

Years 1 and 2						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Geography Geographical Society Twinkl	<p>Beside the Seaside (Twinkl)</p> <p>Year 1</p> <p>I am beginning to use key words to describe different places and environments.</p> <p>I am beginning to use a map to find seaside locations.</p> <p>I am beginning to use key words to describe seaside locations.</p> <p>I am beginning to observe aerial photographs of seaside locations.</p> <p>I am beginning to locate seaside resorts in the four countries of the UK.</p> <p>I am beginning to understand what seaside holidays and resorts were like in the past and the present.</p> <p>I am beginning to describe a seaside town in the UK.</p> <p>I am beginning to describe places and routes on a map.</p> <p>I am beginning to use a map to identify the main British islands.</p> <p>I am beginning to understand the location of hot and cold islands in the world.</p> <p>I am beginning to use a map to follow the route around a seaside resort.</p> <p>Year 2</p> <p>I can use key words to describe different places and environments.</p> <p>I can use a map to find seaside locations.</p> <p>I can use key words to describe seaside locations.</p> <p>I can observe aerial photographs of seaside locations.</p> <p>I can locate seaside resorts in the four countries of the UK.</p> <p>I can describe a seaside town in the UK.</p> <p>I can describe places and routes on a map.</p> <p>I can use a map to identify the main British islands.</p> <p>I can understand the location of hot and cold islands in the world.</p> <p>I can use a map to follow the route around a seaside resort.</p>	<p>Fieldwork and Map skills (RGS)</p> <p>Year 1</p> <p>I am beginning to use simple compass directions and locational and directional language.</p> <p>I am beginning to use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>I am beginning to devise a simple map and use and construct basic symbols in a key.</p> <p>I am beginning to use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>I can create a plan of my classroom.</p> <p>Year 2</p> <p>I can use simple compass directions and locational and directional language.</p> <p>I can use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>I can devise a simple map and use and construct basic symbols in a key.</p> <p>I can use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>I can create a map of the school using symbols and a map key.</p>	<p>The USA (RGS)</p> <p>Year 1</p> <p>I am beginning to name and locate the world's seven continents and five oceans.</p> <p>I am beginning to name and locate key features in the USA including states, lakes, rivers, mountains, deserts, and settlements.</p> <p>I am beginning to understand the diversity of physical landscapes in the USA including lakes, rivers, mountains, deserts etc.</p> <p>I am beginning to use an atlas to be able to locate key features on a map of the USA.</p> <p>I am beginning to describe and understand the location and formation of key physical features of the landscape in the USA including the Grand Canyon.</p> <p>I am beginning to understand the impact of the environment on humans, particularly drought and floods.</p> <p>I am beginning to understand the wide variety of agricultural products from the USA.</p> <p>I am beginning to understand how New York City as a settlement developed over time.</p> <p>Year 2</p> <p>I can name and locate the world's seven continents and five oceans.</p> <p>I can name and locate key features in the USA including states, lakes, rivers, mountains, deserts, and settlements.</p> <p>I can understand the diversity of physical landscapes in the USA including lakes, rivers, mountains, deserts etc.</p> <p>I can use an atlas to be able to locate key features on a map of the USA.</p> <p>I can describe and understand the location and formation of key physical features of the landscape in the USA including the Grand Canyon.</p> <p>I can understand the impact of the environment on humans, particularly drought and floods.</p> <p>I can understand the wide variety of agricultural products from the USA.</p> <p>I can understand how New York City as a settlement developed over time.</p>	<p>Fieldwork and Map skills (RGS)</p> <p>Year 1</p> <p>I am beginning to use simple compass directions and locational and directional language.</p> <p>I am beginning to use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>I am beginning to devise a simple map and use and construct basic symbols in a key.</p> <p>I am beginning to use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>I can create a plan of my classroom.</p> <p>Year 2</p> <p>I can use simple compass directions and locational and directional language.</p> <p>I can use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>I can devise a simple map and use and construct basic symbols in a key.</p> <p>I can use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>I can create a map of the school using symbols and a map key.</p>	<p>Brazil (RGS)</p> <p>Year 1</p> <p>I am beginning to name and locate the world's seven continents and five oceans.</p> <p>I am beginning to use maps and atlases to locate the continent South America and the country Brazil.</p> <p>I am beginning to compare the climate of Brazil with that of the UK.</p> <p>I am beginning to locate the major cities and environmental regions of Brazil.</p> <p>I am beginning to explore key physical and human characteristics of the city Rio de Janeiro.</p> <p>I am beginning to locate the Amazon rainforest using maps.</p> <p>I am beginning to use maps to locate cities, beaches, mountains and the Amazon rainforest in Brazil.</p> <p>Year 2</p> <p>I can name and locate the world's seven continents and five oceans.</p> <p>I can use maps and atlases to locate the continent South America and the country Brazil.</p> <p>I can compare the climate of Brazil with that of the UK.</p> <p>I can locate the major cities and environmental regions of Brazil.</p> <p>I can explore key physical and human characteristics of the city Rio de Janeiro.</p> <p>I can locate the Amazon rainforest using maps.</p> <p>I can use maps to locate cities, beaches, mountains and the Amazon rainforest in Brazil.</p>	<p>Wonderful Weather (Twinkl)</p> <p>Year 1</p> <p>I am beginning to understand what the weather is like in our country.</p> <p>I am beginning to understand the different seasons in a year.</p> <p>I am beginning to use key words to describe the weather.</p> <p>I am beginning to understand the dangers of weather.</p> <p>I am beginning to understand what hot and cold countries are like.</p> <p>I am beginning to use map skills to locate hot and cold places.</p> <p>Year 2</p> <p>I can understand what the weather is like in our country.</p> <p>I can understand the different seasons in a year.</p> <p>I can use key words to describe the weather.</p> <p>I can understand the dangers of weather.</p> <p>I can understand what hot and cold countries are like.</p> <p>I can use map skills to locate hot and cold places.</p>

Geography Key Vocabulary	<p>Year 1</p> <p>Capital, Continent, Country, Differences, Environment, Landmark, Local, Similarities, Surroundings, Vegetation</p> <p>Year 2</p> <p>Atlas, Compass points, Equator, Globe, Human, Physical</p>
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Years 3 and 4						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Geography Geographical Society Twinkl	<p>Fieldwork and Map skills (RGS)</p> <p>Year 3</p> <p>I can create a map of the British Isles.</p> <p>I am beginning to use maps, atlases, globes and digital/computer mapping to locate and describe features studied.</p> <p>I am beginning to use the 8 points of the compass.</p> <p>I am beginning to use fieldwork to observe, measure and record and present human and physical features in the local area using a</p>	<p>All Around the World (Twinkl)</p> <p>Year 3</p> <p>I am beginning to explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere.</p> <p>I am beginning to use longitude and latitude to find places on maps, atlases and globes.</p> <p>I am beginning to describe the key features of the polar regions and compare</p>	<p>Rivers (RGS)</p> <p>Year 3</p> <p>I am beginning to describe and understand key aspects of physical geography, including rivers and the water cycle.</p> <p>I am beginning to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p> <p>I am beginning to interpret a range of geographical information including maps.</p>	<p>Fieldwork and Map skills (RGS)</p> <p>Year 3</p> <p>I can create a map of the British Isles.</p> <p>I am beginning to use maps, atlases, globes and digital/computer mapping to locate and describe features studied.</p> <p>I am beginning to use the 8 points of the compass.</p> <p>I am beginning to use fieldwork to observe, measure and record and present human and physical features in the local area using a</p>	<p>Land Use (Twinkl)</p> <p>Year 3</p> <p>I am beginning to use simple sketch maps that show how land is used.</p> <p>I am beginning to use a key on a map to show how land is used.</p> <p>I am beginning to use fieldwork to observe, measure, record and present the human features in the local area.</p> <p>I am beginning to describe land use in urban and rural areas in the UK.</p>	<p>Amazing Americas (Twinkl)</p> <p>Year 3</p> <p>I am beginning to identify the countries of North and South America.</p> <p>I am beginning to use geographical terminology to describe the location and characteristics of a range of places across the Americas.</p> <p>I am beginning to describe the climates and biomes of different regions across the Americas.</p>

	<p>range of methods including sketch maps, plans and graphs and digital technology.</p> <p>Year 4</p> <p>I can discuss why map symbols are used and to recognise the OS map symbols. I can use maps, atlases, globes and digital/computer mapping to locate and describe features studied. I can use the 8 points of the compass. I can use fieldwork to observe, measure and record and present human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technology. I can understand that volcanic eruptions can affect weather patterns in other parts of the world and have an impact on people's lives.</p> <p>them to the UK. I am beginning to compare the climate of the tropics with the UK climate. I am beginning to explain the position and significance of the Prime Meridian. I am beginning to explain the position and significance of time zones.</p> <p>Year 4</p> <p>I can explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere. I can use longitude and latitude to find places on maps, atlases and globes. I can describe the key features of the polar regions and compare them to the UK. I can compare the climate of the tropics with the UK climate. I can explain the position and significance of the Prime Meridian. I can explain the position and significance of time zones.</p>	<p>I am beginning to locate the world's countries, using maps to focus on North and South America, concentrating on their key physical and human characteristics.</p> <p>Year 4</p> <p>I can describe and understand key aspects of physical geography, including rivers and the water cycle. I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. I can interpret a range of geographical information including maps. I can locate the world's countries, using maps to focus on North and South America, concentrating on their key physical and human characteristics.</p>	<p>range of methods including sketch maps, plans and graphs and digital technology.</p> <p>Year 4</p> <p>I can discuss why map symbols are used and to recognise the OS map symbols. I can use maps, atlases, globes and digital/computer mapping to locate and describe features studied. I can use the 8 points of the compass. I can use fieldwork to observe, measure and record and present human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technology. I can describe land use in urban and rural areas in the UK. I can explain how land is used for different types of farming.</p>	<p>I am beginning to explain how land is used for different types of farming.</p> <p>Year 4</p> <p>I can use simple sketch maps that show how land is used. I can use a key on a map to show how land is used. I can use fieldwork to observe, measure, record and present the human features in the local area. I can describe land use in urban and rural areas in the UK. I can explain how land is used for different types of farming.</p>	<p>I am beginning to identify physical and human geographical features of my local area. I am beginning to identify similarities and differences in the human and physical geography of my local area and a region of North America. I am beginning to tell you the names and locations of the ancient and new wonders of the world. I am beginning to describe the characteristics and significance of a natural wonder of the Americas.</p> <p>Year 4</p> <p>I can identify the countries of North and South America. I can use geographical terminology to describe the location and characteristics of a range of places across the Americas. I can describe the climates and biomes of different regions across the Americas. I can identify physical and human geographical features of my local area. I can identify similarities and differences in the human and physical geography of my local area and a region of North America. I can tell you the names and locations of the ancient and new wonders of the world. I can describe the characteristics and significance of a natural wonder of the Americas.</p>
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Geography Key Vocabulary	<p>Year 3 Agricultural, Population, Characteristics, North and South Hemisphere, Settlement</p> <p>Year 4 Human and Physical Differences, Interpret, Scale drawing</p>
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Years 5 and 6

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Geography	<p>Fieldwork and Map skills (RGS)</p> <p>Year 5</p> <p>I am beginning to use research and enquiry skills to discover more about trade through time. I am beginning to use maps and atlases to locate the source of a range of food products. I am beginning to describe and understand key aspects of physical geography including location, natural resources, and climate. I am beginning to locate the countries that the UK exports goods to. I am beginning to discuss the conditions of places and populations practicing Fairtrade. I am beginning to locate continents and countries using a digital world map to determine what each country's highest-value export is.</p> <p>Year 6</p> <p>I can create a 3D model using map contour lines. I can use maps, atlases, globes and digital/computer mapping to locate and describe features studied. I can use 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. I am beginning to can use fieldwork to observe, measure and record and present human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technology.</p>	<p>Global Trade (RGS)</p> <p>Year 5</p> <p>I can create a 3D model using map contour lines. I am beginning to use maps, atlases, globes and digital/computer mapping to locate and describe features studied. I am beginning to use 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. I am beginning to can use fieldwork to observe, measure and record and present human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technology.</p> <p>Year 6</p> <p>I can use research and enquiry skills to discover more about trade through time. I can use maps and atlases to locate the source of a range of food products. I can describe and understand key aspects of physical geography including location, natural resources, and climate. I can locate the world's countries, using maps to focus on Europe.</p>	<p>The Mediterranean (RGS)</p> <p>Year 5</p> <p>I am beginning to understand some of the common features of all maps (scale, key, purpose, orientation, title etc.) I am beginning to describe and understand key aspects of physical geography, including seas, coasts, and continental plates. I am beginning to locate the world's countries, using maps to focus on Europe. I am beginning to use 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. I am beginning to can use fieldwork to observe, measure and record and present human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technology.</p> <p>Year 6</p> <p>I can understand some of the common features of all maps (scale, key, purpose, orientation, title etc.) I can describe and understand key aspects of physical geography, including seas, coasts, and continental plates. I can locate the world's countries, using maps to focus on Europe.</p>	<p>Fieldwork and Map skills (RGS)</p> <p>Year 5</p> <p>I can create a 3D model using map contour lines. I am beginning to use maps, atlases, globes and digital/computer mapping to locate and describe features studied. I am beginning to use 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. I am beginning to can use fieldwork to observe, measure and record and present human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technology.</p> <p>Year 6</p> <p>I can use map skills to locate a range of places on an OS map. I can use maps, atlases, globes and digital/computer mapping to locate and describe features studied. I can use 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.</p>	<p>Shackleton (RGS)</p> <p>Year 5</p> <p>I am beginning to understand Antarctica's size and composition. I am beginning to identify features of Antarctic geomorphology. I am beginning to explore hot and cold climate zones and the influence of the earth's orbit on climate zones. I am beginning to discuss Antarctica's mountainous terrain, oceans and their effects and influences upon the expedition. I am beginning to give advice to an explorer.</p> <p>Year 6</p> <p>I can understand Antarctica's size and composition. I can identify features of Antarctic geomorphology. I can explore hot and cold climate zones and the influence of the earth's orbit on climate zones. I can discuss Antarctica's mountainous terrain, oceans and their effects and influences upon the expedition. I can give advice to an explorer.</p>	<p>Australia (RGS)</p> <p>Year 5</p> <p>I am beginning to locate Australia in relation to the UK and its surrounding oceans and countries. I am beginning to explore the physical geography of different locations in Australia. I am beginning to identify and locate the climate zones of Australia. I am beginning to read maps that show population spread in Australia and create a map key.</p> <p>Year 6</p> <p>I can locate Australia in relation to the UK and its surrounding oceans and countries. I can explore the physical geography of different locations in Australia. I can identify and locate the climate zones of Australia.</p>

	<p>use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>I can use fieldwork to observe, measure and record and present human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technology.</p>	<p>natural resources, and climate.</p> <p>I can locate the countries that the UK exports goods to.</p> <p>I can discuss the conditions of places and populations practicing Fairtrade.</p> <p>I can locate continents and countries using a digital world map to determine what each country's highest-value export is.</p>	<p>I can locate features and making comparisons to the UK.</p> <p>I can name and locate a city in Italy and identify its location and physical characteristics.</p> <p>I can consider how the daily lives of people is affected by the fact they live in a Mediterranean country.</p>	<p>use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>I can use fieldwork to observe, measure and record and present human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technology.</p>		<p>I can read maps that show population spread in Australia and create a map key.</p> <p>I can locate Australia's most populated areas and cities on a map of Australia.</p> <p>I can explore the similarities and differences between a rural and urban area in Australia.</p>
Geography Key Vocabulary	<p>Year 5 Climate Zones, Distribution, Greenwich Meridian, Primary source, Secondary Source, Time Zones, Tropics of Cancer and Capricorn, Vegetation Belts</p> <p>Year 6 Contour Lines, Economic, Erosion, Export, Import, Latitude, Longitude, Trade</p>					