

Years 1 and 2						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Geography Geographical Society Twinkl	Beside the Seaside (Twinkl) Year 1 I am beginning to use key words to describe different places and environments. I am beginning to use a map to find seaside locations. I am beginning to use key words to describe seaside locations. I am beginning to observe aerial photographs of seaside locations. I am beginning to locate seaside resorts in the four countries of the UK. I am beginning to understand what seaside holidays and resorts were like in the past and the present. I am beginning to describe a seaside town in the UK. I am beginning to describe places and routes on a map. I am beginning to use a map to identify the main British islands. I am beginning to understand the location of hot and cold islands in the world. I am beginning to use a map to follow the route around a seaside resort. Year 2 I can use key words to describe different places and environments. I can use a map to find seaside locations. I can use key words to describe seaside locations. I can observe aerial photographs of seaside locations. I can locate seaside resorts in the four countries of the UK. I can describe a seaside town in the UK. I can describe places and routes on a map. I can use a map to identify the main British islands. I can understand the location of hot and cold islands in the world. I can use a map to follow the route around a seaside resort.	Fieldwork and Map skills (RGS) Year 1 I am beginning to use simple compass directions and locational and directional language. I am beginning to use aerial photographs to recognise landmarks and basic human and physical features. I am beginning to devise a simple map and use and construct basic symbols in a key. I am beginning to use simple fieldwork and observational skills to study the geography of their school and its grounds. I can create a plan of my classroom. Year 2 I can use simple compass directions and locational and directional language. I can use aerial photographs to recognise landmarks and basic human and physical features. I can devise a simple map and use and construct basic symbols in a key. I can use simple fieldwork and observational skills to study the geography of their school and its grounds. I can create a map of the school using symbols and a map key.	The USA (RGS) Year 1 I am beginning to name and locate the world’s seven continents and five oceans. I am beginning to name and locate key features in the USA including states, lakes, rivers, mountains, deserts, and settlements. I am beginning to understand the diversity of physical landscapes in the USA including lakes, rivers, mountains, deserts etc. I am beginning to use an atlas to be able to locate key features on a map of the USA. 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. I am beginning to understand the impact of the environment on humans, particularly drought and floods. I am beginning to understand the wide variety of agricultural products from the USA. I am beginning to understand how New York City as a settlement developed over time. Year 2 I can name and locate the world’s seven continents and five oceans. I can name and locate key features in the USA including states, lakes, rivers, mountains, deserts, and settlements. I can understand the diversity of physical landscapes in the USA including lakes, rivers, mountains, deserts etc. I can use an atlas to be able to locate key features on a map of the USA. I can describe and understand the location and formation of key physical features of the landscape in the USA including the Grand Canyon. I can understand the impact of the environment on humans, particularly drought and floods. I can understand the wide variety of agricultural products from the USA. I can understand how New York City as a settlement developed over time.	Fieldwork and Map skills (RGS) Year 1 I am beginning to use simple compass directions and locational and directional language. I am beginning to use aerial photographs to recognise landmarks and basic human and physical features. I am beginning to devise a simple map and use and construct basic symbols in a key. I am beginning to use simple fieldwork and observational skills to study the geography of their school and its grounds. I can create a plan of my classroom. Year 2 I can use simple compass directions and locational and directional language. I can use aerial photographs to recognise landmarks and basic human and physical features. I can devise a simple map and use and construct basic symbols in a key. I can use simple fieldwork and observational skills to study the geography of their school and its grounds. I can create a map of the school using symbols and a map key.	Brazil (RGS) Year 1 I am beginning to name and locate the world’s seven continents and five oceans. I am beginning to use maps and atlases to locate the continent South America and the country Brazil. I am beginning to compare the climate of Brazil with that of the UK. I am beginning to locate the major cities and environmental regions of Brazil. I am beginning to explore key physical and human characteristics of the city Rio de Janeiro. I am beginning to locate the Amazon rainforest using maps. I am beginning to use maps to locate cities, beaches, mountains and the Amazon rainforest in Brazil. Year 2 I can name and locate the world’s seven continents and five oceans. I can use maps and atlases to locate the continent South America and the country Brazil. I can compare the climate of Brazil with that of the UK. I can locate the major cities and environmental regions of Brazil. I can explore key physical and human characteristics of the city Rio de Janeiro. I can locate the Amazon rainforest using maps. I can use maps to locate cities, beaches, mountains and the Amazon rainforest in Brazil.	Wonderful Weather (Twinkl) Year 1 I am beginning to understand what the weather is like in our country. I am beginning to understand the different seasons in a year. I am beginning to use key words to describe the weather. I am beginning to understand the dangers of weather. I am beginning to understand what hot and cold countries are like. I am beginning to use map skills to locate hot and cold places. Year 2 I can understand what the weather is like in our country. I can understand the different seasons in a year. I can use key words to describe the weather. I can understand the dangers of weather. I can understand what hot and cold countries are like. I can use map skills to locate hot and cold places.
Geography Key Vocabulary	Year 1 Capital, Continent, Country, Differences, Environment, Landmark, Local, Similarities, Surroundings, Vegetation Year 2 Atlas, Compass points, Equator, Globe, Human, Physical					
Years 3 and 4						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Geography Geographical Society Twinkl	Fieldwork and Map skills (RGS) Year 3 I can create a map of the British Isles. I am beginning to use maps, atlases, globes and digital/computer mapping to locate and describe features studied. I am beginning to use the 8 points of the compass. I am beginning to use fieldwork to observe, measure and record and present human and physical features in the local area using a	All Around the World (Twinkl) Year 3 I am beginning to explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere. I am beginning to use longitude and latitude to find places on maps, atlases and globes. I am beginning to describe the key features of the polar regions and compare	Rivers (RGS) Year 3 I am beginning to describe and understand key aspects of physical geography, including rivers and the water cycle. I am beginning to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. I am beginning to interpret a range of geographical information including maps.	Fieldwork and Map skills (RGS) Year 3 I can create a map of the British Isles. I am beginning to use maps, atlases, globes and digital/computer mapping to locate and describe features studied. I am beginning to use the 8 points of the compass. I am beginning to use fieldwork to observe, measure and record and present human and physical features in the local area using a	Land Use (Twinkl) Year 3 I am beginning to use simple sketch maps that show how land is used. I am beginning to use a key on a map to show how land is used. I am beginning to use fieldwork to observe, measure, record and present the human features in the local area. I am beginning to describe land use in urban and rural areas in the UK.	Amazing Americas (Twinkl) Year 3 I am beginning to identify the countries of North and South America. I am beginning to use geographical terminology to describe the location and characteristics of a range of places across the Americas. I am beginning to describe the climates and biomes of different regions across the Americas.

	<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.</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate and describe features studied.</p> <p>I can use the 8 points of the compass.</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 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.</p> <p>I am beginning to compare the climate of the tropics with the UK climate</p> <p>I am beginning to explain the position and significance of the Prime Meridian.</p> <p>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.</p> <p>I can use longitude and latitude to find places on maps, atlases and globes.</p> <p>I can describe the key features of the polar regions and compare them to the UK.</p> <p>I can compare the climate of the tropics with the UK climate</p> <p>I can explain the position and significance of the Prime Meridian.</p> <p>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.</p> <p>I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p> <p>I can interpret a range of geographical information including maps.</p> <p>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.</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate and describe features studied.</p> <p>I can use the 8 points of the compass.</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 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.</p> <p>I can use a key on a map to show how land is used.</p> <p>I can use fieldwork to observe, measure, record and present the human features in the local area.</p> <p>I can describe land use in urban and rural areas in the UK.</p> <p>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</p> <p>I am beginning to identify similarities and differences in the human and physical geography of my local area and a region of North America.</p> <p>I am beginning to tell you the names and locations of the ancient and new wonders of the world.</p> <p>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.</p> <p>I can use geographical terminology to describe the location and characteristics of a range of places across the Americas.</p> <p>I can describe the climates and biomes of different regions across the Americas.</p> <p>I can identify physical and human geographical features of my local area</p> <p>I can identify similarities and differences in the human and physical geography of my local area and a region of North America.</p> <p>I can tell you the names and locations of the ancient and new wonders of the world.</p> <p>I can describe the characteristics and significance of a natural wonder of the Americas.</p>
Geography Key Vocabulary	<p>Year 3</p> <p>Agricultural, Population, Characteristics, North and South Hemisphere, Settlement</p> <p>Year 4</p> <p>Human and Physical Differences, Interpret, Scale drawing</p>					
Years 5 and 6						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
<p>Geography</p> <p>Geographical Society</p> <p>Twinkl</p>	<p>Fieldwork and Map skills (RGS)</p> <p>Year 5</p> <p>I can create a 3D model using map contour lines.</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 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>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.</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate and describe features studied.</p> <p>I can use four and six-figure grid references, symbols and key (including the</p>	<p>Global Trade (RGS)</p> <p>Year 5</p> <p>I am beginning to use research and enquiry skills to discover more about trade through time.</p> <p>I am beginning to use maps and atlases to locate the source of a range of food products.</p> <p>I am beginning to describe and understand key aspects of physical geography including location, natural resources, and climate.</p> <p>I am beginning to locate the countries that the UK exports goods to.</p> <p>I am beginning to discuss the conditions of places and populations practicing Fairtrade.</p> <p>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 use research and enquiry skills to discover more about trade through time.</p> <p>I can use maps and atlases to locate the source of a range of food products.</p> <p>I can describe and understand key aspects of physical geography including location,</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.)</p> <p>I am beginning to describe and understand key aspects of physical geography, including seas, coasts, and continental plates.</p> <p>I am beginning to locate the world’s countries, using maps to focus on Europe.</p> <p>I am beginning to locate features and making comparisons to the UK.</p> <p>I am beginning to name and locate a city in Italy and identify its location and physical characteristics.</p> <p>I am beginning to consider how the daily lives of people is affected by the fact they live in a Mediterranean country.</p> <p>Year 6</p> <p>I can understand some of the common features of all maps (scale, key, purpose, orientation, title etc.)</p> <p>I can describe and understand key aspects of physical geography, including seas, coasts, and continental plates.</p> <p>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.</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 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>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.</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate and describe features studied.</p> <p>I can use four and six-figure grid references, symbols and key (including the</p>	<p>Shackleton (RGS)</p> <p>Year 5</p> <p>I am beginning to understand Antarctica’s size and composition.</p> <p>I am beginning to identify features of Antarctic geomorphology.</p> <p>I am beginning to explore hot and cold climate zones and the influence of the earth’s orbit on climate zones.</p> <p>I am beginning to discuss Antarctica’s mountainous terrain, oceans and their effects and influences upon the expedition.</p> <p>I am beginning to give advice to an explorer.</p> <p>Year 6</p> <p>I can understand Antarctica’s size and composition.</p> <p>I can identify features of Antarctic geomorphology.</p> <p>I can explore hot and cold climate zones and the influence of the earth’s orbit on climate zones.</p> <p>I can discuss Antarctica’s mountainous terrain, oceans and their effects and influences upon the expedition.</p> <p>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.</p> <p>I am beginning to explore the physical geography of different locations in Australia.</p> <p>I am beginning to identify and locate the climate zones of Australia.</p> <p>I am beginning to read maps that show population spread in Australia and create a map key.</p> <p>I am beginning to locate Australia’s most populated areas and cities on a map of Australia.</p> <p>I am beginning to explore the similarities and differences between a rural and urban area in Australia.</p> <p>Year 6</p> <p>I can locate Australia in relation to the UK and its surrounding oceans and countries.</p> <p>I can explore the physical geography of different locations in Australia.</p> <p>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>					