice in their school and school grounds. • Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. • Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. • Beginning to use modelled directional vocabulary when describing features in the surrounding environment. • Recognising features on maps (real or imaginary). Creating real or imaginary maps even if features are indistinguishable.		• Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). • Discussing how environments in stories and images are different to the environment they live in. • Observing weather across the seasons. • Observing and discussing the effect the changing seasons have on the world around them. • Beginning to use the names of the seasons in the correct context. • Making observations about the features of places (in stories, photographs or in the school grounds/local area). • Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). • Ask questions about the world around them. • Commenting on the features they see in their school and school grounds. • Answering simple questions, guided by the teacher. • Representing some of the features they notice in their school and school grounds.		• Identifying land and water on a map or globe. • Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). • Discussing how environments in stories and images are different to the environment they live in. • Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). • Answering simple questions, guided by the teacher. • Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. • Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. • Recognising features on maps (real or imaginary).	
EYFS KEY KNOWLEDGE	• To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). • To know that usually water is represented in blue on a map or globe. • To know the name of their school and the place where they live. • To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). • To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). • To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). • To know that a map is a picture of a place. • To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind). • To know that a place and its features can be represented in a picture.		• To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). • To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). • To know that the terms Spring, Summer, Autumn and Winter are used to describe the season. • To know some of the key characteristics of each season. • To know that there are four seasons in a year marked by certain weather conditions. • To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). • To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). • To know that a place and its features can be represented in a picture.		• To know that usually water is represented in blue on a map or globe. • To know the name of their school and the place where they live. • To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). • To know that places within this country can differ from each other. • To know that there are differences between places in this country and places in other countries. • To know that a map is a picture of a place. • To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind).	

Geography SWIFTS YEAR 2 & 3	AUTUMN		SPRING		SUMMER	
Unit Outcomes	- Describe lines of latitude and longitude, giving an example. - Understand that the Northern and Southern Hemispheres have seasons at different times. - Define climate zones, giving an example. - Describe Antarctica’s position in the far south and its polar climate of ice sheets, snow and mountains. - Describe tourism and research as the main reasons people visit Antarctica and list examples of research done there. - Describe the equipment and clothing researchers use in Antarctica. - State the outcome of Shackleton’s expedition. - Plot four figure grid references where the vertical and horizontal lines meet and begin to recall the eight points of a compass, following at least four of them. - Use the zoom function on a digital map and recognise and describe features of the school grounds from an aerial map. - Describe a similarity and a difference between life in the UK and life in Antarctica. - Draw a map of the route taken on an expedition. - State one thing that went well on the expedition and one aspect that did not go as hoped..		- Locate some cities in the UK. - Describe the difference between villages, towns and cities. - Identify features on an OS map using the legend. - Describe the different types of land use. - Follow a route on an OS map. - Discuss reasons for the location of human and physical features. - Locate some geographical regions in the UK. - Identify and begin to offer explanations about changes to features in the local area. - Describe the location of New Delhi. - Identify some human and physical features in New Delhi. - State some similarities and differences between land use and features in New Delhi and the local area.		- Identify water stores and processes in the water cycle. - Describe the three courses of a river. - Name the physical features of a river. - Name some major rivers and their location. - Describe different ways a river is used. - List some of the problems around rivers. - Describe human and physical features around a river. - Identify the location of a river on an OS map. - Make a judgement on the environmental quality in a river environment. - Make suggestions on how a river environment could be improved.	
Year 2 Key Skills	- Locating all the world’s seven continents on a world map. - Locating the world’s five oceans on a world map. - Showing on a map •Describing what physical features may occur in a hot place in comparison to a cold place - Confidently using the vocabulary ‘season’ and ‘weather’. - Recognising and describing some physical features of a location using subject-specific vocabulary. - Recognising and describing some human features of a location using subject-specific vocabulary. - Locating some hot and cold areas of the world on a world map Record: Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. Using a world map, globe and atlas to locate the world’s five oceans. Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes. Adding labels to sketch maps. - Recognising why maps need a title. - Using an atlas to locate the four capital cities of the UK - Using a world map, globe and atlas to locate all the world’s seven continents on a world map. - Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. - Using locational language and the compass points (N, S, E, W) to describe the route on a map - Using a map to follow a prepared route. - Recognising landmarks on aerial photographs and plan perspectives. - Recognising human features on aerial photographs and plan perspectives. - Recognising physical features on aerial photographs and plan perspectives. - Drawing a map and using class agreed symbols to make a simple key.		- Locating the four countries of the United Kingdom (UK) on a map of this area. - Showing on a map which country they live in and locating its capital city. - Showing on a map the oceans nearest the continent they live in. - Locating the surrounding seas and oceans of the UK on a map of this area . - Confidently locating the capital cities of the four countries of the UK on a map of this area. - Describing and understanding the differences between a city, town and village. - Recognising and describing some physical features of a location using subject-specific vocabulary. - Recognising and describing some human features of a location using subject-specific vocabulary. - Recognising landmarks on aerial photographs and plan perspectives. - Recognising human features on aerial photographs and plan perspectives. - Recognising physical features on aerial photographs and plan perspectives. - Drawing a map and using class agreed symbols to make a simple key. - Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. - Finding a given OS symbol on a map with support. - Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). - Using an aerial photograph to draw a simple sketch map using basic symbols for a key. - Recognising there are different ways to answer a question. - Discussing the features they see in the area surrounding their school when on a walk. - Asking and answering simple questions about human and physical features of the area surrounding their school grounds. - Collecting quantitative data through a small survey of the local area/school to answer an enquiry question - Classifying the features they notice into human and physical with teacher support. - Taking digital photographs of geographical features in the locality. - Making digital audio recordings when interviewing someone. - Presenting data in simple tally charts or pictograms and commenting on what the data shows. - Asking and answering simple questions about data.		- Locating the surrounding seas and oceans of the UK on a map of this area •Naming and beginning to describe some key differences between their local area and a small area of a contrasting non-European country. •Describing what physical features may occur in a hot place in comparison to a cold place. - Describing the daily weather patterns in their locality. - Confidently using the vocabulary ‘season’ and ‘weather’. - Recognising and describing some physical features of a location using subject-specific vocabulary. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map Using a map to follow a prepared route. Recognising landmarks on aerial photographs and plan perspectives. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Drawing a map and using class agreed symbols to make a simple key. Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality.	

Geography SWIFTS YEAR 2 & 3	AUTUMN		SPRING		SUMMER	
Year 3 Key Skills	- Locating some countries in Europe and North and South America using maps. - Locating key physical features in countries studied including significant environmental regions. - Locating some key human features in countries studied. - Finding the position of the Equator and describing how this impacts our environmental regions. - Finding lines of latitude and longitude on a globe and explaining why these are important. - Identifying the position of the Tropics of Cancer and Capricorn and their significance. - Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. - Identifying the position and significance of both the Arctic and Antarctic Circle. - Describing and beginning to explain similarities between two regions studied. - Describing and beginning to explain differences between two regions studied. - Describing how and why humans have responded in different ways to their local environments. - Discussing climates and their impact on trade, land use and settlement. - Explaining what measures humans have taken in order to adapt to survive in cold places. - Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. - Describing where volcanoes, earthquakes and mountains are located globally. - Describing how humans use water in a variety of ways. - Describing and understanding types of settlement and land use. - Explaining why different locations have different human features. - Explaining why people might prefer to live in an urban or rural place. - Beginning to use maps at more than one scale. - Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. - Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. - Using the scale bar on a map to estimate distances. - Finding countries and features of countries in an atlas using the contents and index. - Zooming in and out of a digital map. - Accurately using four-figure grid references to locate features on a map in regions studied. Beginning to locate features using the eight points of a compass. - Making and using a simple route on a map. - Observing, recording, and naming geographical features in their local environments.		- Locating some major cities of the countries studied. - Locating key physical features in countries studied including significant environmental regions. - Locating some key human features in countries studied. - Locating some counties in the UK (local to your school). - Locating some cities in the UK (local to your school). - Beginning to locate the twelve geographical regions of the UK. Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. - Describing how a locality has changed over time, giving examples of both physical and human features. - Describing and beginning to explain similarities between two regions studied. - Describing and beginning to explain differences between two regions studied. - Describing how and why humans have responded in different ways to their local environments. - Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. - Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. - Describing and understanding types of settlement and land use. - Explaining why a settlement and community has grown in a particular location. - Explaining why different locations have different human features. - Explaining why people might prefer to live in an urban or rural place. - Beginning to use maps at more than one scale. - Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. - Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. - Using the scale bar on a map to estimate distances. - Finding countries and features of countries in an atlas using contents and index. - Zooming in and out of a digital map. - Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. - Using a simple key on their own map to show an example of both physical and human features. - Following a route on a map with some accuracy. - Saying which directions are N, S, E, W on an OS map. - Making and using a simple route on a map. - Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. - Beginning to choose the best approach to answer an enquiry question. - Mapping land use in a small local area using maps and plans. - Asking and answering one-step and two-step geographical questions. - Observing, recording, and naming geographical features in their local environments. - Taking digital photos and labelling or captioning them. - Finding answers to geographical questions through data collection.		- Locating some countries in Europe and North and South America using maps. - Locating some major cities of the countries studied. - Locating key physical features in countries studied including significant environmental regions. - Locating the world's most significant mountain ranges on a map and identifying any patterns. - Locating some of the world's most significant rivers and identifying any patterns. - Locating some cities in the UK (local to your school). - Beginning to locate the twelve geographical regions of the UK. Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. - Describing how and why humans have responded in different ways to their local environments. - Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. - Describing where volcanoes, earthquakes and mountains are located globally. - Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. - Describing how humans use water in a variety of ways. - Describing and understanding types of settlement and land use. - Explaining why a settlement and community has grown in a particular location. - Explaining why different locations have different human features. - Beginning to use maps at more than one scale. - Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. - Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. - Finding countries and features of countries in an atlas using contents and index. - Zooming in and out of a digital map. - Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. - Accurately using 4-figure grid references to locate features on a map in regions studied. - Beginning to locate features using the 8 points of a compass. - Using a simple key on their own map to show an example of both physical and human features. - Following a route on a map with some accuracy. - Saying which directions are N, S, E, W on an OS map. - Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. - Beginning to choose the best approach to answer an enquiry question. - Mapping land use in a small local area using maps and plans. - Asking and answering one-step and two-step geographical questions. - Observing, recording, and naming geographical features in their local environments. - Taking digital photos and labelling or captioning them. - Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. - Beginning to use a simplified Likert Scale to record their judgements of environmental quality. - Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/ captions) when communicating geographical information. - Suggesting different ways that a locality could be changed and improved. - Finding answers to geographical questions through data collection.	

Geography SWIFTS YEAR 2 & 3	AUTUMN		SPRING		SUMMER
Year 2 Key Knowledge	- To be able to name the seven continents of the world. - To know that a continent is a group of countries. - To know that they live in the continent of Europe. - To know that an ocean is a large body of water and that a sea is a body of water that is smaller than an ocean. - To be able to name the five oceans of the world. - To know that life elsewhere in the world is often different to theirs. - To know that life elsewhere in the world often has similarities to theirs. - To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. - To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.		- To know that the UK is short for 'United Kingdom'. - To know that a country is a land or nation with its own government. - To know that the United Kingdom is made up of four countries and their names. - To know the name of the country they live in. - To know that there are four bodies of water surrounding the UK and to be able to name them. - To name some characteristics of the four capital cities of the UK. - To know the four capital cities of the UK. - To know that a capital city is the city where a country's government is located. - To know that human features means any feature of an area that was made or built by humans. - To know that human features change over time. - To know some key human features of the UK. - To know that an aerial photograph is a photograph taken from the air above. - To know that atlases give information about the world and that a map tells us information about a place. - To know that a map is a picture of a place, usually drawn from above. - To know that symbols are often used on maps to represent features. - To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards). - To know what a sketch map is. - To know that a compass is an instrument we can use to find which direction is north. - To know which direction is N, S, E, W on a map. - To know that a globe is a spherical model of the Earth. - To begin to recognise world maps as a flattened globe.		- To know that the UK is short for 'United Kingdom'. - To know that a country is a land or nation with its own government. - To know that the United Kingdom is made up of four countries and their names. - To know the name of the country they live in. - To know that there are four bodies of water surrounding the UK and to be able to name them. - To name some characteristics of the four capital cities of the UK. - To know the four capital cities of the UK. - To know that a capital city is the city where a country's government is located. - To know the four seasons of the UK. - To know that 'weather' refers to the conditions outside at a particular time. - To know that different parts of the UK often experience different weather. - To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. - To know that weather conditions can be measured and recorded. - To know that physical features means any feature of an area that is on the Earth naturally. - To know that coasts (and other physical features) change over time. - To know some key physical features of the UK. - To know that a sea is a body of water that is smaller than an ocean. - To know that a compass is an instrument we can use to find which direction is north. - To know which direction is N, S, E, W on a map. - To know that a globe is a spherical model of the Earth. - To begin to recognise world maps as a flattened globe. - To know that maps need a title and purposes - To know that maps need a key to explain what the symbols and colours represent. - To know that a tally chart is a way of collecting data quickly - To know that a pictogram is a chart that uses pictures to show data.
Year 3 Key Knowledge	- To know where North and South America are on a world map. - To know the names of some countries and major cities in Europe and North and South America. - To know that climate zones are areas of the world with similar climates. - To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). - To know the world's biomes. - To know the main types of land use. - To know that countries near the Equator have less seasonal change than those near the poles. - To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. - To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. - To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. - To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. - To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. - To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. - To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions. - To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. - To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. - To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. - To know the world's different climate zones. - To know water is used by humans in a variety of ways. - To know that a natural resource is something that people can use which comes from the natural environment. - To understand that a scale shows how much smaller a map is compared to real life. - To recognise world maps as a flattened globe. - To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west and south-west. - To know that an annotated drawing or sketch map is hand-drawn and gives a rough idea of the features of an area without having to be completely accurate.		- To know the names of some of the world's most significant rivers. - To know the name of some counties in the UK (local to your school). - To know the name of some cities in the UK (local to your school). - To know the name of the county that they live in and their closest city. - To know the twelve geographical regions of the UK. - To know the main types of land use. - To know some types of settlement. - To know water is used by humans in a variety of ways. To know an urban place is somewhere near a town or city. - To know a rural place is somewhere near the countryside. - To know that a natural resource is something that people can use which comes from the natural environment. - To know the UK grows food locally and imports food from other countries. - To understand that a scale shows how much smaller a map is compared to real life. - To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. - To know that an OS map shows human and physical features as symbols. - To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). - To know an enquiry-based question has an open-ended answer found by research. - To know what a bar chart, pictogram and table are and when to use which one best to represent data.		- To know where North and South America are on a world map. - To know the names of some of the world's most significant mountain ranges. - To know the names of some of the world's most significant rivers. - To know the name of some counties in the UK (local to your school). - To know the name of some cities in the UK (local to your school). - To know the name of the county that they live in and their closest city. - To begin to name the twelve geographical regions of the UK. - To know the main types of land use. - To know some types of settlement. - To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. - To know the courses and key features of a river. - To know the different types of mountains and volcanoes and how they are formed. - To know water is used by humans in a variety of ways. - To know an urban place is somewhere near a town or city. - To know a rural place is somewhere near the countryside. - To know that a natural resource is something that people can use which comes from the natural environment. - To know the UK grows food locally and imports food from other countries. - To understand that a scale shows how much smaller a map is compared to real life. - To recognise world maps as a flattened globe. - To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. - To know that an OS map shows human and physical features as symbols. - To know that grid references help us locate a particular square on a map. - To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. - To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). - To know an enquiry-based question has an open-ended answer found by research. - To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. - To know a Likert scale is used to record people's feelings and attitudes. - To know what a bar chart, pictogram and table are and when to use which one best to represent data.

Geography SWIFTS YEAR 2 & 3	AUTUMN		SPRING		SUMMER	
Year 2 Key Vocabulary	- place - continent - country - ocation - map - globe - atlas - symbol - key - sketch map - scale		England Northern Ireland Scotland Wales United Kingdom London Edinburgh Cardiff Belfast capital city tourist desert harbour skyscraper metro transport village town city lake river ocean sea weather season climate Urban Rural thermometer temperature weather vane sample tally chart pictogram bar chart data collection		hill pond lake river beach forest mountain sea ocean aerial view aerial photograph distance location map globe atlas symbol key sketch map scale OS map survey questionnaire compass rain gauge	
Year 3 Key Vocabulary	- climate - climate zone - compass points - direction - drifting ice - hemisphere - ice sheet - ice shelf - iceberg - lines of latitude - lines of longitude - treaty		- agricultural land - capital city - commercial land - compare - country border - county - dispersed - facilities - land use - legend - linear - local - memorial - metro - monument - nucleated - place of worship - recreational land - region - residential land - settlement - transportation		- condensation - delta - estuary - evaporation - flooding - floodplain - groundwater - irrigation - leisure - meander - oxbow lake - percolation - precipitation - river mouth - source - transpiration - tributary - valley - water cycle - waterfall	

Firecrest Class (Year 4 & 5)

Geography FIRECRESTS YEAR 4 & 5	AUTUMN		SPRING		SUMMER	
Area of Learning	5/6 B: Why does population change?		5/6 B: Can I carry out independent fieldwork enquiry?		5/6 B: Why do oceans matter?	

Geography FIRECRESTS YEAR 4 & 5	AUTUMN		SPRING		SUMMER	
Unit Outcomes	- Identify the most densely and sparsely populated areas. - Describe the increase in global population over time. - Begin to describe what might influence the environments people live in. - Define birth and death rates, suggesting what may influence them. - Define migration, discussing push and pull factors. - Explain why some people have no choice but to leave their homes. - Describe the causes of climate change, explaining its impact on the global population. - Suggest an action they can take to fight climate change. - Calculate the length of a route to scale. - Follow a selected route on an OS map. - Use a variety of data collection methods, including using a Likert scale. - Collect information from a member of the public. - Create a digital map to plot and compare data collected from two locations. - Suggest an idea to improve the environment.		- Give examples of issues in the local area. - Identify questions to be asked to find the relevant data. - Justify which data collection method is most suitable. - Design an accurate data collection template. - Identify areas along a route that are best for data collection. - Discuss how to mediate potential risks. - Collect data at points located on an OS map. - Manage risks during a fieldwork trip. - Identify any outcomes from data collected. - Map data digitally. - Describe the enquiry process.		- Describe the water cycle. - Describe how the ocean is used for human activity. - Explain how the ocean helps to regulate the Earth's climate and temperature. - Identify the Great Barrier Reef as part of Australia. - Describe the benefits of the Great Barrier reef. - Describe how humans impact the oceans and the consequences of this. - Explain some actions that can be taken to help support healthy oceans. - Explain which data collection method would be best for marine fieldwork and why. - Collect data using a tally chart, photographs and a sketch map. - Safely navigate the fieldwork environment. - Make suggestions for how to improve a marine environment. - Present data using a tally chart and pie chart.	
Year 4 Key Skills	- Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. - Asking and answering one-step and two-step geographical questions. - Observing, recording, and naming geographical features in their local environments. - Using simple sampling techniques appropriately. - Making digital audio recordings for a specific purpose. - Designing a questionnaire/interviews to collect qualitative fieldwork data. - Taking digital photos and labelling or captioning them. - Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. - Beginning to use a simplified Likert Scale to record their judgements of environmental quality. - Collecting quantitative data in charts and graphs. - Using a questionnaire/interviews to collect qualitative fieldwork data. - Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information - Suggesting different ways that a locality could be changed and improved. - Finding answers to geographical questions through data collection		- Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. - Asking and answering one-step and two-step geographical questions. - Observing, recording, and naming geographical features in their local environments. - Using simple sampling techniques appropriately. - Making digital audio recordings for a specific purpose. - Designing a questionnaire/interviews to collect qualitative fieldwork data. - Taking digital photos and labelling or captioning them. - Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. - Beginning to use a simplified Likert Scale to record their judgements of environmental quality. - Collecting quantitative data in charts and graphs. - Using a questionnaire/interviews to collect qualitative fieldwork data. - Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information - Suggesting different ways that a locality could be changed and improved. - Finding answers to geographical questions through data collection		Collecting quantitative data in charts and graphs. - Understanding some of the causes of climate change. - Describing how physical features, such as mountains and rivers are formed - Describing how humans can impact the environment both positively and negatively, using examples - Discussing climates and their impact on trade, land use and settlement. - Locating some of the world's most significant rivers and identifying any patterns.	

Geography FIRECRESTS YEAR 4 & 5	AUTUMN		SPRING		SUMMER	
Year 5 Key Skills	• Locating more countries in Europe and North and South America using maps. • Locating key human features in countries studied. • Locating many counties in the UK. • Confidently locating the twelve geographical regions of the UK. • Identifying key physical and human characteristics of the geographical regions in the UK. • Explaining why a locality has changed over time, giving examples of both physical and human features. • Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. • Understanding how climates impact on trade, land use and settlement. • Understanding some of the impacts and causes of climate change. • Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. • Describing and understanding economic activity, including trade links. • Suggesting reasons why the global population has grown significantly in the last 70 years. • Describing the ‘push’ and ‘pull’ factors that people may consider when migrating. • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples. • Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. • Beginning to use thematic maps to recognise and describe human and physical features studied. • Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using four and six-figure grid references to locate features on a map in regions studied. Confidently locating features using the 8 points of a compass. • Following a short pre-prepared route on an OS map. • Planning a journey to another part of the world using six-figure grid references and the eight points of a compass. • Developing their own enquiry questions. • Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. • Beginning to use standard field sampling techniques appropriately. Using GIS (Geographical Information Systems) to plot data sets. Using a simplified Likert Scale to record their judgements of environmental quality. • Conducting interviews/questionnaires to collect qualitative data. • Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/ captions) when communicating geographical information. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. • Evaluating evidence collected and suggesting ways to improve this. • Analysing quantitative data in pie charts, line graphs and graphs with two variables.		• Locating major cities of the countries studied. • Locating some key physical features in countries studied on a map. • Locating key human features in countries studied. • Locating many cities in the UK. • Confidently locating the twelve geographical regions of the UK. • Identifying key physical and human characteristics of the geographical regions in the UK. • Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples. • Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). • Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. • Recognising the difference between Ordnance • Survey and other maps and when it is most appropriate to use each. • Selecting a map for a specific purpose. • Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using four and six-figure grid references to locate features on a map in regions studied. • Confidently locating features using the 8 points of a compass. Following a short pre-prepared route on an OS map. • Identifying the eight compass points on an OS map. • Developing their own enquiry questions. • Choosing the best approach to answering an enquiry question. • Making sketch maps of areas studied including labels and keys where necessary. • Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. • Selecting appropriate methods for data collection. • Designing interviews/questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately. • Using GIS (Geographical Information Systems) to plot data sets. • Using a simplified Likert Scale to record their judgements of environmental quality. • Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. • Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. • Evaluating evidence collected and suggesting ways to improve this.		• Locating major cities of the countries studied. • Locating some key physical features in countries studied on a map. • Locating key human features in countries studied. • Identifying significant environmental regions on a map. • Identifying key physical and human characteristics of the geographical regions in the UK. • Explaining why a locality has changed over time, giving examples of both physical and human features. • Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. • Understanding how climates impact on trade, land use and settlement. • Using maps to explore wider global trading routes. • Describing and understanding the key aspects of the six climate zones. • Understanding some of the impacts and causes of climate change. • Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. • Describing and understanding economic activity, including trade links. • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples. • Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • \Using the scale bar on a map to calculate distances. • Beginning to use thematic maps to recognise and describe human and physical features studied. • Selecting a map for a specific purpose. • Choosing the best approach to answering an enquiry question. • Making sketch maps of areas studied including labels and keys where necessary. • Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. • Selecting appropriate methods for data collection. • Beginning to use standard field sampling techniques appropriately. • Using GIS (Geographical Information Systems) to plot data sets. • Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. • Evaluating evidence collected and suggesting ways to improve this. • Analysing quantitative data in pie charts, line graphs and graphs with two variables.	

Geography FIRECRESTS YEAR 4 & 5	AUTUMN		SPRING		SUMMER	
Year 4 Key Knowledge	- To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). - To know an enquiry-based question has an open-ended answer found by research. - To know how to use various simple sampling techniques. - To know what a questionnaire and an interview are. - To know that quantitative data involves numerical facts and figures and is often objective. - To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. - To know a Likert scale is used to record people's feelings and attitudes. - To know that qualitative data involves opinions, thoughts and feelings and is often subjective. - To know what a bar chart, pictogram and table are and when to use which one best to represent data.		- To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). - To know an enquiry-based question has an open-ended answer found by research. - To know how to use various simple sampling techniques. - To know what a questionnaire and an interview are. - To know that quantitative data involves numerical facts and figures and is often objective. - To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. - To know a Likert scale is used to record people's feelings and attitudes. - To know that qualitative data involves opinions, thoughts and feelings and is often subjective. - To know what a bar chart, pictogram and table are and when to use which one best to represent data.		- To know water is used by humans in a variety of ways. - To know the names of some of the world's most significant rivers. - To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. - To know the courses and key features of a river. - To know that a natural resource is something that people can use which comes from the natural environment.	
Year 5 Key Knowledge	- To know that the global population has grown significantly since the 1950s. - To know which factors are considered before people build settlements. - To know migration is the movement of people from one country to another. - To know the name of many countries and major cities in Europe and North and South America. - To know the name of many counties in the UK. - To know the name of many cities in the UK. To confidently name the twelve geographical regions of the UK. - To know that London and the South East regions have the largest population in the UK. - To know the global population has grown significantly since the 1950s. - To know which factors are considered before people build settlements. - To know migration is the movement of people from one country to another. - To know some negative impacts of humans on the environment. - To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. - To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. - To know that a pie chart can represent a fraction or percentage of a whole set of data. - To be aware of some issues in the local area. - To know what a range of data collection methods look like. To know how to use a range of data collection methods.		- To know the name of many countries and major cities in Europe and North and South America. - To know the name of many cities in the UK. - To confidently name the twelve geographical regions of the UK. - To know some positive impacts of humans on the environment. - To know some negative impacts of humans on the environment. - To know that contours on a map show height and slope. - To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. - To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. - To be aware of some issues in the local area. - To know what a range of data collection methods look like. - To know how to use a range of data collection methods.		- To know the location of key physical features in countries studied. - To know why the ocean is important. - To know some positive impacts of humans on the environment. - To know some negative impacts of humans on the environment. - To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. - To know that a pie chart can represent a fraction or percentage of a whole set of data. - To be aware of some issues in the local area.	

Geography FIRECRESTS YEAR 4 & 5	AUTUMN		SPRING		SUMMER	
Year 4 Key Vocabulary	• settlement • county • region • local • esearch • intention • destination • evaluate • compare • improvement • investigate • interview • method • risk • enquiry • data • analyse • present • quantitative/qualitative data • summarise • interpret • quote • source • sample size • reliability • limitations • open/closed questions • Likert scale		• settlement • county • region • local • esearch • intention • destination • evaluate • compare • improvement • investigate • interview • method • risk • enquiry • data • analyse • present • quantitative/qualitative data • summarise • interpret • quote • source • sample size • reliability • limitations • open/closed questions • Likert scale		negative/positive effects climate change global warming temperate River Severn River Thames River Trent River Great Ouse River Wye River Mississippi River Amazon River Nile River Danube River Yangtze River Murray	
Year 5 Key Vocabulary	• air pollution • birth rate • cartogram • climate • climate change • conclusions • death rate • deforestation • densely populated • digital technologies • fossil fuels • greenhouse gases • impact • improvements • involuntary • Likert scale • migrants • migration • natural increase • noise pollution • population • population density • population distribution • pull factors • push factors • qualitative • quantitative • refugee • region • sparsely populated • voluntary		• analyse • audience • city • data • data collection methods • enquiry • evidence • impact • improvement • issue • justify • plot • presenting • process • recommendation • region • risk • route • subjective • viewpoint		• atmosphere • biodegradable • buffer • coral bleaching • coral reef • decompose • digital map • disposable • ecology • ecosystem • erosion • geology • habitat • human footprint • marine • microplastics • natural disaster • ocean current • policy • renewable energy • single use plastic • species • water cycle •	

Geography OWLS YEAR 5 & 6	AUTUMN		SPRING		SUMMER	
Unit Outcomes	- Identify the most densely and sparsely populated areas. - Describe the increase in global population over time. - Begin to describe what might influence the environments people live in. - Define birth and death rates, suggesting what may influence them. - Define migration, discussing push and pull factors. - Explain why some people have no choice but to leave their homes. - Describe the causes of climate change, explaining its impact on the global population. - Suggest an action they can take to fight climate change. - Calculate the length of a route to scale. - Follow a selected route on an OS map. - Use a variety of data collection methods, including using a Likert scale. - Collect information from a member of the public. - Create a digital map to plot and compare data collected from two locations. - Suggest an idea to improve the environment.		- Give examples of issues in the local area. - Identify questions to be asked to find the relevant data. - Justify which data collection method is most suitable. - Design an accurate data collection template. - Identify areas along a route that are best for data collection. - Discuss how to mediate potential risks. - Collect data at points located on an OS map. - Manage risks during a fieldwork trip. - Identify any outcomes from data collected. - Map data digitally. - Describe the enquiry process.		- Describe the water cycle. - Describe how the ocean is used for human activity. - Explain how the ocean helps to regulate the Earth’s climate and temperature. - Identify the Great Barrier Reef as part of Australia. - Describe the benefits of the Great Barrier reef. - Describe how humans impact the oceans and the consequences of this. - Explain some actions that can be taken to help support healthy oceans. - Explain which data collection method would be best for marine fieldwork and why. - Collect data using a tally chart, photographs and a sketch map. - Safely navigate the fieldwork environment. - Make suggestions for how to improve a marine environment. - Present data using a tally chart and pie chart.	
Year 5 & 6 Key Skills	- Locating more countries in Europe and North and South America using maps. - Locating key human features in countries studied. - Locating many counties in the UK. - Confidently locating the twelve geographical regions of the UK. - Identifying key physical and human characteristics of the geographical regions in the UK. - Explaining why a locality has changed over time, giving examples of both physical and human features. - Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. - Understanding how climates impact on trade, land use and settlement. - Understanding some of the impacts and causes of climate change. - Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. - Describing and understanding economic activity, including trade links. - Suggesting reasons why the global population has grown significantly in the last 70 years. - Describing the ‘push’ and ‘pull’ factors that people may consider when migrating. - Recognising geographical issues affecting people in different places and environments. - Describing and explaining how humans can impact the environment both positively and negatively, using examples. - Confidently using and understanding maps at more than one scale. - Using atlases, maps, globes and digital mapping to locate countries studied. - Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. - Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. - Beginning to use thematic maps to recognise and describe human and physical features studied. - Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. - Accurately using four and six-figure grid references to locate features on a map in regions studied. Confidently locating features using the 8 points of a compass. - Following a short pre-prepared route on an OS map. - Planning a journey to another part of the world using six-figure grid references and the eight points of a compass. - Developing their own enquiry questions. - Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. - Beginning to use standard field sampling techniques appropriately. Using GIS (Geographical Information Systems) to plot data sets. Using a simplified Likert Scale to record their judgements of environmental quality. - Conducting interviews/questionnaires to collect qualitative data. - Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/ captions) when communicating geographical information. - Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. - Evaluating evidence collected and suggesting ways to improve this. - Analysing quantitative data in pie charts, line graphs and graphs with two variables.		- Locating major cities of the countries studied. - Locating some key physical features in countries studied on a map. - Locating key human features in countries studied. - Locating many cities in the UK. - Confidently locating the twelve geographical regions of the UK. - Identifying key physical and human characteristics of the geographical regions in the UK. - Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. - Recognising geographical issues affecting people in different places and environments. - Describing and explaining how humans can impact the environment both positively and negatively, using examples. - Confidently using and understanding maps at more than one scale. - Using atlases, maps, globes and digital mapping to locate countries studied. - Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. - Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). - Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. - Recognising the difference between Ordnance - Survey and other maps and when it is most appropriate to use each. - Selecting a map for a specific purpose. - Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. - Accurately using four and six-figure grid references to locate features on a map in regions studied. - Confidently locating features using the 8 points of a compass. Following a short pre-prepared route on an OS map. - Identifying the eight compass points on an OS map. - Developing their own enquiry questions. - Choosing the best approach to answering an enquiry question. - Making sketch maps of areas studied including labels and keys where necessary. - Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. - Selecting appropriate methods for data collection. - Designing interviews/questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately. - Using GIS (Geographical Information Systems) to plot data sets. - Using a simplified Likert Scale to record their judgements of environmental quality. - Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. - Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. - Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. - Evaluating evidence collected and suggesting ways to improve this.		- Locating major cities of the countries studied. - Locating some key physical features in countries studied on a map. - Locating key human features in countries studied. - Identifying significant environmental regions on a map. - Identifying key physical and human characteristics of the geographical regions in the UK. - Explaining why a locality has changed over time, giving examples of both physical and human features. - Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. - Understanding how climates impact on trade, land use and settlement. - Using maps to explore wider global trading routes. - Describing and understanding the key aspects of the six climate zones. - Understanding some of the impacts and causes of climate change. - Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. - Describing and understanding economic activity, including trade links. - Recognising geographical issues affecting people in different places and environments. - Describing and explaining how humans can impact the environment both positively and negatively, using examples. - Confidently using and understanding maps at more than one scale. - Using atlases, maps, globes and digital mapping to locate countries studied. - Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. \Using the scale bar on a map to calculate distances. - Beginning to use thematic maps to recognise and describe human and physical features studied. - Selecting a map for a specific purpose. - Choosing the best approach to answering an enquiry question. - Making sketch maps of areas studied including labels and keys where necessary. - Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. - Selecting appropriate methods for data collection. - Beginning to use standard field sampling techniques appropriately. - Using GIS (Geographical Information Systems) to plot data sets. - Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. - Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. - Evaluating evidence collected and suggesting ways to improve this. - Analysing quantitative data in pie charts, line graphs and graphs with two variables.	

Geography OWLS YEAR 5 & 6	AUTUMN		SPRING		SUMMER	
Year 5 & 6 Key Knowledge	- To know that the global population has grown significantly since the 1950s. - To know which factors are considered before people build settlements. - To know migration is the movement of people from one country to another. - To know the name of many countries and major cities in Europe and North and South America. - To know the name of many counties in the UK. - To know the name of many cities in the UK. To confidently name the twelve geographical regions of the UK. - To know that London and the South East regions have the largest population in the UK. To know the global population has grown significantly since the 1950s. - To know which factors are considered before people build settlements. - To know migration is the movement of people from one country to another. - To know some negative impacts of humans on the environment. - To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. - To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. - To know that a pie chart can represent a fraction or percentage of a whole set of data. - To be aware of some issues in the local area. - To know what a range of data collection methods look like. To know how to use a range of data collection methods.		- To know the name of many countries and major cities in Europe and North and South America. - To know the name of many cities in the UK. - To confidently name the twelve geographical regions of the UK. - To know some positive impacts of humans on the environment. - To know some negative impacts of humans on the environment. - To know that contours on a map show height and slope. - To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. - To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. - To be aware of some issues in the local area. - To know what a range of data collection methods look like. - To know how to use a range of data collection methods.		- To know the location of key physical features in countries studied. - To know why the ocean is important. - To know some positive impacts of humans on the environment. - To know some negative impacts of humans on the environment. - To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. - To know that a pie chart can represent a fraction or percentage of a whole set of data. - To be aware of some issues in the local area. - To know what a range of data collection methods look like. - To know how to use a range of data collection methods.	
Year 5 & 6 Key Vocabulary	- air pollution - birth rate - cartogram - climate - climate change - conclusions - death rate - deforestation - densely populated - digital technologies - fossil fuels - greenhouse gases - impact - improvements - involuntary - Likert scale - migrants - migration - natural increase - noise pollution - population - population density - population distribution - pull factors - push factors - qualitative - quantitative - refugee - region - sparsely populated - voluntary		- analyse - audience - city - data - data collection methods - enquiry - evidence - impact - improvement - issue - justify - plot - presenting - process - recommendation - region - risk - route - subjective - viewpoint		- atmosphere - biodegradable - buffer - coral bleaching - coral reef - decompose - digital map - disposable - ecology - ecosystem - erosion - geology - habitat - human footprint - marine - microplastics - natural disaster - ocean current - policy - renewable energy - single use plastic - species - water cycle	