High View Primary Learning Centre

Geography Curriculum

Overview of Topics

	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Autumn time Explore our school environment	Autumn – changing seasons	Weather Reporting and Seasonal Changes	Locational and Directional Language – Simple Compass Directions	Settlement and Land Use Changes European Countries	Settlements (Revision – short unit) Cities of the UK and changes within cities (linked to Romans) – Longer unit (covers both half terms)	Countries of Europe	Rivers
Autumn 2	Respect and care for our school environment	'Special' places in and around our community.	Four Countries of the UK and their Capitals	Continents and Oceans			Compare UK with Spain	
Spring 1	Winter time Predicting weather Chinese New Year – understand that some people live in other countries.	Winter – changing seasons Transport - recognise some similarities and differences between life in this country and life in other countries. Identifying simple features on local maps. Drawing own simple map.	Three Little Pigs Map	Poles, Equators, Simple Climate	Cities of the UK	Counties of the UK	North America Latitude and Longitude	South America and Compare South American country with UK
Spring 2	Spring time Positional language games	Spring- changing seasons Environments	Introduction to Constructing Maps – Known Places		Mountains, Volcanoes and Earthquakes			
Summer 1	Minibeasts - respect and care for all living things. Routes and locations	Create own environments using play maps and small world equipment.	Four Countries of the United Kingdom (recap) and Surrounding Seas	Compare and Contrast Wombwell with Cleethorpes and the UK with Kenya		Climate	Local Area	Rainforests
Summer 2	Summer Holidays - different countries in the world Familiar routes.	Summer – changing seasons	Handa's Surprise – Comparing Life in Kenya and Barnsley (focus on Human and Physical Features)		Trade and Distributions (Chocolate)			

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Objectives		Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to: **Locational knowledge** • name, locate and identify characteristics of	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:			

		the four countries and capital cities of the United Kingdom and its surrounding seas **Human and physical geography** • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator • use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain • key human features, including: city, town, village, factory, farm, house, office **Geographical skills and fieldwork** • use world maps, atlases and globes to identify the United Kingdom and its countries • Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and recognise landmarks and basic human and physical features; devise a simple map • use simple fieldwork and observational skills to study the geography of their school and its grounds	**Locational knowledge** • name and locate the world's seven continents and five oceans **Place knowledge** • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country **Human and physical geography** • Identify the North and South Poles • use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork** • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for	**Locational knowledge** ▪ locate the world's countries, using maps to focus on Europe ▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time **Human and physical geography** ▪ describe and understand key aspects of: ▪ physical geography, including: mountains, volcanoes and earthquakes ▪ human geography, including: types of settlement and land use, economic activity. **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of	**Locational knowledge** ▪ locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, ▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle **Human and physical geography** describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use,	**Locational knowledge** ▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones (including day and night) ▪ Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.	**Locational knowledge** ▪ locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) ▪ Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within South America **Human and physical geography** describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources

			example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • 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.	Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to record and present the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies.	economic activity including trade links. **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including graphs and digital technologies.	**Human and physical geography** describe and understand key aspects of: • physical geography, including: climate zones, and rivers, mountains, volcanoes. • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals. **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	including energy, food, minerals. **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Town, weather, hot, cold, soil, here, there, near, far Seasons, world, village, countryside, farm, factory, house, hill, sea, beach, shop hill, map Country, differences	Map, atlas, globe, photographs, landmarks, near, far, left, right, forwards, backwards Seasons, autumn, summer, spring, winter, weather, rain, sunny, windy, snow, hot, cold, clouds, storm Forest, hill, mountain, soil, valley, vegetation (trees, plants), city, town, village, factory, farm, house, office Physical geography, human geography England, Ireland, Scotland, Wales, United Kingdom, London, Cardiff, Edinburgh, Belfast English Channel, North Sea, Irish Sea, Atlantic Ocean	polar, arctic, desert England, Ireland, Scotland, Wales, United Kingdom, London, Cardiff, Edinburgh, Belfast, capital city Symbols, keys, compass, north, south, east, west Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, port, harbour, shop Climate, hot, cold, equator, North Pole, South Pole Continents, North America, South America, Europe, Asia, Africa, Oceania, Antarctica Arctic Ocean, Atlantic Ocean, Pacific, Indian, Southern	Settlement, human characteristics, physical characteristics Europe, France, Germany, Spain, Portugal, Belgium, Netherlands, Italy. Glasgow, Birmingham, Manchester, Leeds, Bristol, human and physical landmarks, features, characteristics Mountains, volcanoes, highest, active, ash, ashfall, crater, dormant, eruption, extinct, igneous, volcanic, rock, lava, magma, Ring of Fire, vent, altitude, foothills, highlands, hillside, peaks, ridges, slopes, terrain, mountainous, steep, incline, valley, summit, mountain range, landscape, earthquakes, tectonic plates, plate boundaries Similarities, differences, land use, changes, rural, urban, agriculture, forestry, green belt, coastal, industry, retail, settlements, river crossing Economic activity, trade, trade links, distribution, natural resources, energy, food Street View, contour lines, oblique, Ariel, view	tropical, temperate, humid, climate, urban, rural, county Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere, climate zones, water cycle Environmental regions, climate zones, biomes, vegetation belt, desert, monsoons, rainforest, temperate, tropical, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, anemometer, barometer, Beaufort scale, climate, climate zone, climate graph, water cycle, condensation, precipitation, evaporation, water vapour, run off, drought, flood, rainfall, heatwave, polar, rain gauge, storm, thermometer, weather forecast, weather station, wind direction, wind speed, wind vane, thunderstorm Counties, Yorkshire, Cumbria, Norfolk, Cornwall Interpret, thematic maps, cardinal points, north-east, south-east, south-west, north-west, scale, scale plan	Ordnance survey, Greenwich, time zones, meridian, grid reference, symbol, key, economic, region, distribution, trade links, Northern hemisphere, Southern hemisphere, longitude, latitude, time zones Europe, Scandinavia, Russia, principal cities, capital cities North America, Central America, Caribbean Local area, distribution, natural resources Sketch map, scale bar, style of map, purpose	rivers, meander, natural resources, distribution, vegetation belts South America Rivers, bank, basin, bed, canal, current, confluence, delta, downstream, erosion, estuary, floodplain, meander, mouth, silt, source, stream, tidal, tributary Rainforests, Amazon, forest floor, emergent layer, canopy, understory, tropical, equator, sustainable, deforestation, Tropics, climate, Fairtrade Similarities, differences 6-figure grid references, field data

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place and Locational Knowledge			Name and locate the world's seven continents and five oceans Arctic Ocean, Atlantic Ocean, Pacific, Indian, Southern	Name and locate the World's countries - Europe: France, Germany, Spain, Portugal, Belgium, Netherlands and Italy Locate, atlas, Europe, continent, mainland Europe	Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics Brazil for tropical, India for monsoon tropical, Australia for dessert, Spain and UK for temperate - areas of similar environmental regions, either desert, rainforest or temperate regions (habitats link). tropical, temperate, humid, climate	Locate the main countries in Europe (all of those involved in WWII, including the Scandinavian countries and Russia) and name principal (capital) cities. Locate the world's countries, using maps to focus on North America. Locate and name the principal (capital) cities of North America, concentrate on their environmental regions, and key physical and human characteristics.	Locate the world's countries, using maps to focus on South America. Locate and name the principal cities of South America, concentrate on their environmental regions, and key physical and human characteristics. Physical – climate, coasts, deserts, mountains, volcanoes, climate, rivers, rainforests, ecosystems Human – Main cities, favelas, trade links, settlements.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						Physical – coasts, deserts, mountains, volcanoes, climate, rivers. Human – Main cities, industry, tourism, trade links.	
	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Differences in weather, landscape, buildings. Choose countries from popular stories / picture books. weather, hot, cold, wet, dry	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. England – Cities, towns, farmland, coasts, seaside towns Northern Ireland – Giant's Causeway, coast Scotland – Mountains and lakes Wales – Mountains, farmland, coast, rain London – Buckingham Palace, Thames Belfast – Belfast City Hall, Docks Edinburgh – Edinburgh Castle, coast Cardiff – Docks, Football stadium Also look at types of buildings and roads. Name and locate the surrounding seas of the United Kingdom. English Channel, North Sea, Irish Sea, Atlantic Ocean		Name and locate cities of the UK and the human and physical characteristics London, Cardiff, Edinburgh, Belfast, Dublin. Glasgow, Birmingham, Manchester, Leeds and Bristol **– see below for human and physical features** Locate the characteristics of a range of the world's most significant human features – in London, Dublin, Cardiff, Edinburgh, Belfast, Glasgow, Birmingham, Manchester London – Physical – mainly flat, Thames. London – Human – key tourist attractions (Buckingham Palace, Houses of Parliament, London Eye, Shard, Gherkin), high rise buildings (new, lack of space), historical buildings. Cardiff – Physical – coast, sea, relatively flat, hills on outskirts. Cardiff – Human – docks, BBC studios, castles, Mermaid Quay Edinburgh – Physical – hills, extinct volcanoes, coast. Edinburgh – Human – Castle, Scottish Parliament, docks. Belfast – Physical – River Lagan, River Farset, mud flats, Black Mountain Belfast – Human – Industry (ship building), docks.	Name and locate cites of the United Kingdom and land use patterns, understanding how some of these aspects have changed over time. London, Lincoln and York,. Focus on land use during Roman times, post industrial revolution and now. Urban, agriculture, tourism, rural, population, forestry, protected land, industry, commercial, entertainment, residential. Locate and name the main counties in the UK and their identifying human and physical characteristics Focus on key tourist features (human and physical) and similarities and differences. Yorkshire – Moors, coast, Dales Cumbria – Mountains and lakes Cornwall - Coast Norfolk – Coast Look at what infrastructure is needed to cope with large numbers of tourists (types of shops, hotels, caravan parks, restaurants, car parks). Compare coastlines for Yorkshire, Cornwall and Norfolk. Compare size of mountains / hills in Yorkshire and Cumbria.		

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Recognise some similarities and differences between life in this country and life in other countries. Use stories to compare life in different countries in the books that are contrasting to ours. School, play, games, work. Recognise some environments that are different to the one in which they live. Coast, mountains, desert, towns, villages.		Understand and study the difference between human and physical geography with a study of a contrasting location Cleethorpes – Wombwell and a non-European country (Kenya). Physical – mountains, rivers, coasts, beach, cliff, forest, hill, mountain, sea, ocean, river. Human – farms, cities, towns, villages, roads, shops, factories. When contrasting places, look at climate and key physical and human features, as well as how the area is used by the people who live and visit it. **Kenya**: coast, mountains, plateaus, Maasai Mara Plains, climate, animals, capital city. **England**: coast, hills, mountains, capital city, climate, animals.			Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country – Spain Physical - climate, mountains, coast, rivers. Human – employment, settlements, tourism, building types and why (esp. housing), industry, trade links, land use, population.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom And a region within South America. Physical – climate, coasts, deserts, mountains, volcanoes, climate, rivers, rainforests Human – Main cities, industry, tourism, trade links, land use, settlements, population.
			To know North and South Poles and Equator.		Identify the position and significance of the Tropics of Cancer and Capricorn, the Arctic and the Antarctic Circle. Effects on climate in those areas of the world. Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere, climate zones, climate Environmental regions, biomes, vegetation belt, desert, monsoons, rainforest, temperate, tropical, Arctic Circle, Antarctic Circle, anemometer, barometer, Beaufort scale, climate graph, water cycle, condensation, precipitation, evaporation, water vapour, run off, drought, flood, rainfall, heatwave, polar, rain gauge, storm, thermometer, weather forecast, weather station, wind direction, wind speed, wind vane, thunderstorm	Identify the position and significance of latitude/longitude and the Greenwich Meridian and time zones. Northern hemisphere, Southern hemisphere, longitude, latitude, time zones, Greenwich Meridian, position, location	Consolidate longitude and latitude with regards to the placement of countries.
				Locate a range of the world's most significant human and physical features: Highest mountains (Everest, K2 and the Himalayas; Aconcagua: Highest Mountain in South	Identify and locate largest deserts in the world. Antarctic Arctic Sahara Great Australian Arabian		Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics: areas of similar environmental regions: rainforest

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				America; Mount Kilimanjaro in Africa; Mount Blanc in Europe. Famous volcanoes in the world: Vesuvius, Etna, Krakatoa, Mount Fuji, Popocatépetl. Ring of Fire Physical features of volcanoes and mountains: how they are formed, mountains, volcanoes, highest, active, ash, ashfall, crater, dormant, eruption, extinct, igneous, volcanic, rock, lava, magma, Ring of Fire, vent, altitude, foothills, highlands, hillside, peaks, ridges, slopes, terrain, mountainous, steep, incline, valley, summit, mountain range, landscape, earthquakes, tectonic plates, plate boundaries Human features of volcanoes and mountains: farming, fertile, tourism, monitoring <u>and compare with UK.</u> Highest mountains in the UK: Scotland – Ben Nevis Wales – Snowdon England – Scafell Pike Northern Ireland - Slieve Donard *For human features, see features listed with cities.*	Gobi		Amazon Rainforest: Physical Features: Trees – tall, dense, Forest Floor, Shrub layer, Understory, Canopy, Emergents, Humidity, Rainfall, Climate, Biodiversity, natural resources Human Features: Tribes, Deforestation, Beef farming and industry, Medicines, Trade <u>Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics: areas of similar environmental regions: rivers</u> Focus on Amazon River: Physical Features: Upper course: source, trickle, stream, v-shaped valleys, waterfalls, confluences, erosion. Middle course: meanders, oxbow lakes, deposition, erosion, beach. Lower course: delta, estuary, floodplains, deltas, tidal, sandflats. Human Features: Farming, settlements, land use, bridges, economic activity, trade, distribution of resources, reservoirs, dams, flood prevention, canals, tourism.
				<u>Locate land use patterns and understand how some of these aspects have changed over time.</u> From Stone Age to Iron Age to now and Mayans land use. Similarities, differences, land use, changes, rural, urban, agriculture, forestry, green belt, coastal, industry, retail, settlements, river crossing, farming, settlements		<u>Locate land use patterns and understand how some of these aspects have changed over time – Wombwell.</u> Farming to mining to commercial use, including growth in residential areas. Local area, distribution, natural resources	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and Physical Geography	Begin to understand the need to respect and care for the natural environment and all living things. Rubbish, walking to school. Understand the effect of changing seasons on the natural world around them. Seasons, hot, cold, grow, babies, young, spring, summer, autumn, winter, falling leaves, blossom. Understand that some places are special to members of their community. School, church, sports, playground, park.	Use basic geographical vocabulary to refer to: **Physical Geography** Forest, hill, mountain, soil, valley, vegetation (trees, plants), city, town, village, factory, farm, house, office Identify seasonal and daily weather patterns in the United Kingdom. Seasons, autumn, summer, spring, winter, weather, rain, sunny, windy, snow, hot, cold, clouds, storm **Human Geography** city, town, village, factory, farm, house, office Understand the difference between human and physical geography. Natural, manmade, human feature, physical feature (see other vocab above).	Use basic geographical vocabulary to refer to: **Physical Geography** beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Identify the location of hot and cold areas of the world. Understand why countries are hot and cold in the world in relation to the Equator and the North and South Poles Climate, Equator, North Pole, South Pole **Human Geography** city, town, village, factory, farm, house, office, port, harbour and shop	Describe and understand key aspects of mountains volcanoes and earthquakes How formed, see above for more aspects. **Physical Geography** including Volcanoes, mountains and earthquakes, looking at plate tectonics and the ring of fire. See above for more details. **Human Geography** - types of settlements and land use in Early Britain linked to History. Why did early people choose to settle there? Also link to Mayans Explain why settlements grow where they do (access to water, river crossings, on a hill for protection). Explain what land use was like during the periods of history studied and why. **Human Geography** - Economic activity, trade links, distribution of natural resources, energy, food linked to chocolate topic. Fairtrade, natural resources, distribution, trade.	Describe and understand key aspects: **Physical Geography** - including the water cycle, climate zones, biomes and vegetation belts. See vocabulary above. Water cycle, evaporation, precipitation, condensation. **Human Geography** - Types of settlements and land use (in modern Britain: villages, towns, cities. Know and understand the difference between villages, towns cities and be able to explain them: A hamlet is a very small settlement with just a group of houses. A village is also small but may have houses, a primary school, a few shops, a Post Office and a village hall. A town is larger than a village, with lots of houses, primary and secondary schools, as well as sometimes having a railway station and shopping centre. A city is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral. Understand how land use is different in modern cities to Roman cities. **Human Geography** - Economic activity, trade links, distribution of natural resources, energy, food linked to climate zones.	Describe and understand key aspects of: **Physical Geography** – of the local area. **Human Geography** - Economic activity, trade links, distribution of natural resources, energy, food linked to local area and Saxons. Distribution of coal fields in the UK, linked to Wombwell and why it grew as village. What trade links Wombwell / Barnsley used to have and what it has now (industry past and present). How money is brought into Barnsley now (commercial, entertainment). **Human Geography** - Distribution of natural resources focusing on energy (link local area study) See above.	Describe and understand key aspects of: **Physical geography** – rivers, climate zones and vegetation belts (linked to rainforests). Rivers - Rivers, bank, basin, bed, canal, current, confluence, delta, downstream, erosion, estuary, floodplain, meander, mouth, silt, source, stream, tidal, tributary Rainforests - Rainforests, Amazon, forest floor, emergent layer, canopy, understory, tropical, equator, sustainable, Tropics, climate, **Human Geography** - Types of settlements and land use related to rainforests and rivers. **Rivers** Recap from Y3 the importance of rivers and water to settlements. How humans use rivers (water, transport, farming, tourism, leisure). Reservoirs, dams, canals. Key settlements by the Amazon (Santarém and Macapá) and tribal settlements. **Rainforests** Tribal settlements, farming, deforestation, distribution of resources. **Human Geography** - Economic activity, trade links, distribution of natural resources, energy, food linked to rainforests and rivers. Importance of rivers as trade links. See above. **Human Geography** - distribution of natural resources Fairtrade, resources from the rainforests for medical use. Wood and its uses.

					Advantages and disadvantages of different climate zones related to what you can grow and what needs to be imported: Brazil for tropical, India for monsoon tropical, Australia for dessert, Spain and UK for temperate		

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Please see the appendix for further details of progression in mapping, and how you could use mapping work to enhance your pupils' Geographical learning.						
Map Skills	Draw information from a simple map. - Provide play maps and small world equipment for children to create their own environments. - Look at a map of the playground. What parts do they recognise? Map, above	Use world maps, atlases and globes to identify the United Kingdom and its countries. Map, United Kingdom, England, Northern Ireland, Wales, Scotland. Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map. See learning objectives and info above on features of the countries of the UK. Use locational and Directional language [for example, near and far; left and right], to describe the location of features and routes on a map Directions, near, far, left, right, forwards, backwards	Use world maps, atlases and globes to identify the capital cities of the UK, the seas around it, and the oceans and Continents of the world. Map, atlas, sea, ocean, continent, capital city, globe Use aerial photographs and plan perspectives to recognise landmarks and basic Human and physical features; devise a simple map, using and constructing basic symbols in a key See learning objectives above to link to contrasting localities for more details. Aerial photographs, landmarks, symbols, key Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map Compass, directions, magnetic pole, north, south, east, west, directions	Use maps, atlases, globes and digital/computer mapping to locate countries and Describe features studied: - Use digital maps to identify where they live on a map. - Use digital maps, including Google Street View and maps, to explore the physical and human features of UK cities, mountains and volcanoes, including photo features. - Use digital maps, including Google Street View and maps to explain what places are like at a local scale. - Use digital maps (Digimaps) to explore patterns in physical features – volcanoes. - Compare oblique and aerial views. - Use atlases to locate countries – Europe. Use Ordnance Survey maps to build their knowledge of the United Kingdom and the wider world - Recognise that contour lines show height and steepness. - Begin to look at routes on maps of sites (on a school trip, for eg)	Use maps, atlases, globes and digital/computer mapping to locate countries and Describe features studied - Use historical maps to compare and identify changes (see landuse changes above). - Use thematic maps in atlases to interpret climate information – annual rainfall, monthly average temperatures, rainy seasons. Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - Use the eight cardinal points to describe location of counties in relation to each other. - Explain what places are like at a local scale digital maps and atlases. - Begin to understand scale (create a scale plan of a Roman villa). - As a group, follow a route on a map (map of a museum or other place visited on a trip). - Use OS maps to identify human and physical features of different counties.	Use maps, atlases, globes and digital/computer mapping to locate countries and Describe features studied - Use atlases to calculate distances between places using scale bars (local area, North America) - Use atlases to identify key physical and human features of a country (North America – see learning objectives above for further details.) - Compare and contrast different types of maps (including scale) and discuss what we use them for. - Use digital maps (Digimaps) to identify changes in land use. - Use globes to identify the location of places using longitude and latitude. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - Use OS symbols and key, contour lines etc to describe what a place is like (local area). - Create a sketch map including symbols and a key (link to local area). - Use OS maps to calculate distances between places using scale bars. - Use four figure grid references to identify places on OS maps (local area). - With support, follow a route on an OS map (local area) - Independently follow a route on a map of a site (trip to NCM Museum for eg)	Use maps, atlases, globes and digital/computer mapping to locate countries and Describe features studied - Work confidently with a wide range of maps to identify places, and physical and human features (rivers, rainforests, South American countries) – see learning objectives above for more detail. - Relate different maps to each other. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - Use 6 figure grid references (linked to a local river). - Use all the features of an OS map to build their knowledge (local river). - Draw measured plans from field data (local river). - Independently follow a route on an OS map (river study)
	Please see the appendix for further details of progression in fieldwork, and how you could use fieldwork to enhance your pupils' Geographical learning.						

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Field Work		Use simple fieldwork and observational skills to study the geography of their school and its grounds - Take digital photographs of places visited. - Measure simple weather conditions in the playground (rainfall, temperaturel). - Observe and record seasonal changes (weather, changes in trees and plants) - Visit a green space to observe physical and human features and how people use it (trip to woods) - Use small word / role play to make models of visited places. - Draw a freehand map of the playground, labelling key features and / or adding in photographs of features.	Use simple fieldwork and observational skills to study the geography of the key human and physical features of the school's surrounding environment. - Draw a freehand map of the playground, identifying human and physical features (eg trees for physical, courts, adventure playground for human features). - Compare and contrast areas (link to comparative study of Wombwell and Cleethorpes). - Use fieldwork techniques such as mapping and graphing to explore a local area environmental issues (traffic outside school or litter). - Take digital phots and use for comparing and contrasting (eg – photographs of Cleethorpes and photographs of Wombwell: what is the same and what is different?) - Collect simple data using questionnaires	Use fieldwork to observe, measure, record and present the human and physical Features in the local area using a range of methods, including sketch maps, plans and Graphs, and digital technologies. - Make models and annotated drawings (linked to volcanoes and mountains).	Use fieldwork to observe, measure, record and present the human and physical Features in the local area using a range of methods, including sketch maps, plans and Graphs, and digital technologies. - Use standard measurement devices to measure weather (thermometers, anemometers, barimeter). - Collect, analyse and present quantitative data in charts and graphs (relate to climate – eg collect rainfall data for a week and plot on a bar chart or present in a table).	Use fieldwork to observe, measure, record and present the human and physical Features in the local area using a range of methods, including sketch maps, plans and Graphs, and digital technologies. - Investigate local buildings, land use, facilities etc in the local area. - Economic activities – investigate local shops: how far do people travel to them and why? - Draw freehand maps of routes, reflecting learning and vocab. - Create soundscapes through sound recordings (different parts of Wombwell). - Take and annotate digital photos with labels and captions linked to learning. - Design and use a questionnaire to collect qualitative data. - Collect, analyse and present quantitative data in charts and graphs. - Design and conduct fieldwork interviews. - Investigate the primary, secondary and tertiary businesses in the local area.	Use fieldwork to observe, measure, record and present the human and physical Features in the local area using a range of methods, including sketch maps, plans and Graphs, and digital technologies. - Explore the physical and human geography of an unfamiliar area (local river). - Visit a local river to investigate physical features (River Porter in Sheffield see above for features). - Make annotated drawing and field sketches to record observations linked to learning. - Take and annotate digital photos with labels and captions linked to learning. - Create soundscapes through sound recordings (different parts / features of the river). - Use standard field sampling techniques appropriately (taking water samples from a stream, measuring rate of flow on both sides of a meander).