



Geography: Whole-School Curriculum Map

EYFS Overview

'Understanding the World' involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.

In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

The table below outlines the most relevant statements taken from the 2020 Development Matters framework for two-year-olds, as well as Nursery and Reception children. These are pre-requisite skills for Geography within the National Curriculum. Early learning goals related specifically to 'Understanding the World' are also included.

The most relevant statements related to Geography have been taken from the following areas of learning:

- Mathematics
- Understanding the World
- Communication and Language
- Personal, Social and Emotional Development

Pre-Nursery (2-year-old provision)

Understanding

- I can explore my new environment.

the World	<ul style="list-style-type: none"> • I know where I put my coat in the morning. • I can explore and respond to different natural phenomena, such as the change of the seasons. • I know where things are kept in my classroom.
Communication and Language	<ul style="list-style-type: none"> • I can point to something I want and make sounds to communicate. • I can identify familiar objects and properties when it is described such as blue car. • I can understand simple who and what questions.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • I can explore my new setting with support from my key person. • I can explore my classroom independently.
Nursery	
Mathematics	<ul style="list-style-type: none"> • Understand position through words alone. For example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
Understanding the World	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Communication and Language	<ul style="list-style-type: none"> • Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Give children appropriate tasks to carry out. For example, they can recycle milk cartons and put fruit peels onto the compost heap. • Talk together about how others might be feeling. Bring these ideas into children’s pretend play: “I wonder how the chicken is feeling, now

the fox is creeping up on her?"

Reception

Understanding the World

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.

Communication and Language

- Learn new vocabulary and use it throughout the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives. For example, "I knew it must be cold outside because he was putting on his coat and hat."
- Describe events in some detail. For example, "We went outside to explore the woodland for minibeasts."
- Listen to and talk about stories to build familiarity and understanding.
- Take on different roles in imaginative play, to interact and negotiate with people in longer conversations.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.
- Select books containing photographs and pictures, for example, places in different weather conditions and seasons.

Personal, Social and Emotional Development

- See themselves as a valuable individual. Ask parents about the child's history, family members and culture.
- Express their feelings and consider the feelings of others. Undertake specific activities that encourage talk about feelings and their opinions.
- Think about the perspectives of others.

Early learning goals for the end of Reception (Understanding the World)

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.

The following pages will outline the half-termly themes covered in Nursery and Reception at St. Joseph's Catholic Primary School. Specific Learning outcomes related to 'Understanding the World' and pre-requisites for Key Stage 1 Geography are listed for each theme.

Pre-Nursery (2-year-old provision)	Learning Outcomes (by the end of each theme)
Autumn 1	
Theme: All About Me	<ul style="list-style-type: none"> • I can talk about people in my family. • I can talk about where I live. • I can talk about places I have visited (e.g. the shops, the park, my grandparent's house).
Autumn 2	
Theme: Night and Day	<ul style="list-style-type: none"> • I can talk about night and day. • I know what I do at night and during the day.
Spring 1	
Theme: Bears	<ul style="list-style-type: none"> • I can go on a woodland walk and talk about what I see. • I can role-play as a bear living in a cave.
Spring 2	
Theme: Colours	<ul style="list-style-type: none"> • I can go on a colour hunt in the woodland. • I know that some trees and leaves change colour in different seasons.
Summer 1	
Theme: Transport	<ul style="list-style-type: none"> • I can talk about some different modes of transport e.g. car, bus, walking, scooter, bicycle, airplane. • I can role-play in different modes of transport.
Summer 2	
Theme: Farm Life	<ul style="list-style-type: none"> • I can talk about some animals found on a farm. • I can role-play as a farmer or animals on a farm. • I can observe and talk about the chickens in our outdoor area.

Nursery	Learning Outcomes (by the end of each theme)
<i>Autumn 1</i>	
Theme: Me and My Family	<ul style="list-style-type: none"> • <i>I am interested in photographs of myself and familiar people and objects</i> • <i>I can talk about places I have visited (e.g.: the park/ASDA)</i>
<i>Autumn 2</i>	
Theme: Megabeasts	<ul style="list-style-type: none"> • <i>I can make observations about my immediate environment</i>
<i>Spring 1</i>	
Theme: Superheros	<ul style="list-style-type: none"> • <i>I can talk about what I can see, using a wide vocabulary</i> • <i>I can identify where things belong in my environment (Eg. where my bottle/ coat/ painting goes)</i> • <i>I can talk about environments in stories</i>
<i>Spring 2</i>	
Theme: Food Glorious Food	<ul style="list-style-type: none"> • <i>I am beginning to notice changes in my environment</i> • <i>I can talk about an animal life cycle</i>
<i>Summer 1</i>	
Theme: Adventures Under the Sea	<ul style="list-style-type: none"> • <i>I can see my new friends have similarities and differences that connect them to and distinguish them from others.</i> • <i>I can talk about what I can see.</i> • <i>I can talk about what is special in our world.</i> • <i>I can name some creatures that live in the sea.</i>

Summer 2

Theme: Watch me
grow

- I can use simple positional language
- I am beginning to talk about and describe changes in my environment
- I can talk about different places

Reception	Learning Outcomes (by the end of each theme)
Autumn 1	
Theme: Time to celebrate	<ul style="list-style-type: none"> • I can show interest in the lives of other people who are familiar to me. • I can talk about what I do with my family and places I have been with my family. • I can draw similarities and make comparisons between other families. • I can show an interest in different occupations and ways of life. • I can ask questions about aspects of my familiar world such as the place where I live or the natural world.
Autumn 2	
Theme: Time to celebrate	<ul style="list-style-type: none"> • I can talk about significant events in my own experience. • I can talk about why things happen. • I can recognise and describe special times or events for family or friends. • I can recognise that people have different beliefs and celebrate special times in different ways.
Spring 1	
Theme: Space	<ul style="list-style-type: none"> • I can discuss the changing seasons. • I know there are different countries in the world . • I can understand the purpose of a map. • I can draw a simple map.
Spring 2	
Theme: Around the World	<ul style="list-style-type: none"> • I can describe special events.. • I can show care and concern for living things in the environment. • I can start to develop an understanding of growth, decay and changes over time.
Summer 1	

<p>Theme: Animals and their habitats</p>	<ul style="list-style-type: none"> • I can tell you what a plant needs to grow. • I know some similarities and differences between the natural world and contrasting environments, drawing on my experiences and what has been read in class. (ELG) • I can talk about the lives of the people around me and their roles in society. (ELG) • I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG) • I can explain some similarities and differences between life in our country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. (ELG)
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Summer 2

<p>Theme: Tell a Tale</p>	<ul style="list-style-type: none"> • I can draw information from a simple map. • I can talk about ways in which I can look after the environment.
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Year 1

Autumn 2		Key vocabulary
Learning Objectives		
<p>Topic: Our Local Area</p>	<ul style="list-style-type: none"> • LO: To identify the places that we go often and rarely. • LO: To understand the features of their locality and describe the distance from school, using the vocabulary of near and far. • LO: To understand key areas in your surrounding area. • LO: To know the difference between human and physical features and be able to identify some in Archway. • LO: To understand simple compass directions (North, South, East and West). 	<p>local area, locality, landmark, green space, human features, physical features, natural environment, map, route, compass, directions, urban, rural, transport links, population density, settlement, river, borough, council, parish, maps, internet, tourism</p>
	Geographical skills .	

- Naming some key similarities between their local area and a small area of a contrasting non-European country.
- Naming some key differences between their local area and a small area of a contrasting non-European country.
- Recognising some physical features in their locality.
- Recognising some human features in their locality
- Commenting on the features they see in their school and school grounds.
- Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.

	<ul style="list-style-type: none"> • LO: To map out features of our classroom. 	<ul style="list-style-type: none"> • Using directional language to describe the location of objects in the classroom and playground. • Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.
Spring 2		Key vocabulary
Learning Objectives		Key vocabulary
Topic: People and Their Communities	<ul style="list-style-type: none"> • LO: To know where we live in the United Kingdom. • LO: To begin to understand features of the coast. • LO: To compare features of different communities. • LO: To locate important cities around the world, on a map. • LO: To explore the structure of buildings to suit their environment. • LO: To identify why people, journey to other countries. 	<p>people, community, local area, location, coast, rainforest, dry, desert, city, country, continent, similarity, contrast, physical geography, human geography, distant place, near, far, long way away, North, South, East, West, aerial photograph, climate, landscape</p>
		Geographical skills .
		<ul style="list-style-type: none"> • Locating the four countries of the United Kingdom (UK) on a map of this area. • Showing on a map which country they live in and locating its capital city. • Ask questions about the world around them. • Recognising some physical features in their locality. • Using an atlas to locate the UK. Using a map of the UK to locate the four countries. • Beginning to use an atlas to locate the four capital cities of the UK. • Using a world map and globe to locate two of the world's seven continents (Europe and Asia).
Summer 1		Key vocabulary
Learning Objectives		Key vocabulary

<p>Topic: Animals and their Habitats</p>	<ul style="list-style-type: none"> • LO: To locate and describe Antarctica. • LO: To locate and describe Asia. • LO: To explore and name the World's Oceans. • LO: To describe the landscape in Namibia, Africa. • LO: To begin to understand migration patterns around the world. • LO: To be able to research which continent animals are from and label these on a world map. 	<p>animal, habitat, country, continent, hot area, cold area, Europe, Africa, Asia, North America, South America, Oceania, Antarctica, ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, Arctic Ocean, Southern Ocean, world map, atlas, globe, panda, penguin, shark, elephant, swallow</p>
		<p style="text-align: center;">Geographical skills .</p>
		<ul style="list-style-type: none"> • Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. • Locating two of the world's seven continents on a world map. • Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. • Showing on a map which continent they live in. • Recognising basic physical features on aerial photographs.

Autumn 1		
Learning Objectives		Key vocabulary
<p>Topic: Our Wonderful World</p>	<ul style="list-style-type: none"> • LO: To locate the seven continents, equator and poles on a world map • LO: To identify the four countries of the UK and their capital cities • LO: To be able to locate the world's five oceans on a world map • LO: To know some similarities and differences between Ecuador and the UK • LO: To know some land features by making comparisons between Ecuador and the UK • LO: To know that the Galapagos Islands are part of Ecuador • LO: To know what a landmark is and be able to name some in the UK and Ecuador • LO: To use basic geographical vocabulary to refer to physical and human features • LO: To use aerial photos and satellite maps to identify physical and human geographical features 	<p>United Kingdom, England, London, Scotland, Edinburgh, Northern Ireland, Belfast, Wales, Cardiff, equator, North pole, South pole, Northern hemisphere, Southern hemisphere, continent, Europe, Africa, Asia, North America, South America, Oceania, Antarctica, ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, Arctic Ocean, Southern Ocean, country, capital city, Ecuador, compare, similarities, differences, aerial photos, satellite maps, human features, physical features</p> <hr/> <p style="text-align: center;">Geographical skills .</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as some other countries, the seven continents and the five oceans • Name and locate significant places in their locality, the UK and wider world • Describe places and features using simple geographical vocabulary • Use a range of sources such as satellite images and aerial photos to identify geographical features • Develop simple fieldwork and observational skills when studying the geography of their school and local environment • Ask and answer simple geographical questions when investigating different places and environments • Describe geographical similarities and differences e.g. comparing physical and human features in their local area with those in other places • Express views about the environment and recognise how people sometimes affect the environment <p>Virtual tour of Ecuador – use Google Maps and video clips to explore Quito, landmarks, Cotopaxi volcano, the Galapagos Islands and the Amazon rainforest</p>
Spring 1		Key vocabulary

Learning Objectives		
Topic: Food Journeys	<ul style="list-style-type: none"> • LO: To devise a map of our local high street using symbols and a key • LO: To locate on a world map where different foods are grown / produced • LO: To identify foods from the UK • LO: To understand why some foods are imported to the UK • LO: To understand that some of the foods we eat have been changed (processed) • LO: To understand what 'Fairtrade' means 	<p>journey, farm, farmer, crops, animals, meat, produce, processed, plants, animals, factory, delivery, United Kingdom, England, Scotland, Northern Ireland, Wales, regional, grocery shop, supermarket, Fairtrade, sustainable, export, import</p>
		Geographical skills .
		<ul style="list-style-type: none"> • Develop simple fieldwork and observational skills when studying the geography of their local environment • Ask and answer simple geographical questions when investigating different places and environments • Draw a map of a real place • Add detail to a sketch map using an aerial photograph <p>Local area walk – visit local shops e.g. Aldi, M&S in small groups to identify the types of food sold locally</p>
Summer 1		
Learning Objectives		Key vocabulary
Topic: Weather and Seasons	<ul style="list-style-type: none"> • LO: To identify weather symbols • LO: To be able to describe what the four seasons of the year are like in the UK • LO: To know that the Earth's tilted axis causes the seasons • LO: To be able to use a weather map to describe the weather in different locations • LO: To be able to predict, observe and record changes in the weather • LO: To know how the wind affects the UK's weather • LO: To know what climate change is 	<p>weather maps, seasonal, year, annual, change, rainy, sunny, windy, snowy, stormy, hot, cold, icy, foggy, cloudy, wet, dry, dusty, hail, sunny showers, rainbow, warm, cool, Spring, Summer, Autumn, Winter</p>
		Geographical skills .
		<ul style="list-style-type: none"> • Recognise weather symbols to read simple weather maps • Identify seasonal and daily weather patterns • Develop simple fieldwork and observational skills when studying changes in weather • Record observations in a table • Ask and answer simple geographical questions when investigating different places and environments • Express views about the environment and recognise how people sometimes affect the environment

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Year 3

Year 3	Learning Objectives	Key vocabulary
Autumn 2		
<p>Topic: Climate and Weather</p>	<ul style="list-style-type: none"> • • LO: To be able to define 'climate' and name some different types of climates • LO: To be able to define what a 'temperate climate' is, and identify flora and fauna native to this climate • LO: To be able to define what an 'arid climate' is, and identify flora and fauna native to this climate • LO: To be able to define what a 'polar climate' is, and identify how fauna have adapted to live there • LO: To be able to define what a 'tropical climate' is, and identify flora and fauna native to this climate • LO: To be able to make deductions using knowledge about climates 	<p>weather forecast, season, climate zone, polar, temperate, equatorial, tropical, rainforest, biome, flora, fauna, vegetation, temperature, frozen/freeze/freezing, glacier, ice cap, Arctic, Antarctic, tundra, alpine, penguin, Northern and Southern hemispheres, taiga, desert, arid, monsoon, rainfall map.</p>
		<p style="text-align: center;">Geographical skills .</p> <ul style="list-style-type: none"> • Locating some cities in the UK (local to your school). • Describing how a locality has changed over time, giving examples of both physical and human features. • Discussing how climates have an impact on trade, land use and settlement. • Explaining what measures humans have taken in order to adapt to survive in cold places. • Describing and beginning to explain similarities and differences between two regions studied. • Explaining why people might prefer to live in an urban or rural place • Mapping land use in a small local area using maps and plans. • Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. • Asking and answering one- step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments.

Spring 2

Learning Objectives		Key vocabulary
<p>Topic: Coasts</p>	<ul style="list-style-type: none"> • LO: To understand what a coast is and how they are formed. • LO: To identify the physical features of a coast • LO: To know key the different types human features along coasts. • LO: To locate coasts in the UK • LO: To investigate the features of a coastal town • LO: To design a persuasive poster advertising why you should visit your researched coastal town. 	<p>coast, cliff, shoreline, beach, waves, coastal path, horizon, seaweed, sea life, coastline, ocean, tide, harbour, port, sand dunes, mudflats, saltmarsh, estuary, lighthouse, pier, tide, tidal wave, coastguard</p>
		<p style="text-align: center;">Geographical skills .</p> <ul style="list-style-type: none"> • Locating some key physical features in countries studied on a map including significant environmental regions. • Locating some key human features in countries studied. • Locating some counties in the UK (local to your school). • Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. • Describing how a locality has changed over time, giving examples of both physical and human features. • Describing how and why humans have responded in different ways to their local environments. • Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. • Describing how humans use water in a variety of ways. • Describing how humans can impact the environment both positively and negatively, using examples. • Mapping land use in a small local area using maps and plans. • Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. • Suggesting different ways that a locality could be changed and improved.

		<ul style="list-style-type: none"> Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied.
Summer 1		
Learning Objectives		Key vocabulary
Topic: Earthquakes and Volcanoes	<ul style="list-style-type: none"> LO: To identify and define key terms related to volcanoes and earthquakes. LO: To describe the basic structure of the earth and how it relates to earthquakes. 	aftershock, epicentre, fault line, magnitude, Mercalli scale, Richter scale, Ring of Fire, seismograph, seismologist, tectonic plates, tremor, tsunami, magma, eruption, mantle, sill, vent, lava, crust, core, dormant, active, extinct, ash, crater
	<ul style="list-style-type: none"> LO: To recognise the different types of volcanoes such as shield volcanoes and stratovolcanoes. LO: To explain the causes and effects of volcanic eruptions and earthquakes including the impact on people and the environment. LO: To understand basic safety measures and how to prepare for volcanic eruptions and earthquakes. 	<div style="background-color: #00FF00; text-align: center; padding: 2px;">Geographical skills .</div> <ul style="list-style-type: none"> Locating some countries in Europe and North and South America using maps. Locating some key physical features in countries studied on a map including significant environmental regions. Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. Describing how and why humans have responded in different ways to their local environments. Describing where volcanoes, earthquakes and mountains are located globally. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied.

Year 4

Year 4	Learning Objectives	Key vocabulary
<i>Autumn 2</i>		
<p>Topic: Rivers and the Water Cycle</p>	<ul style="list-style-type: none"> • LO: To introduce the land part of the water cycle using geographical vocabulary. • LO: To identify and define the key features of a river. 	<p>evaporation, transpiration, condensation, precipitation, hail, sleet, rain, snow, runoff, clouds, warm air, cool, condense, riverbank, river basin, riverbed, canal, current, delta, downstream, source, mouth, freshwater, erosion, saltwater, stream, tributary, meander, watershed, floodplain.</p>
	<ul style="list-style-type: none"> • LO: To explain the three processes in a river: transportation, erosion and deposition, and understand that this helps to shape the landscape. 	<p style="text-align: center;"><i>Geographical skills .</i></p> <ul style="list-style-type: none"> • Locating some of the world's most significant rivers and identifying any patterns.

	<ul style="list-style-type: none"> • LO: To explain positive and negative impacts of flooding. • LO: To investigate the ways in which people use rivers. • LO: To research a major UK/world river and present findings about it using key geographical vocabulary. 	<ul style="list-style-type: none"> • Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. • Describing how humans use water in a variety of ways. • Describing how humans can impact the environment both positively and negatively, using examples. • Observing, recording, and naming geographical features in their local environments. • Suggesting different ways that a locality could be changed and improved. • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied .
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Spring 1

Learning Objectives	Key vocabulary
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Topic: Our World	<ul style="list-style-type: none"> • LO: To be able to locate boroughs of London on a map • LO: To be able to locate some counties and cities in the UK using addresses 	<p><i>globe, map, longitude, latitude, continent, ocean, equator, North pole, South pole, Northern hemisphere, Southern hemisphere, address, postcode, county, country, continent, Earth, solar system, universe, satnav, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, longitude, Greenwich/Prime Meridian, Earth's rotation, axis, clockwise, anti-clockwise, International Date Line</i></p>
	<ul style="list-style-type: none"> • LO: To be able to locate significant lines of latitude on a map, and understand how they indicate climate • LO: To be able to recognise how the Prime Meridian determines the time in the UK • LO: To show an understanding of how different lines of longitude indicate the time around the world 	<p style="text-align: center; background-color: #00FF00;">Geographical skills .</p> <ul style="list-style-type: none"> • Finding the position of the Equator and describing how this impacts our environmental regions. • Finding lines of latitude and longitude on a globe and explaining why these are important. • Identifying the position of the Tropics of Cancer and Capricorn and their significance. • Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. • Identifying the position and significance of both the Arctic and Antarctic Circle.

	<ul style="list-style-type: none"> • LO: To be able to use lines of longitude and latitude to locate coordinates on a map 	<ul style="list-style-type: none"> • Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.
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Summer 2

Learning Objectives	Key vocabulary
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<p>Topic: North America</p>	<ul style="list-style-type: none"> • LO: To use the eight points of the compass to locate cities in the continent of North America • LO: To describe the biomes of different regions across North America • LO: To investigate and evaluate the key physical and human features of a US state • LO: To understand how humans have impacted the natural resources and environment of the Grand Canyon • LO: To know what climate zones are and describe the climate of an area of North America 	<p>continent, country, city, states, North America, South America, climate, biomes, human, physical, land use, residential, industrial, business, retail, leisure, Northern hemisphere, Southern hemisphere, compass, points, North, South, East, West, North West, North East, South West, South East, locate, find, Google Earth, region, similarity, difference, landscape, population, landmarks, economic activities, locate, describe, environmental region, Andes Mountains, Great Plains, Rocky Mountains, vegetation, human impact, Route 66, highway, Main Street of America, Mother Road, transport, connect, symbol, freedom, adventure, physical feature, human feature, Route 66, highway, landscape, vegetation, wildlife, human activities, towns, cities, communities</p>
		Geographical skills .
		<ul style="list-style-type: none"> • Locating some countries in Europe and North and South America using maps. • Locating some major cities of the countries studied. • Locating some key physical features in countries studied on a map including significant environmental regions. • Locating some key human features in countries studied. • Describing and beginning to explain similarities and differences between two regions studied. • Describing and understanding types of settlement and land use. • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied. • Beginning to locate features using the 8 points of a compass.

Year 5

Year 5	Learning Objectives	Key vocabulary
Spring 1		
<p>Topic: Changes in Our Local Environment</p>	<ul style="list-style-type: none"> • LO: To name and locate some key topographical features of the UK. • LO: To understand that the opinions of local people change and explain how development can be sustainable. • LO: To understand that regions change over time and that change is continual. • LO: To understand that change is happening in the local area, and that changes will continue to happen. • LO: To use appropriate geographical vocabulary to describe change in my local area. • LO: To develop an opinion of my local area and how it may change in the future. 	<p>continent, country, region, city, county, borough, compass points, physical, human, British Isles, Great Britain, UK, sustainability, legacy, region, city, regeneration, development, roads, houses, canals, cathedral, city, enquiry, past, present, future</p>
		<p>Geographical skills .</p>
		<p>Understanding how land-use has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features. Explaining how and why humans have responded in different ways to their local environments in two contrasting regions Suggesting reasons why the global population has grown significantly in the last 70 years. Describing the 'push' and 'pull' factors that people may consider when migrating. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).</p>
Spring 2		
	Learning Objectives	Key vocabulary

<p>Topic: Europe – A Study of the Alpine Region</p>	<ul style="list-style-type: none"> • LO: To be able to use physical and political maps to identify a region in Europe. • LO: To understand how fold mountain ranges are formed. • LO: To understand how homes are designed to suit their physical location. • LO: To understand the advantages and disadvantages of the tourist industry in the Alpine Region. • LO: To be able to explain how avalanches have influenced the Alpine landscape. • LO: To share my knowledge about a European region in a format that is useful to tourists. 	<p>continent, country, region, unifying characteristics, physical, human, cultural, settlement, city, town, village, longitude, latitude, Tropic of Cancer, north, south, east, west, fold mountains, tectonic plates, avalanche, The Alps, climate, industry, agriculture, tourism</p>
<p><i>Geographical skills .</i></p>		
<ul style="list-style-type: none"> • Identifying significant environmental regions on a map • Understanding how land-use has changed over time using examples. • Describing and explaining differences between two environmental regions studied. • Describing and understanding economic activity including trade links. • Recognising geographical issues affecting people in different places and environments. • Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Locating more countries in Europe and North and South America using maps • Locating key physical features in countries studied on a map. 		
<p>Summer 2</p>		
<p>Learning Objectives</p>		<p><i>Key vocabulary</i></p>
<p>Topic: Trade</p>	<ul style="list-style-type: none"> • LO: To identify the countries that produce materials in my school uniform. 	<p>import, export, trade, raw materials, man-made, native, season, biome, climate, recycle, reuse, fair trade, country of origin, producer, retailer, consumer, sustainability, locally sourced</p>

	<ul style="list-style-type: none"> • LO: To identify countries around the world where our food is produced and imported from. • LO: To understand why the United Kingdom imports fruit from other countries. • LO: To understand how trading impacts lives. • LO: To understand how we can help people in the trading industry (Fairtrade). • LO: To understand how trading goods impacts local industry. 	<p style="text-align: center;"><i>Geographical skills .</i></p> <ul style="list-style-type: none"> • Describing and understanding economic activity including trade links. • Suggesting reasons why the global population has grown significantly in the last 70 years. • Understanding the distribution of natural resources both globally and within a specific region or country studied. • Describing and explaining how humans can impact the environment both positively and negatively, using examples. • Using maps to explore wider global trading routes.
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Year 6

Year 6	Learning Objectives	Key vocabulary
Spring 1		
<p>Topic: Global Warming and Climate Change</p>	<ul style="list-style-type: none"> • LO: To research the characteristics of biomes. • LO: To understand what climate change is. • LO: To understand how climate change affects biomes. 	<p>sustainability, ecosystem, environment, greenhouse effect, carbon footprint, carbon neutral, deforestation, pollution, emissions, natural resources, fossil fuels, biodiversity, renewable energy, climate crisis, observe, measure, record</p> <p style="text-align: center;"><i>Geographical skills .</i></p>

	<ul style="list-style-type: none"> • LO: To know types of, and understand the importance of, renewable energy. • LO: To suggest some ways I could make my school more sustainable. • LO: To understand why the UK trades energy resources. 	<ul style="list-style-type: none"> • Using maps to show the distribution of the world's climate zones, biomes and vegetation belts. • Describing and understanding the key aspects of the six biomes. • Describing and understanding the key aspects of the six climate zones. • Understanding some of the impacts and causes of climate change. • Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. • Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change. • Describing and understanding economic activity including trade links. • Understanding the distribution of natural resources both globally and within a specific region or country studied.
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Spring 2

Learning Objectives	Key vocabulary
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<p>Topic: South America – The Amazon</p>	<ul style="list-style-type: none"> • LO: To locate the Amazon Rainforest and identify its features. • LO: To investigate the climate of the Amazon Rainforest. • LO: To understand biodiversity in the Amazon Rainforest. • LO: To explore the human impact on the Amazonian Rainforest • LO: To understand the importance of the Amazon rainforest to global ecology • LO: To explore conservation efforts and how to protect the Amazon Rainforest. 	<p>rainforest, river, tropical, equator, climate, rainfall, thunderstorm, temperature, forest floor, understorey, canopy, emergent layer, deforestation, endangered, farming, exported, unsustainable, tribes, exploited</p>	
		<table border="1" style="width: 100%;"> <tr> <td style="background-color: #00FF00; text-align: center;">Geographical skills .</td> </tr> <tr> <td> <ul style="list-style-type: none"> • Locating more countries in Europe and North and South America using maps. • Locating key physical features in countries studied on a map . • Locating key human features in countries studied. • Using maps to show the distribution of the world's climate zones, biomes and vegetation belts. • Describing and understanding the key aspects of the six biomes. • Understanding some of the impacts and causes of climate change. </td> </tr> </table>	Geographical skills .
Geographical skills .			
<ul style="list-style-type: none"> • Locating more countries in Europe and North and South America using maps. • Locating key physical features in countries studied on a map . • Locating key human features in countries studied. • Using maps to show the distribution of the world's climate zones, biomes and vegetation belts. • Describing and understanding the key aspects of the six biomes. • Understanding some of the impacts and causes of climate change. 			

		<ul style="list-style-type: none"> • Recognising geographical issues affecting people in different places and environments • Describing and explaining how humans can impact the environment both positively and negatively, using examples.
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Summer 2

Learning Objectives	Key vocabulary
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Topic: Our World in the Future	<ul style="list-style-type: none"> • LO: To plan and carry out fieldwork to answer a given enquiry question • LO: To understand how and why housing needs in the UK change over time • LO: To understand the importance of local work opportunities to the community • LO: To know that communities need a range of accessible amenities and public services • LO: To understand how the geography of communities affects community spirit • LO: To explain how developments can be sustainable and plan for a sustainable future in my area 	<p>human and physical features, topography, region, enquiry, future, housing: detached, semi-detached, terraced, flats/apartments, bungalow, amenities, accessible, public services, public spaces, industry, employment, primary, secondary, tertiary, quaternary, community spirit, public spaces, sustainable development</p>
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Geographical skills .

		<ul style="list-style-type: none"> • Developing their own enquiry questions. • Choosing the best approach to answering an enquiry question. • Beginning to use standard field sampling techniques appropriately. • Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.
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