

Years 1 and 2						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Geography Twinkl Geo Wonderers	Fieldwork Enquiry - Seasides	Contrasting Places in Kenya	Weather Explorers	The United Kingdom	Fieldwork Enquiry – Around Our Locality	Continents and Oceans
	Prior Learning The four countries of the UK, their capital cities and the surrounding seas Introduction to the seven continents and five oceans physical and human features Location of the hot and cold areas of the world Simple compass directions	Prior Learning The four countries of the UK, their capital cities and the surrounding seas Introduction to the seven continents and five oceans Physical and human features Location of the hot and cold areas of the world Simple compass directions Seasides and their human and physical features	Prior Learning The local area - relevant to your school Human and physical features The United Kingdom Simple compass directions Some knowledge of weather and seasons	Prior Learning Continents and oceans Compass points Physical and human geography The local area to our school	Prior Learning The school environment Classroom environment Making observations	Prior Learning The four countries of the UK, their capital cities and the surrounding seas Introduction to the seven continents and five oceans Physical and human features Location of the hot and cold areas of the world Simple compass directions
	Key Questions What is a seaside? Why are there so many seaside towns in the UK? What are some of the human features of seaside locations? What are some of the physical features of seaside locations? How are seasides the same as each other? How are seasides different from each other? What is fieldwork? How can we use fieldwork to answer a question? What data will we collect? How will we collect the data? What does our data show? How can we present our data? Is litter a problem in our area? What can be done to reduce litter in our area? Do you think our fieldwork enquiry was successful?	Key Questions What is the difference between a continent and a country? Where is the continent of Africa located in the world? Does all of Africa look the same? What is a capital city? Where is Kenya? How is the location of Kenya different to the UK? What is the same and what is different about London and Nairobi? Why do people visit different places? What is the same and what is different between where we live and places in Kenya? What jobs do people do in different areas of Kenya? What is the same and what is different between where we live and places in Kenya? What wildlife can you find in different areas of the UK? What wildlife can you find in different areas of Kenya? What is the same and what is different about wildlife in Kenya and the UK? What have you learnt about contrasting places in Kenya, including Nairobi, Mombasa and Narok? Which place in Kenya would you most like to visit and why? What could you do to make your visit more sustainable?	Key Questions What type of weather do we experience where we live? Is the weather always the same in our area? Does this mean that the weather is always cold in Scotland? Where is the equator? Which hemisphere do we live in? What do you think it would be like to live in the Canadian Arctic? What do you think it would be like to live in Brazil? What are seasons? What are the names of the four seasons? Do all countries experience the same four seasons as the UK? How does the weather affect us? Can you give examples of how the weather affects our lives? What is a weather forecast? How does the weather in this country compare to the weather in the UK? Are there any similarities or differences? What clothing would people wear in this country? What is extreme weather? How do people adapt and prepare for extreme weather? What do we do in the UK to adapt and prepare for extreme weather?	Key Questions Where do we live? What are the countries and capital cities of the UK? What are the similarities and differences between the countries of the UK? Which seas are around the UK? What are the human and physical features of the UK? What resources and equipment can I use to find the location of a place?	Key Questions What is a map? What is an aerial view? What wonderful things can we observe around our school? Why do we use maps? What is fieldwork? What data will we collect? How can we present our findings? Do you think your fieldwork was successful?	Key Questions What are the continents and where are they? What are the continents like? Are some continents hot and others cold? What are the oceans and where are they? What lives in our continents and oceans? Which continent would you travel to?
	Learning Statements Year 1 I can recognise and talk about what a seaside is. I can name a seaside I have visited or seen in pictures. I can say that the UK has lots of seaside locations. I can find the sea on a map. I can look at pictures of different seaside locations and talk about what I see. I can recognise human and physical features at the seaside. I can use simple words to describe things I see at the seaside. I can say what is the same and what is different between two seaside pictures. I can ask simple questions about the seaside. I can help collect information about the seaside, with support. I can take part in collecting simple data, like counting objects or making marks on a chart.	Learning Statements Year 1 I can find Africa on a globe or map. I can point to Kenya on a map of Africa. I know Africa has lots of different places. I can show where London and Nairobi are on a map or globe. I can say one way that London and Nairobi are the same and one way they are different. I can talk about how my local area and a place in Kenya are different. I can say some things people do in Kenya. I can talk about places people like to visit. I can name some jobs people do in Kenya. I can say one job people do in Kenya and one job people do in my area. I can name some animals that live in Kenya. I can say how animals in Kenya are different from animals in the UK. I know that animals live in different parts of the world.	Learning Statements Year 1 I can name types of weather that happen in the UK. I can observe (look at) the weather. I can record my observations in a weather diary. I can explain where the equator, the North Pole and the South Pole are. I can describe how hot and cold areas of the world are related to the equator. I can locate countries in hot and cold places in the world. I can name the four seasons. I can explain the weather patterns we see during each season. I can understand why there are four seasons in a year because of the Earth's tilt. I can name different types of weather that can affect us.	Learning Statements Year 1 I can discuss where I live. I can locate the United Kingdom on a map. I can name the four countries of the United Kingdom. I can locate the countries of the United Kingdom on a map. I can explain what a capital city is. I can locate the UK and its capital cities on a map. I can understand the difference between physical and human features I can discuss some of the human features of a city. I can explain that the UK is made up of islands surrounded by seas. I can locate the seas around the UK on a map. I can describe what physical features are. I can give some examples of physical features in the UK.	Learning Statements Year 1 I can describe some features of our classroom. I can explain what an aerial view is. I can find key features of an aerial view plan. I can use observation skills to locate human and physical features around our school. I can use my senses to describe the school environment. I can describe my feelings about our school environment. I can locate our school on a map. I can name key features of a map. I can draw a sketch map of the school. I can ask questions about my school and local area. I can discuss the data I need to collect to answer the fieldwork enquiry. I can discuss how to collect data to answer a fieldwork enquiry. I can observe my surroundings.	Learning Statements Year 1 I can say that the Earth has land and water. I can look at a globe or map and point out areas of land and water. I can name a few continents of the world. I can name the ocean closest to where I live. I can match pictures of animals to the continent or ocean where they live. I can say what a continent is. I can say what an ocean is. I can talk about what I see in pictures of different continents. I can talk about what animals might live in hot places or cold places. I can find my country on a globe or map. I can find a continent I know on a globe or map. I can look at pictures of the North Pole and South Pole and say they are very cold places. I can talk about how hot places are often near the middle of the Earth.

	<p>I can find out if there is litter at the seaside by looking carefully.</p> <p>I can talk about what I have found out.</p> <p>I can help create a simple map of what we saw at the seaside.</p> <p>I can suggest one way to help keep the seaside clean.</p> <p>Year 2</p> <p>I can explain what a seaside is.</p> <p>I can discuss why the UK has so many seashores.</p> <p>I can locate different seaside locations on a map.</p> <p>I can identify human and physical features of different seaside locations.</p> <p>I can use key words to describe the human and physical features of different seaside locations.</p> <p>I can describe different human and physical features in different seaside locations.</p> <p>I can discuss similarities and differences between seaside locations.</p> <p>I can ask questions about a particular locality.</p> <p>I can discuss the data I need to collect to answer the fieldwork enquiry.</p> <p>I can decide how to collect data to answer a fieldwork enquiry.</p> <p>I can use an appropriate method to collect and record data.</p> <p>I can find out information about litter in my area.</p> <p>I can show and explain the answer to my fieldwork question.</p> <p>I can present my answer to the enquiry question by creating a map.</p> <p>I can give suggestions on how we can reduce litter at our local seaside/local area.</p>	<p>I can use words like city, town, village to talk about places in Kenya.</p> <p>I can spot things that are different in two places in Kenya.</p> <p>I can say which place in Kenya I would like to visit and why.</p> <p>Year 2</p> <p>I can locate the continent of Africa on a map.</p> <p>I can describe where some African countries are located.</p> <p>I can understand that Africa is a diverse continent with many different places.</p> <p>I can describe and show where Kenya, Nairobi and London are on a map.</p> <p>I can identify how London and Nairobi are similar and different.</p> <p>I can explain how places in Kenya are similar to and different from my local area.</p> <p>I can describe some things people do in Nairobi, Mombasa and Narok.</p> <p>I can explain why people visit different places.</p> <p>I can talk about why different jobs are important.</p> <p>I can describe different jobs people do in Kenya.</p> <p>I can explain how jobs in Kenya are similar to and different from my local area.</p> <p>I can describe the wildlife found in different areas of Kenya and the UK.</p> <p>I can explain how wildlife in Kenya is similar to and different from the UK.</p> <p>I understand that wildlife is diverse in different parts of the world.</p> <p>I can name and describe places in Kenya using geographical vocabulary.</p> <p>I can identify key features of contrasting regions in Kenya.</p> <p>I can give my opinion about a place to visit in Kenya and explain why using geographical knowledge.</p>	<p>I can explain some ways the weather affects us in the clothes we wear, how we travel and the things we do.</p> <p>I can identify weather symbols on a map.</p> <p>I can identify types of weather around the world.</p> <p>I can compare the weather of the UK with weather in countries around the world.</p> <p>I can begin to locate these countries on a world map.</p> <p>I can give examples of extreme weather around the world.</p> <p>I can understand some things that extreme weather can do to our surroundings.</p> <p>I can explain ways people adapt to extreme weather conditions.</p> <p>Year 2</p> <p>I can name a wider range of weather types and describe what they are like.</p> <p>I can observe and describe changes in the weather over time.</p> <p>I can record weather using pictures, words, and simple charts.</p> <p>I can explain the purpose of a weather diary and how it helps us learn about patterns.</p> <p>I can explain how the position of the equator, North Pole and South Pole affects temperature.</p> <p>I can compare two countries — one near the equator and one near the poles — and describe their climates.</p> <p>I can locate hot and cold countries on a map and describe their location using compass directions.</p> <p>I can explain why some countries are hotter or colder than others using simple geographical vocabulary.</p> <p>I can name the four seasons and describe what the weather is usually like in each.</p> <p>I can identify seasonal changes in my local area and explain how they affect nature and daily life.</p> <p>I can explain why the Earth’s tilt causes the seasons in simple terms.</p> <p>I can compare the seasons in the UK with those in another country.</p> <p>I can name different types of weather that might affect how we live.</p> <p>I can describe how the weather affects what people wear, do, or how they travel.</p> <p>I can suggest ways we change our behaviour in different types of weather.</p> <p>I can identify different weather patterns in other parts of the world.</p> <p>I can use weather symbols to show the forecast on a simple map.</p> <p>I can use an atlas or globe to locate places with different weather.</p> <p>I can compare the UK’s weather with that of another country and describe how they are different.</p> <p>I can describe what extreme weather is and give simple examples.</p> <p>I can explain what extreme weather might do to people, homes, or transport.</p> <p>I can describe some ways people prepare for or adapt to extreme weather.</p>	<p>I can discuss different human and physical features around the UK.</p> <p>I can identify some physical and human features in each country of the UK.</p> <p>I can use basic geographical vocabulary to refer to key physical and human features.</p> <p>I can give my opinion on where I would like to visit.</p> <p>I can identify and discuss some characteristics of the countries of the UK.</p> <p>I can discuss what similarities and differences are.</p> <p>I can compare characteristics of two UK countries.</p> <p>I can summarise key information about the countries of the United Kingdom.</p> <p>I can give my opinion on a chosen country.</p> <p>I can present my opinion on a chosen country.</p> <p>Year 2</p> <p>I can locate the United Kingdom on a world map and explain how it is part of Europe.</p> <p>I can name and locate the four countries of the UK and their capital cities on a map.</p> <p>I can identify the seas surrounding the UK and describe how they affect the UK’s geography.</p> <p>I can explain why capital cities are important and discuss some of their main features.</p> <p>I can describe differences between cities, towns, and villages in the UK.</p> <p>I can explore and explain how the location of UK cities affects their development.</p> <p>I can sort physical and human features of the UK using clear examples.</p> <p>I can describe how physical features such as mountains, rivers, and coasts shape life in the UK.</p> <p>I can discuss how human features, like landmarks or transport links, connect different parts of the UK.</p> <p>I can create a simple map of the UK, including its countries, capital cities, and surrounding seas.</p> <p>I can use directional language to describe the location of UK countries and features.</p> <p>I can compare physical and human features in two UK countries, explaining their similarities and differences.</p> <p>I can give reasons why I would like to visit a particular UK country or place, using examples of its features.</p> <p>I can present my findings and opinions about a UK country to the class, using pictures and maps to support my ideas.</p>	<p>I can collect and record data.</p> <p>I can explain what I saw on our local walk/walk around the school grounds.</p> <p>I can explain the answer to my fieldwork question.</p> <p>I can give suggestions on changes that could be made to my local area/school grounds.</p> <p>I can present my answer and discuss how I feel about a place.</p> <p>Year 2</p> <p>I can describe the differences between an aerial view and a map.</p> <p>I can identify and label human and physical features on an aerial view plan of the school and surrounding area.</p> <p>I can use my senses and observations to describe areas beyond the school environment.</p> <p>I can discuss how my feelings about different parts of the school or local area might change depending on the weather or time of day.</p> <p>I can locate our school and surrounding landmarks on a local map.</p> <p>I can identify and use map symbols to represent key features of my school and its surroundings.</p> <p>I can draw a simple sketch map of the local area, including labels and a basic key.</p> <p>I can use a compass or directional language to describe locations around the school and local area.</p> <p>I can develop my own questions about my local area.</p> <p>I can discuss what data I would need to answer my questions and suggest practical ways to collect it.</p> <p>I can explore how to use different tools, to collect fieldwork data.</p> <p>I can collect, organise, and represent data from my observations using tally charts or pictograms.</p> <p>I can compare data collected from different parts of the local area.</p> <p>I can summarise what I found during a local walk and describe how the area could be improved.</p> <p>I can create a poster, presentation, or model to share what I learned about the school or local area.</p> <p>I can explain how I feel about a place and give suggestions for changes or improvements based on my observations and data.</p> <p>I can explain why some areas in the school or local environment are used for specific purposes.</p> <p>I can compare two places in the local area and explain how they are similar or different.</p> <p>I can suggest how people in my community could help look after or improve our local area.</p>	<p>I can talk about how animals in cold places look different from animals in hot places.</p> <p>I can say one thing that is different between two places.</p> <p>I can choose a continent I would like to visit and say why.</p> <p>I can share what I’ve learned about a continent or ocean with my class, using pictures or objects.</p> <p>Year 2</p> <p>I can name the continents of the world.</p> <p>I can locate the continents on a world map.</p> <p>I can describe where a continent is.</p> <p>I can describe human and physical features in different continents.</p> <p>I can discuss similarities and differences between continents.</p> <p>I can explain where the equator, the North Pole and the South Pole are.</p> <p>I can explain how hot and cold areas of the world are related to the equator.</p> <p>I can describe how people live in different ways in hot and cold areas of the world.</p> <p>I can name the oceans of the world.</p> <p>I can locate the oceans on a world map.</p> <p>I can explain the difference between a sea and an ocean.</p> <p>I can name animals that live on different continents.</p> <p>I can discuss how different animals are related to hot and cold areas of the world.</p> <p>I can collect data to answer a question about which continent children would like to travel to.</p> <p>I can present my findings.</p>
	<p>Key Knowledge</p> <p>Name and locate the five oceans.</p> <p>Name and locate the four countries of the UK, their capital cities and surrounding seas.</p>	<p>Key Knowledge</p> <p>Name and locate the seven continents.</p> <p>Name and locate the five oceans.</p>	<p>Key Knowledge</p> <p>Name some types of weather and describe typical weather for each of the 4 seasons.</p>	<p>Key Knowledge</p> <p>Name and locate the four countries of the UK and their capital cities.</p>	<p>Key Knowledge</p> <p>Understand the difference between physical and human features.</p>	<p>Key Knowledge</p> <p>Name and locate the seven continents.</p> <p>Name and locate the five oceans.</p>

	<p>Understand that seas are part of oceans. Describe the human and physical features of a coastal locality. Use basic geographical vocabulary to refer to key physical features in their locality and beyond. This could include: beach, forest, mountain, sea, river, season, weather. Use basic geographical vocabulary to refer to key human features in their locality and beyond. This could include: city, town, village, factory, farm, house, port, harbour and shop. Know that symbols on maps mean something. Name some key similarities and differences between their local area and other parts of the United Kingdom. Describe some key similarities and differences between their local area and areas in a contrasting non-European country.</p>	<p>Name and locate the four countries of the UK, their capital cities and surrounding seas. Use maps to explain where they live (world, continent, UK, local area). Use basic geographical vocabulary, with more confidence, to refer to key physical features in their locality and beyond. This could include: beach, forest, mountain, sea, river, season and weather. Use basic geographical vocabulary, with more confidence, to refer to key human features in their locality and beyond. This could include: city, town, village, factory, farm, house, port, harbour and shop. Know that symbols on maps mean something. Describe some key similarities and differences between their local area and areas in a contrasting non-European country. Begin to explain how people who live in contrasting areas might live differently to people in the UK. Begin to understand that every human experiences places differently and that we can't generalise about what life is like in a place. Begin to recognise that the way people live is affected by whether or not they live in a hot or cold place. Locate places studied on a world map using their location in relation to the equator to decide if places are likely to be hot or cold. Locate the equator and explain how it relates to hot and cold areas of the world. Locate the North and South Poles and explain how they relate to hot and cold areas of the world. Understand that different areas in the world experience different types of weather and that this is often because of their location.</p>	<p>Observe and describe daily weather in their locality. Explain how changes in activity or clothing might suit each season. Describe and locate hot and cold areas of the world on a world map. Locate the equator and describe how it relates to hot and cold areas of the world. Know that symbols on maps mean something. Name some physical features that are found in hot places and cold places, e.g., deserts, icebergs, lack or type of plant life.</p>	<p>Understand that the UK is made up of islands surrounded by seas. Name and locate the country they live in. Name some characteristics of the four countries of the UK and their capital cities. Name and locate some places in the local area.</p>	<p>Describe some physical and human features in their locality. Name some key similarities and differences between their local area and other parts of the United Kingdom. Begin to name and describe some similarities and differences between their local area and areas in other countries around the world.</p>	<p>Name and locate the four countries of the UK, their capital cities and surrounding seas. Understand that seas are part of oceans.</p>
	<p>Key Skills Collect data - collect simple data to answer enquiry questions. Collect data - record simple information about places through sketch maps, models or simple graphs. Use maps to explain where they live. Use compass directions to describe places on a map. Use world maps to locate oceans. Describe places and routes on a map using simple compass directions and locational and directional language. Use a title and a simple key to label maps. Begin to understand why a key is useful. Begin to draw maps with some understanding of scale, e.g., making the classroom smaller than the school field. Describe some key similarities and differences between places. Describe where places in the local area are on a map. Recognise local landmarks and human/physical features on aerial photographs or plans.</p>	<p>Key Skills Use compass directions to move around a map. Use compass directions to describe places on a map. Use world maps to locate continents and oceans. Describe places and routes on a map using simple compass directions and locational and directional language. Begin to understand why a key is useful. Describe some key similarities and differences between places. Describe where places in the local area are on a map. Recognise landmarks and human/physical features on aerial photographs or plans of wider areas, such as towns and cities.</p>	<p>Key Skills Use maps to identify the location of hot and cold places. Name and use the four points of a simple compass.</p>	<p>Key Skills Name and use the four points of a simple compass. Use an atlas to locate the UK, its countries and surrounding seas.</p>	<p>Key Skills Name and use the four points of a simple compass. Describe where places in the local area are on a map. Describe and follow routes using simple directional language such as left, right, behind, in front and begin to use compass points in this way. Recognise local landmarks and human/physical features on aerial photographs or plans.</p>	<p>Key Skills Use maps to explain where they live. Use compass directions to describe places on a map. Use world maps to locate continents and oceans. Locate the equator and the North and South Poles and explain how they relate to hot and cold areas of the world. Describe places and routes on a map using simple compass directions and locational and directional language.</p>
	<p>Key Vocabulary Beach, Cliff, Coast, Fieldwork, Harbour, Human features, Island Ocean, Physical features, Pier, Port, Promenade, Sea, Seaside, Vegetation</p>	<p>Key Vocabulary Business, Capital city, City, Continent, Contrasting, Country, Endangered species, Human features, Job, Landmark, Landscape, Physical features, Tourism, Tourist, Town, Wildlife</p>	<p>Key Vocabulary Equator, Extreme. North Pole, Northern hemisphere, Rain gauge, Season, South Pole, Southern hemisphere, Temperature, Thermometer, Weather, Weather vane, Extreme weather</p>	<p>Key Vocabulary Capital city, City, Continent, Country, Culture, Different, Landmark, Island, Ocean, Sea, Similar, Town, UK, Village</p>	<p>Key Vocabulary Aerial view, Analyse, Compass, Data, Direction, Evaluate, Fieldwork, Human features, Map, Map symbols, Observe, Physical features, Senses. Wonder</p>	<p>Key Vocabulary Climate, Compass points, Continent, Equator, Human features, Landmark, Landscape, North Pole, Northern hemisphere, Ocean, Physical features, Population, South Pole, Southern hemisphere</p>

Years 3 and 4						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Geography Twinkl Geo Wonderers	Fieldwork Enquiry - Settlements	Climate Zones and Biomes – South American Comparison	Rivers and the Water Cycle	Regional Study and European Comparison - Italy	Volcanoes and Earthquakes	Fieldwork Enquiry – Local Land Use
	Prior Learning Human and physical features Types of land use Locating places on a map	Prior Learning Weather and climate Continents and oceans The United Kingdom Local land use Settlements Rivers and the water cycle	Prior Learning Human and physical features Types of land use Locating places on a map Continents and oceans Weather	Prior Learning The world’s continents and oceans Physical and human features The locations of the equator and poles Hot and cold areas of the world UK’s countries, capital cities and surrounding seas Land use Simple compass directions Using maps and atlases Climate and weather	Prior Learning Hot and cold climate zones Physical and human features Continents Oceans	Prior Learning Physical and human features Recognising features on aerial photos Simple compass directions Know that symbols on a map have meaning Understand why a key is useful Basic fieldwork skills
	Key Questions What is a settlement? What features and facilities can you identify in these settlements? How do we read grid references? What is an OS Map? Why did early settlers choose to settle here? What factors can you see on the map that shows why this settlement has developed? What do I want to find out about change in my local settlement? Do we need further information to answer our question? Was my fieldwork enquiry successful?	Key Questions What is climate? What are climate zones? Where are the climate zones located? What are biomes? What are vegetation belts? What is a forest? What is deforestation? Why is deforestation happening? How does deforestation affect climate change? How is the Amazon rainforest being protected? Where is the state of Amazonas? How can we use scale to work out distances on digital maps? What are some of the human and physical features in the Amazonas state? What is life like in urban and rural areas of Amazonas?	Key Questions What is the water cycle? Where is water stored? What are the different stages of a river? Are all rivers the same? What are the features of a river? Why do people live near rivers? How much water is on Earth? Does everyone have the same access to water? Why do we need to use water more sustainably? How can we use water more sustainably?	Key Questions Where in the world is Europe? How do you use the index in an atlas? What are some of Europe’s physical features? Where in Europe is Italy? Where is Sicily? What are some of Sicily’s physical features? How can we use scale to work out distances on digital maps? What are counties? What are regions? Which counties are in each region? What are the human and physical features in your region? What is the land use like in your region? What is the land use like in the Sicily region of Italy? How has land use in Sicily changed over time? How can you compare the size of Sicily with the size of your region? What is the difference between weather and climate? What is the climate like in Sicily? How does the climate in Sicily compare with your region? Is the climate changing in Sicily? What is life like in Sicily? How does life in Sicily compare with life in your local region? How do humans impact the environment in Sicily?	Key Questions What’s inside the Earth? What are tectonic plates? What causes different types of volcanoes to form? What causes a volcano to erupt? What are the effects of volcanic eruptions? Why do earthquakes happen? What are the effects of earthquakes? Why do people choose to live near tectonic hazard zones?	Key Questions What are the different types of land use? How can we use ordnance survey maps to identify land use? What can we find out about land use in our area? How can we use maps to present land use data? How do you wish land was used in our local area? Is the land use in our area similar to other parts of the UK?
	Learning Statements Year 3 I can explain what a settlement is in simple terms. I can name some different types of settlements. I can describe some key features of settlements using pictures or photos. I can use simple grid references to locate places on a map. I can find symbols for settlements on a map and explain what they mean. I can describe where a settlement is located using directional language. I can list simple reasons why people might choose to settle in a specific area. I can look at a map and suggest why a settlement developed in a certain location. I can name some natural and human-made features that make a place good for settling. I can ask questions about my local settlement.	Learning Statements Year 3 I can say what weather is and what climate is. I can name some climate zones. I can find some climate zones on a map and name a country in each. I can name some biomes around the world. I know that a biome and a vegetation belt are not the same. I can describe what a few biomes are like. I can name some different types of forests. I can use a map or atlas to find a forest. I know that some forests are being cut down. I can find the Amazon on a map. I can describe some things about the land and people in the Amazon. I can say how the Amazon is different from where I live. I can say why the Amazon rainforest is important. I can say why some trees are cut down in the Amazon.	Learning Statements Year 3 I can describe what happens to water when it is heated or cooled. I can explain that water moves around in a cycle. I can name different places where water can be found on Earth. I can understand that rivers have different parts. I can describe how rivers change as they flow. I can name some landforms that are found near rivers. I can describe what affects how fast or slow a river flows. I can name important rivers in the UK and around the world. I can give examples of how people use rivers. I can describe how rivers can change because of people. I can explain why rivers sometimes flood.	Learning Statements Year 3 I can use an atlas to locate European countries. I can describe the location of European countries. I can describe some of the physical features of European countries. I can locate Italy and the region of Sicily on a map. I can describe some of the human and physical features of Sicily. I can use the scale on a map to estimate distances. I can name and locate some of the regions of the UK. I can name the counties in my local region. I can describe the human and physical features in my local region. I can describe land use in Sicily. I can describe land use in my local region.	Learning Statements Year 3 I can name the layers of the Earth using a diagram. I can describe the Earth’s structure. I can explain how the Earth is made up of tectonic plates. I can name the key parts of a volcano and explain how it’s formed. I can describe how volcanoes erupt. I can name and describe the different types of volcanoes. I can explain the effects of volcanic eruptions on people and the environment. I can explain what earthquakes are and explain why earthquakes happen. I can describe the effects of earthquakes on the world. I can give examples of major volcanic eruptions and earthquakes that have occurred.	Learning Statements Year 3 I can explain the different types of land use. I can identify different types of land use in aerial photos. I can describe how land use has changed over time. I can recognise some Ordnance Survey symbols. I can identify what land is used for using the symbols and the key on an Ordnance Survey map. I can ask questions about land use in my area. I can draw a sketch map to show how land is used in my local area. I can use some known symbols on my sketch map. I can include a key on my sketch map. I can explain what we have found out about land use in the local area. I can show what changes people would like to see in the land use of the local area.

	<p>I can suggest what data I need to collect to answer a fieldwork question.</p> <p>I can observe and record features of my local settlement during a fieldwork activity.</p> <p>I can organise data I have collected about my local settlement into simple charts or tables.</p> <p>I can describe what I noticed during my observations of the local settlement.</p> <p>I can share my findings about settlements with my class using drawings, maps, or a short talk.</p> <p>I can suggest one way my local settlement could be improved and explain my idea.</p> <p>I can talk about how settlements change over time.</p> <p>Year 4</p> <p>I can explain what a settlement is.</p> <p>I can name different types of settlements.</p> <p>I can recognise key features of different settlements.</p> <p>I can explain how to give four-figure grid references.</p> <p>I can find settlement locations from four figure grid references.</p> <p>I can identify symbols on an OS Map.</p> <p>I can explain some reasons why people settle in a specific area.</p> <p>I can list important features of a settlement.</p> <p>I can use maps to identify reasons a settlement has developed.</p> <p>I can ask questions about my local settlement.</p> <p>I can discuss the data I need to collect to answer the fieldwork question.</p> <p>I can decide how to collect data to answer a fieldwork enquiry question.</p> <p>I can record data.</p> <p>I can present data.</p> <p>I can discuss my observations.</p> <p>I can communicate the results of my enquiry.</p> <p>I can evaluate my enquiry.</p> <p>I can discuss the impact of my findings.</p>	<p>I can say some ways people are helping to protect the Amazon.</p> <p>I can describe what life is like for people in towns and villages in the Amazon.</p> <p>I can say how people’s lives in the Amazon are different.</p> <p>Year 4</p> <p>I can describe the difference between weather and climate.</p> <p>I can name and describe the main climate zones.</p> <p>I can locate the main climate zones on a map and give examples of countries within these climate zones.</p> <p>I can name the main biomes around the world.</p> <p>I can explain the difference between a biome and a vegetation belt.</p> <p>I can describe the features of Earth’s main biomes.</p> <p>I can name the different forest biomes around the world.</p> <p>I can use maps and atlases to locate forests.</p> <p>I can explain how some forests are under threat due to deforestation.</p> <p>I can locate the state of Amazonas on a map.</p> <p>I can describe some physical and human features in the Amazonas state.</p> <p>I can compare key characteristics of the state of Amazonas with our region.</p> <p>I can explain the importance of the Amazon rainforest.</p> <p>I can explain why deforestation is happening in the Amazon.</p> <p>I can describe how the Amazon rainforest is being protected and suggest additional ways to protect it</p> <p>I can describe how people live in urban and rural areas of the Amazonas.</p> <p>I can compare the lifestyle of people in different areas of the Amazonas state.</p>	<p>I can describe what happens when people do not have enough water.</p> <p>I can explain why water is important for people and animals.</p> <p>I can talk about ways we can use less water.</p> <p>I can describe what it means to save water and why it is important.</p> <p>Year 4</p> <p>I can explain the process of the water cycle.</p> <p>I can understand where the Earth's water is found.</p> <p>I can explain why the water cycle is a closed cycle.</p> <p>I can explain that a river can be split into three stages.</p> <p>I can describe the different river landforms found in the three stages of a river.</p> <p>I can explain what affects the flow of a river.</p> <p>I can name the different parts of a river.</p> <p>I can give examples of human and physical features near rivers.</p> <p>I can locate major rivers around the world.</p> <p>I can give reasons why people live near rivers.</p> <p>I can explain the human impact on rivers.</p> <p>I can explain how people manage flooding of rivers. ”</p> <p>I can explain the causes of not being able to access water.</p> <p>I can give examples of consequences of not being able to access water.</p> <p>I can share strategies to help save water.</p> <p>I can explain why we need to use water more sustainably.</p> <p>I can explain the term ‘water footprint’.</p> <p>I can give examples of how to use water sustainably.</p>	<p>I can explain similarities and differences between land use in my local region and Sicily.</p> <p>I can describe the climate in Sicily.</p> <p>I can explain how the weather and climate in Sicily compares with my local region.</p> <p>I can discuss some of the impacts of climate change in Sicily.</p> <p>I can describe how some people live in Sicily.</p> <p>I can explain how life is similar and different in different regions.</p> <p>I understand that we all experience places differently and that we can't generalise what life is like in a place.</p> <p>Year 4</p> <p>I can use a wider range of maps and digital tools to locate countries and regions in Europe.</p> <p>I can describe the position of countries in Europe using compass directions and terms like northern, coastal, inland, bordering.</p> <p>I can locate major cities and physical features of Italy and Sicily using a range of sources.</p> <p>I can describe the key physical features of Sicily and compare them with other parts of Italy.</p> <p>I can compare human features such as towns, transport and tourism in Sicily and my local region.</p> <p>I can identify and describe patterns in land use using map evidence.</p> <p>I can explain how physical geography influences land use in Sicily and my local area.</p> <p>I can use a map scale and key with accuracy to measure distances and interpret land use.</p> <p>I can use grid references to locate places on a map of Europe, the UK and Italy.</p> <p>I can compare maps of Sicily and my local region to identify differences in landscape and settlement.</p> <p>I can describe the Mediterranean climate of Sicily using weather data.</p> <p>I can compare weather and climate patterns in Sicily and the UK over time using graphs or charts.</p> <p>I can explain how climate affects human activity in Sicily and my local region.</p> <p>I can discuss how climate change may affect people and environments in Sicily and across Europe.</p> <p>I can name and locate key UK regions and counties and compare these with Italian regions.</p> <p>I can compare settlement types in Sicily and my local region.</p> <p>I can explain why people choose to live in different regions, using geographical vocabulary.</p> <p>I can describe what daily life is like for people in Sicily using real-life examples.</p> <p>I can compare lifestyles, work and traditions in Sicily and my local area.</p> <p>I can explain how the way people experience a place may differ depending on age, job, or background.</p> <p>I understand that people’s opinions of a place are shaped by their own experiences and may not all be the same.</p>	<p>I can explain how people keep safe in an earthquake.</p> <p>I can give examples of precautions in place to prevent significant damage during an earthquake.</p> <p>I can describe some risks and benefits of living near a tectonic hazard.</p> <p>I can give my opinion on living near tectonic hazards.</p> <p>Year 4</p> <p>I can explain the purpose of the Earth’s layers and how they work together.</p> <p>I can describe how tectonic plates move and the role of plate boundaries in causing volcanic eruptions and earthquakes.</p> <p>I can compare different types of plate boundaries and explain their effects.</p> <p>I can describe the stages of a volcanic eruption and explain what causes magma to reach the surface.</p> <p>I can compare different types of volcanoes and give examples of each.</p> <p>I can evaluate the short-term and long-term effects of volcanic eruptions on people, animals, and the environment.</p> <p>I can explain how seismic waves travel during an earthquake and how they cause damage.</p> <p>I can describe the different parts of an earthquake and their importance.</p> <p>I can explore the effects of earthquakes on people, buildings, and landscapes, using real-life examples.</p> <p>I can analyse the risks and benefits of living near a volcano or fault line, considering economic, environmental, and cultural factors.</p> <p>I can explain how humans prepare for and respond to volcanic eruptions and earthquakes, including evacuation plans and emergency kits.</p> <p>I can compare two major tectonic events and explain how their impacts were similar or different.</p> <p>I can express my opinion on living near tectonic hazards, considering evidence from case studies and examples.</p> <p>I can describe the link between volcanic activity, earthquakes, and the Ring of Fire.</p> <p>I can explain how tectonic activity has shaped landscapes, such as mountain ranges and islands.</p> <p>I can explore how communities adapt to living in areas with frequent tectonic activity.</p>	<p>I can find similarities and differences in land use between my local area and national data.</p> <p>Year 4</p> <p>I can categorise different types of land use and explain their purposes.</p> <p>I can use aerial photos and digital maps to identify patterns in land use.</p> <p>I can explain how and why land use has changed over time, using historical sources or data.</p> <p>I can use Ordnance Survey maps to describe land use in the local area, identifying a wider range of symbols.</p> <p>I can interpret contour lines and explain how physical geography might influence land use.</p> <p>I can compare land use in two local areas using Ordnance Survey maps.</p> <p>I can plan fieldwork to investigate land use, deciding what data to collect and how to record it.</p> <p>I can create a detailed sketch map of an area, using appropriate symbols and a clear key.</p> <p>I can use compass directions and grid references to describe locations on a map.</p> <p>I can collect data on land use systematically and organise it into tables or graphs.</p> <p>I can analyse local land use data and explain patterns I have noticed.</p> <p>I can compare my local land use data with regional or national trends and suggest reasons for similarities and differences.</p> <p>I can explain the impact of land use on people and the environment.</p> <p>I can discuss the changes I think would improve land use in my local area and explain why.</p> <p>I can present findings from my fieldwork enquiry clearly, using maps, graphs, and written explanations.</p>
	<p>Key Knowledge</p> <p>Describe and understand different types of settlement.</p>	<p>Key Knowledge</p> <p>Understand the difference between climate zones, vegetation belts and</p>	<p>Key Knowledge</p> <p>Describe the different stages of the water cycle.</p>	<p>Key Knowledge</p> <p>Locate some countries in Europe using maps (including online maps).</p>	<p>Key Knowledge</p> <p>Locate significant volcanoes and earthquakes on a world map including the</p>	<p>Key Knowledge</p> <p>Locate some key human features in areas studied.</p>

	<p>Explain how the topography and physical and human features of a region affects where people choose to settle.</p> <p>Identify some reasons for migration and temporary settlements.</p> <p>Name and locate key settlements studied and identify changes in settlements over time.</p> <p>Recognise more Ordnance Survey symbols.</p> <p>Explain how the physical and human features of an area affect the way people live and explain how this might affect settlements</p>	<p>biomes.</p> <p>Locate the world's different climate zones (polar, temperate, arid, tropical, mediterranean, continental, mountain).</p> <p>Describe the characteristics of the world's different climate zones (polar, temperate, arid, tropical, mediterranean, mountain).</p> <p>Describe the characteristics of the world's different biomes (aquatic, desert, forest, grassland, tundra).</p> <p>Explain how climate and access to water affects how people live.</p> <p>Describe and explain the differences and similarities between regions in different countries.</p> <p>Explain how the physical and human features of an area affect the way people live and explain how this might affect settlements.</p> <p>Compare rivers in different places.</p> <p>Locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Locate significant UK and world rivers on maps.</p> <p>Explain why it is important to conserve water and relate this to climate and human access to water.</p> <p>Describe and locate key features of a river.</p> <p>Describe the journey of a river from source to mouth.</p> <p>Compare rivers in different places.</p> <p>Explain how climate and access to water affects how people live.</p>	<p>Locate some key human features in areas studied.</p> <p>Describe and understand different types of land use.</p> <p>Identify types of land use in their local area and beyond.</p> <p>Identify how land use has changed over time in their local area and beyond.</p> <p>Explain how the topography and physical and human features of a region affects land use.</p> <p>Describe and begin to explain the differences and similarities between two regions in different countries.</p> <p>Compare the use of land in different places.</p> <p>Explain how people who live in contrasting areas might live differently to people in the UK.</p> <p>Understand that every human experiences places differently and that we can't generalise what life is like in a place.</p>	<p>'Ring of Fire.'</p> <p>Locate some key human features in areas studied.</p> <p>Locate some key physical features in areas studied.</p> <p>Understand that the Earth has distinct layers, and that the Earth's crust is made up of tectonic plates.</p> <p>Describe why volcanoes and earthquakes occur.</p> <p>Explain the effects of volcanoes and earthquakes.</p> <p>Describe the impact of volcanoes and earthquakes for humans and the environment.</p> <p>Explain patterns in where volcanoes, earthquakes and mountains are located globally.</p>	<p>Locate some key physical features in areas studied.</p> <p>Identify human, physical and topographical characteristics of their local region.</p> <p>Identify local and national land use patterns and how they have changed over time.</p> <p>Describe and understand different types of land use</p>
	<p>Key Skills</p> <p>Use the eight compass points to describe the location of countries and cities in Europe.</p> <p>Use maps and atlases of a variety of scales to locate places studied.</p> <p>More confidently use a variety of mapping tools.</p> <p>Begin to use zoom and scale bars to estimate distances.</p> <p>Follow routes on maps with more accuracy.</p> <p>Use the key on an OS map to recognise some key features.</p> <p>Begin to use 4-figure grid references to locate places on maps.</p>	<p>Key Skills</p> <p>Use a wide range of maps and mapping tools to research geographical information.</p> <p>Use the eight compass points to describe the location of countries and cities in Europe.</p> <p>Use maps and atlases of a variety of scales to locate places studied.</p> <p>Use maps to locate places studied in the wider world and relate location to key locational knowledge (equator, climate zones, tropics, etc.).</p> <p>More confidently use a variety of mapping tools (including atlases, OS maps, digital mapping, satellite images and globes).</p> <p>Draw simple sketch maps using more known symbols.</p>	<p>Key Skills</p> <p>Use a wide range of maps and mapping tool to research geographical information.</p> <p>Use the eight compass points to describe the location of countries and cities in Europe.</p> <p>More confidently use a variety of mapping tools (including atlases, OS Maps, digital mapping, satellite images and globes).</p> <p>Plan - Begin to decide on different ways to answer an enquiry question and give ideas on the data that could be collected.</p> <p>Observe - Identify, name and record key physical and human features in the school grounds, local area and beyond, noticing patterns in their locations or usage.</p>	<p>Key Skills</p> <p>Use maps to locate places studied in the wider world, e.g. Europe.</p> <p>Use a variety of mapping tools (including atlases, OS maps, digital mapping).</p> <p>Use an index to locate countries and cities in an atlas.</p> <p>Begin to follow routes on maps.</p> <p>Interpret simple land use maps.</p> <p>Identify key places and physical features using an atlas or map.</p>	<p>Key Skills</p> <p>Interpret simple land use maps using a key.</p> <p>Identify key places and physical features using an atlas or map.</p> <p>Use maps to locate places studied in the wider world.</p> <p>Use a variety of mapping tools.</p> <p>Begin to use the key on an OS map to recognise key features.</p>	<p>Key Skills</p> <p>Recognise some Ordnance Survey symbols.</p> <p>Begin to use maps with different scales.</p> <p>Use a variety of mapping tools.</p> <p>Draw simple sketch maps using some known symbols.</p> <p>Create a simple map to show how land is used</p>
	<p>Key Vocabulary</p> <p>Change, Development, Eastings, Facilities, Grid reference, Hierarchy, Migration, Northings, OS map, Population, Satellite image, Settler, Settlement, Temporary settlement</p>	<p>Key Vocabulary</p> <p>Biome, Climate, Climate zone, Deforestation, Equator, Human features, Indigenous people, Physical features, Region, Rural, Settlement, State, Urban, Vegetation belt</p>	<p>Key Vocabulary</p> <p>Confluence, Condensation, Estuary, Erosion, Evaporation, Floodplain, Freshwater, Mouth, Oxbow lake, Precipitation, Run-off, Source, Sustainable, Tributary</p>	<p>Key Vocabulary</p> <p>Agriculture, Arable, Autonomous, Climate, Climate change, Drought, Human features, Land use, Peninsula, Physical features, Region, Strait, Tourism</p>	<p>Key Vocabulary</p> <p>Crust, Earthquake, Epicentre, Eruption, Inner core, Lava, Magma, Magnitude, Mantle, Modified Mercalli scale, Outer core, Moment Magnitude scale, Tectonic hazard, Tectonic hazard zone, Tsunami, Volcano</p>	<p>Key Vocabulary</p> <p>Aerial view, Agricultural, Commercial, Key, Institutional, Land use, Ordnance Survey map, Open land, Protected land, Recreational, Residential, Reservoir, Rural, Symbol, Topography, Urban</p>
Years 5 and 6						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Geography Twinkl Geo Wonderers	Fieldwork Enquiry – Food Distribution and Climate	Trade and Economic Activity	Fieldwork Enquiry – Rivers and Coasts	Distribution of Natural Resources	Latitude, Longitude and Time Zones	Mountains
	<p>Prior Learning</p> <p>Weather and climate</p> <p>Hot and cold climates</p> <p>Climate zones and biomes</p> <p>Fieldwork experience</p>	<p>Prior Learning</p> <p>Distribution of natural resources</p> <p>Sustainability</p> <p>Social and environmental impacts</p> <p>Fair trade</p> <p>Food miles</p>	<p>Prior Learning</p> <p>The UK</p> <p>The features and journey of a river</p> <p>Physical and human features</p> <p>Fieldwork skills: asking questions, planning, collecting data, recording, analysing and presenting information</p> <p>Climate change</p>	<p>Prior Learning</p> <p>Distribution of food and water</p> <p>Physical and human geography</p> <p>Land use</p> <p>Using maps, atlases, globes and digital/computer mapping</p> <p>Using atlases to locate a range of countries in Europe, North America and South America</p> <p>Climate change and sustainability</p>	<p>Prior Learning</p> <p>Maps, atlases, globes and digital/computer mapping.</p> <p>Compass points and grid references.</p> <p>The hemispheres, equator, tropics of Cancer and Capricorn and North and South Poles.</p> <p>Hot and cold areas of the world.</p> <p>Climate zones, biomes and vegetation belts.</p> <p>Year 5 science unit ‘Earth and Space’.</p>	<p>Prior Learning</p> <p>The United Kingdom’s countries and capitals</p> <p>Volcanoes and tectonic plates</p> <p>Climate zones</p> <p>Types of land use</p>
	<p>Key Questions</p> <p>Where does my food come from?</p> <p>What are climate zones?</p> <p>How does climate affect food production?</p>	<p>Key Questions</p> <p>What is trade?</p> <p>How has trade changed over time?</p>	<p>Key Questions</p> <p>How do rivers change?</p> <p>What changes do humans make to rivers?</p>	<p>Key Questions</p> <p>What are natural resources?</p> <p>How are natural resources used?</p> <p>Where are natural resources found?</p>	<p>Key Questions</p> <p>What do we use maps for?</p> <p>What are different maps used for?</p> <p>How has map-making changed over time?</p>	<p>Key Questions</p> <p>What are mountains?</p> <p>How are mountains formed?</p> <p>What are the features of a mountain?</p>

	<p>What is climate change? How does climate change affect farmers? How can my choices make an impact? What are food miles? How can I calculate food miles? How can we reduce our food miles? What is fieldwork? What do I want to find out about food distribution and its effect on climate? What data do I need to collect? How will I collect my data? What other information do we need? How can we present our findings? What does our data show? How can I communicate what I have found out from my enquiry? Was my fieldwork enquiry successful?</p>	<p>Has trade and economic activity become less sustainable? What does the UK import and export? Who does the UK trade with? What is trade and economic activity like in your local area? What is the UK’s workforce like? Has the workforce in the UK changed over time? How has migration impacted on life and the workforce in the UK? Where are our clothes made? How do we get our clothes? How sustainable are our clothes? What are the social and environmental impacts of fast fashion? What is being done to reduce the social and environmental impacts of fast fashion? What sustainable choices can we make? What practical action are you going to take to dress more sustainably and make a difference?</p>	<p>What is the impact to communities of living by rivers with these issues? How do coasts change? What changes do humans make to coasts? How do humans change coasts positively and negatively? What fieldwork enquiry questions could you ask? How will you collect the data? What type of data are you collecting? How are you going to record your data? What secondary sources are you using to backup your primary sources? Have you answered your fieldwork enquiry question? How can you communicate your findings? What type of graph or chart will best display your results? What issues are there on our rivers and coasts? How are people trying to solve these issues? What is your view? What might other people’s views be?</p>	<p>What is the difference between renewable and non-renewable natural resources? Which resources are renewable and which resources are non-renewable? Which natural resources are used to generate energy? How does the UK generate energy from natural resources? How has energy use in the UK changed? Do all countries use the same natural resources for energy? What are minerals and metals used for? Where are minerals and metals found? How are minerals and metals extracted? Is the extraction of minerals and metals sustainable? How is wood used as a resource? How are forests distributed around the world? What can be done to make sure wood is used sustainably? Does everyone want or need the same resources? Do people across the world have equal access to the same natural resources? What do you think are the best ways to take care of natural resources around the world?</p>	<p>What do cartographers do? What are latitude and longitude? Can we see lines of latitude and longitude on globes and in atlases? Which places lie exactly on the equator and the prime meridian? What is the link between latitude and day and night? What is the link between latitude and the seasons? Are there any links between latitude and climate zones? Are there any links between latitude and biomes? What is the link between longitude and day and night? What are time zones? What is the significance of the prime meridian and the international date line? How might latitude affect how people live in different places? How might longitude affect how people live in different places? How does longitude affect when New Year’s Day is celebrated? Which place would you most like to visit? What is that place’s location? Why would you like to visit that location?</p>	<p>How do mountains affect the weather? How can we find mountains on maps? How are contour lines useful? What are the landscapes of Eryri in Wales and the Rocky Mountains in North America like? Why do people visit mountain regions? What impact does tourism have on mountain regions?</p>
	<p>Learning Statements Year 5 I can locate countries and continents on a map. I can explain what climate zones are. I can explain that different foods are produced in different areas around the world. I can explain what climate change is. I can discuss the links between climate change and food production. I can discuss how my choices can make an impact. I can discuss what is meant by the term ‘food miles’. I can discuss how food is transported across the world. I can explain how to make sustainable choices. I can ask questions to inform a fieldwork enquiry. I can discuss the data I need to collect to answer a fieldwork enquiry question. I can decide how to collect data, to answer a fieldwork enquiry question. I can record data from a fieldwork enquiry. I can present data from a fieldwork enquiry. I can discuss my observations. I can communicate the results of a fieldwork enquiry. I can evaluate my enquiry. I can discuss the impact of my findings. Year 6 I can locate key food-producing countries and explain how climate and landscape affect food production. I can describe the global pattern of climate zones in more detail and explain how they influence the types of food grown. I can use thematic maps, graphs and atlases to explore food production and climate patterns across the world.</p>	<p>Learning Statements Year 5 I can say why countries buy and sell things to each other. I can describe how trading has changed from the past to now. I can talk about why it is important for trade to be fair and good for the environment. I can name some things the UK sells to other countries and some things it buys. I can name some countries that the UK trades with. I can find out about work and businesses in my local area. I can say what kinds of jobs people in the UK do today. I can describe some ways jobs in the UK have changed over time. I can say how people moving to the UK can change the types of jobs people do. I can find on a map some countries where clothes are made. I can describe some steps in how clothes are made. I can talk about why clothes making needs to be fair and good for the environment. I can say what fast fashion means. I can describe some problems fast fashion can cause for people and the environment. I can say how we can make better choices when buying clothes. I can make a small change that helps the environment. Year 6 I can explain why countries trade with each other. I can describe some of the changes in trading activity over time. I can consider the sustainability of trade and economic activity. I can name some of the UK's main imports and exports.</p>	<p>Learning Statements Year 5 I can describe some basic physical processes that shape rivers. I can explain how rivers change the landscape over time. I can name some physical processes that shape coasts. I can describe how coasts are different in various parts of the UK. I can explain how human activity can change rivers and their surroundings. I can give examples of how human activities affect coasts. I can discuss why some people choose to live near rivers or coasts and how it affects their lives. I can suggest questions about rivers or coasts in my local area to investigate. I can suggest ways to collect data to answer a question about rivers or coasts. I can help to carry out a survey to collect data on rivers or coasts. I can use simple tools like measuring sticks, flow meters, or observation sheets to collect data. I can use maps and photos to find information about rivers and coasts. I can record data I have collected in tables or charts. I can choose a simple graph to display my findings. I can compare my data to other information or data from books or the internet. I can describe patterns in the data I have collected. I can include other people’s ideas or opinions when making conclusions about rivers or coasts. I can suggest a possible solution to a simple issue affecting rivers or coasts. I can explain why rivers or coasts might need protection.</p>	<p>Learning Statements Year 5 I can name examples of natural resources found on Earth. I can describe how people use some natural resources in everyday life. I can locate where some natural resources are found in the world using a map or atlas. I can explain in simple terms what renewable and non-renewable resources are. I can understand that some resources (like oil and coal) will eventually run out. I can name different sources of energy, including solar, wind, gas and coal. I can describe the main differences between renewable and non-renewable energy sources. I can talk about how the way we use energy has changed from the past to the present. I can describe how people use energy in their homes and everyday life. I can name some common minerals and metals, such as iron, gold or copper. I can describe how minerals and metals are used in everyday objects. I can find out where some important minerals and metals are found in the world. I can describe some effects of using minerals and metals, such as digging in the ground or building factories. I can explain how people use wood as a resource (e.g. for furniture, buildings, fuel). I can describe some of the problems with cutting down too many trees. I can give simple examples of how wood can be used in a more sustainable way. I can describe how some countries have more natural resources than others. I can talk about why it might be easier for some people to get certain resources than others.</p>	<p>Learning Statements Year 5 I can explain what different maps are used for. I understand that maps have changed over time. I can explain the job of a cartographer. I can explain what lines of latitude and lines of longitude represent. I can find places on maps using latitude and longitude. I can find the latitude and longitude of a place. I can explain how latitude is related to the seasons. I can find links between lines of latitude and climate zones. I can find links between lines of latitude and biomes. I can explain how longitude is related to day and night. I can locate the prime meridian and the international date line. I can explain how longitude is related to time zones. I can explain how lines of latitude affect how people live in different parts of the world. I can explain how lines of longitude affect how people live in different parts of the world. I can summarise key information about the location of a known country. I can present my opinion of a chosen country based on its location. Year 6 I can compare different types of maps and explain why some are more useful than others for specific purposes. I can explain how and why maps have changed over time, considering historical and technological developments.</p>	<p>Learning Statements Year 5 I can name different types of mountain. I can describe how different types of mountains form. I can describe the patterns that are often found in the location of mountains, mountain ranges, volcanoes and earthquakes, using knowledge of plate tectonics to explain why these patterns occur. I can describe the type of weather that occurs on mountains. I can identify features of a mountain. I can explain how mountains affect life on Earth. I can locate mountains on maps. I can explain how contour lines are used. I can use grid references to locate places on a map. I can give examples of human and physical features of Eryri. I can locate Eryri on a map. I can give examples of physical features of the Rocky Mountains. I can give examples of places and activities of interest to tourists. I can locate the Rocky Mountains on a map. I can describe some effects of tourism on an area. I can compare the impact of tourism on the areas around mountain regions. I can identify ways to limit the damage tourism can cause to an area. Year 6 I can compare different types of mountains and explain their formation processes using diagrams. I can evaluate how plate tectonics influence the location and formation of mountain ranges, volcanoes, and earthquakes. I can analyse patterns in the global distribution of mountains, linking these</p>

	Use digital maps to calculate food miles. Begin to ask and answer questions about distribution and the relationships between features using maps (e.g. distribution of agriculture and climate).	Use maps, atlases and models to compare distribution and identify patterns. Use maps, more confidently, to spot patterns especially in relation to trade and natural resources.	Use an atlas to confidently find geographical information and answer questions. Select and use the most appropriate map, mapping tool or other source of geographical information.	Begin to use thematic maps to explain behaviour and processes. Use maps, atlases and models to compare distribution and identify patterns. Ask and answer questions about distribution and the relationships between features using maps.	Use maps to locate the Prime/Greenwich Meridian and time zones. Find information in an atlas using the index and simple grid references. Use a wide range of maps. Use maps to locate places studied in the wider world and relate location to key locational knowledge (the equator, climate zones, tropics etc.) drawing conclusions about how the location affects places. Use a variety of mapping tools (including atlases, OS maps, digital mapping, satellite images and globes). Use latitude and longitude to find places on maps, atlases and globes.	Find information in an atlas using the index and simple grid references. Use a map to find and describe mountains of the UK. Use maps, atlases and models to locate, explain and understand areas of high ground in the UK, including the use of contour lines. Confidently use maps and atlases of a variety of scales to locate places studied. Use zoom and scale bars to estimate and compare distances. Use the key on an OS map to recognise more key features
	Key Vocabulary Carbon dioxide, Climate change, Climate zone, Distribution, Export, Food miles, Global warming, Greenhouse effect, Greenhouse gas, Import, Natural resources, Seasonal, Sustainability	Key Vocabulary Economic activity, Emigration, Export, Fair trade, Fast fashion, Free trade, Globalisation, Immigration, Imports, Migration, Slow fashion, Sustainable, Trade, Workforce	Key Vocabulary Arch, Climate change, Dam, Deposition, Erosion, Flood, Groyne, Meander, Pollution, Reservoir, Run-off, Stack, Stump, Weathering	Key Vocabulary Distribution, Economic value, Energy, Fossil fuel, Greenhouse effect, Greenhouse gas, Metals, Minerals, Natural resource, Non-renewable, Renewable, Sustainability	Key Vocabulary Ante-meridian, Axis, Coordinates, Degrees (°), International date line, Latitude, Longitude, Polar days, Polar nights, Prime meridian, Time zone	Key Vocabulary Altitude, Climate, Contour lines, Elevation, Formation, Impact, Landscape, Mountain, Mountain range, Sustainable, Tectonic plates, Tourism, Weather