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| **Geography** | **Pedagogical Knowledge**  The most powerful way children learn geography is through enquiries delivered via fieldwork and engaging with children’s personal and lived experiences of the world. | | |
| The enquiry approach is central to ideas in geography education about knowledge, learning and pedagogy. It is the keyway children learn in geography because it provides great opportunities to stimulate children’s’ interest in significant questions, critically engage with and synthesise different kinds of evidence and draw well-supported conclusions.  The most important geographical pedagogical knowledge is:   * Enquiry is question driven * Enquiry is supported by evidence from the ‘real world’ for example maps, statistics, photographs and film. * Enquiry requires thinking geographically – reasoning, weighing evidence and considering different viewpoints. * Enquiry is reflective – children reach conclusions, make judgements and reflect on their own viewpoint. | | |
| Y1&2  Cycle B | **Autumn**  **Movers & Shakers**  Concepts: Place Knowledge, Locational Knowledge, Human and Physical Geography, Skills and Fieldwork | **Spring**  **Coastline**  Concepts: Place Knowledge, Human and Physical Geography and Skills and Fieldwork | **Summer**  **Magnificent Monarchs**  Concepts: Place Knowledge and Skills and Fieldwork |
| + Unit | Can you make a paper bridge?  How do germs spread?  Still Life  Remarkable Recipes  **Let's Explore the World**  Habitats  Human Survival  Mix It (Y2) | Will it degrade?  Beach Hut  Flower Head  Uses of Materials  Plant Survival | Portraits and Poses  Animal Survival  Cut, Stitch and Join  Push and Pull |
| Significant Person/ Event | Christopher Columbus/ Neil Armstrong  Emmeline Pankhurst/ Rosa Parks | Captain Cook  RNLI Station, Redcar/ Whitby | Queen Elizabeth II |
| Local Heritage | Captain James Cook/ Captain Cook Museum | RNLI Station Redcar | Kirkleatham Hall Museum |
| Y1 | **A continent is a very large area of land.**  **The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.**  **The five oceans are the Arctic, Atlantic, Indian, Pacific and Southern Ocean.**  Name and locate the world's seven continents and five oceans on a world map.  **A location is a place or the position of something. Direction is the way you travel to get somewhere.**  Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.  **A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located.**  Draw or read a simple picture map.  **Fieldwork includes observing and collecting data (information) about people, places and natural environments.**  Carry out fieldwork tasks to identify characteristics of the school grounds or locality.  **The equator is an imaginary line around the middle of the Earth. Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator.**  Locate hot and cold areas of the world in relation to the equator.  **There are four seasons in the UK: spring, summer, autumn and winter. Each season has its own typical weather pattern.**  Identify patterns in daily and seasonal weather.  **People can protect the environment by preserving woodlands and hedgerows, recycling and getting rid of waste carefully.**  Describe ways to protect natural environments, such as woodlands, hedgerows and meadows.  **The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country.**  Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.  **Somalia is a country on the east coast of Africa. The equator crosses through Somalia, so the climate is very hot and dry. Like the UK, Somalia has four seasons. The capital city of Somalia is called Mogadishu.**  Identify the similarities and differences between two places. | **A location is a place or the position of something. Direction is the way you travel to get somewhere.**  Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other (coastal locations).  **A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located.**  Draw or read a simple picture map.  **Weather is a physical process.**  Describe in simple terms how a physical process or human behaviour has affected an area, place or human activity.  **Data is information. Data can be numbers or measurements.**  Collect simple data during fieldwork activities.  **In different situations, it is important to know the appropriate response. For example, following online and road safety rules, listening to a trusted adult and knowing who to call in an emergency. Secrets do not need to be kept, even if they have promised.**  Begin to recognise that they share responsibility for keeping themselves and others safe.  **Special people who work in the community to help and protect people include police officers, firefighters and healthcare workers. They can be contacted in an emergency by dialling 999 or 112.**  Begin to recognise that there are special people who work in the community, who are responsible for keeping us healthy, helping or protecting people and can be contacted if help is needed.  **Physical features are made by nature. They include hills, mountains, beaches and oceans.**  Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.  **A place can change over time due to human activity such as house building, new industries and tourism.**  Describe how a place or geographical feature has changed over time. Describe an aspect of everyday life within or beyond living memory.  **The three main types of human settlement include cities, towns and villages. Tourism is an industry that helps people travel away from home for pleasure.**  Identify the characteristics of a settlement. | **Important buildings can include schools, places of worship and buildings that provide a service to the community, such as shops and libraries. Some buildings are important because they tell us something about the past.**  Name important buildings and places and explain their importance.  **A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located.**  Draw or read a simple picture map. |
| Y1  Cumulative skill | Name important buildings and places and explain their importance.  Make plausible predictions about geographical learning and give reasons. | | |
| Y2 | **An ocean is a large sea. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea.**  Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.  **The four cardinal points on a compass are north, south, east and west.**  Use simple compass directions to describe the location of features or a route on a map.  **Maps help people to plan a route from one place to another and to identify and locate physical and human features.**  **Maps use symbols and a key.**  Draw or read a range of simple maps that use symbols and a key.  **Fieldwork can help to answer questions about the local community.**  Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.  **The Northern Hemisphere is north of the equator and the Southern Hemisphere is south of the equator.**  **The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.**  Locate the equator and the North and South Poles on a world map or globe.  **Hot places are close to the equator and cold places are far away from the equator. Temperate places are between the hot and cold places.**  Describe simple weather patterns of hot and cold places.  **Conservation activities include reducing, reusing and recycling, composting, saving water and saving energy.**  Describe how human behaviour can be beneficial to local and global environments, now and in the longer term.  **The four countries of the UK have many famous physical features.**  Identify characteristics of the four countries and major cities of the UK.  **Somalia is a country on the east coast of Africa. The equator crosses through Somalia, so the climate is very hot and dry. Like the UK, Somalia has four seasons. The capital city of Somalia is called Mogadishu.**  Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country. | **A compass is an instrument that is used for finding a direction. The four cardinal points on a compass are north, south, east and west.**  Use simple compass directions to describe the location of features or a route on a map (coastal locations).  **Maps help people to plan a route from one place to another and to identify and locate physical and human features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.**  Draw or read a range of simple maps that use symbols and a key.  **Erosion is a physical process. Erosion is caused by wind and water, including waves, floods, rivers and rainfall.**  Describe how an environment has or might change over time. Describe, in simple terms, the effects of erosion.  **Data can be recorded in different ways, including tables, charts and pictograms.**  Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).  **In different situations, it is important to know the appropriate response. For example, following online and road safety rules, listening to a trusted adult and knowing who to call in an emergency. Secrets do not need to be kept, even if they have promised.**  Recognise that they share responsibility for keeping themselves and others safe.  **Special people who work in the community to help and protect people include police officers, firefighters and healthcare workers. They can be contacted in an emergency by dialling 999 or 112.**  Recognise that there are special people who work in the community, who are responsible for keeping us healthy, helping or protecting people and can be contacted if help is needed.  **Physical features include beaches, stacks, cliffs, arches, rivers, lakes and woodland.**  Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.  **A place can change over time due to human activity such as house building, new industries and tourism.**  Describe how an environment has or might change over time. Describe the everyday lives of people in a period within or beyond living memory.  **Tourism is an industry that helps people travel away from home for pleasure.**  Describe the size, location and function of a local industry. | **Places can be significant because religious or historic events that have happened there in the past. Buckingham Palace in London and Balmoral Castle in Aberdeenshire are two significant royal residencies in the UK.**  Name, locate and explain the significance of a place.  **Maps help people to plan a route from one place to another and to identify and locate physical and human features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.**  Draw or read a range of simple maps that use symbols and a key. |
| Y2  Cumulative skill | Name, locate and explain the significance of a place.  Make geographical inferences using different sources, such as a weather chart.  Make plausible predictions using geographical vocabulary e.g., weather, climate, transport, equator. | | |
| Y3&4  Cycle B | **Autumn**  **Invasion**  Concepts: Skills and Fieldwork, Place Knowledge, Locational Knowledge and Human and Physical Geography | **Spring**  **Misty Mountain, Winding River**  Concepts: Locational Knowledge, Human and Physical Geography and Skills and Fieldwork | **Summer**  **Ancient Civilisations**  Concepts: |
| + Unit | Warp and Weft  Digestive System  Sound  Contrast and Complement (Y4)  Fresh Food, Good Food  **Interconnected World** | Vista  Animal  States of Matter  Grouping and Classifying  Functional and Fancy Fabrics | Tomb Builders  Electrical Circuits and Conductors  Statues, Statuettes and Figurines  Islamic Art |
| Significant Person/ Place | Athelstan |  | Indus Valley |
| Local Heritage | Arbeia Roman Fort, South Shields  Hadrian’s Wall | River Tees, Stockton  Port of Middlesbrough  High Force Waterfall | Yorkshire Museum |
| Y3 | **The four intercardinal points on a compass are north-east, south-east, south-west and north-west.**  Use the eight points of a compass to locate a geographical feature or place on a map.  **A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map.**  Use four-figure grid references to describe the location of objects and places on a simple map.  **Latitude is a coordinate that specifies the north or south position of a point on the surface of the Earth. Latitude is given as an angle that ranges from -90° at the south pole to 90° at the north pole, with 0° at the equator. Longitude is the distance east or west of the Prime Meridian.**  Locate significant places using latitude and longitude.  **The North American continent, South American continent include different countries. Major cities in North America include Washington and New York in the United States of America and Toronto in Canada. Major cities in central America include San José in Costa Rica, San Salvador in El Salvador and Managua in Nicaragua. Major cities in South America include Sao Paulo in Brazil, Buenos Aires in Argentina, Bogota in Colombia and Lima in Peru.**  Locate some of the countries and major cities of North, Central and South America on a world map, atlas or globe.  **Countries in the continents of North and South America have contrasting climates, which means that the typical weather conditions can be very different.**  Begin to explain climatic variations of a country or continent.  **Significant mountain ranges of the UK include the Grampian Mountains, Snowdonia and the Pennines. Significant rivers of the UK include the River Tay, the River Trent and the River Wye.**  **Significant forests of the UK include the New Forest and Portglenone Forest.**  **Islands of the United Kingdom include Lindisfarne and Orkney Islands.**  Create a study of geographical features including hills, mountains, coasts and rivers of the UK.  **People can reduce their carbon footprint by driving less, eating less meat, flying less and wasting less food and products.**  Describe the meaning of the term ‘carbon footprint’ and explain some of the ways this can be reduced to protect the environment.  **Britain's railway network links major towns and cities across Britain and are sometimes linked to ferry interchanges and airports.**  Begin to describe a range of human features and their location and explain how they are interconnected.  **A canal is a managed waterway. In Britain, canals were built during the Industrial revolutionto transport raw goods. The use of canals declined as railways and roads were developed. Today, canals are mostly used for recreation and leisure.**  Begin to explain ways that settlements, land use or water systems are used in the UK and other parts of the world. | **A river is a body of water that flows downhill, usually to the sea. The place where a river starts is called the source. Tributaries are small rivers or streams that flow into larger rivers or lakes. The place where a river flows into the sea is called the mouth.**  Begin to describe and compare aspects of physical features.  **A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map.**  Use four-figure grid references to describe the location of objects and places on a simple map.  **Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation. Rivers transport materials in four ways. Solution is when minerals are dissolved and carried in the water. Suspension is when fine, light material is carried. Saltation is when small pebbles and stones are carried along the riverbed. Traction is when large boulders and rocks are rolled along the riverbed.**  Begin to explain how the physical processes of a river, sea or ocean have changed a landscape over time. Describe and explain the transportation of materials by rivers.  **Significant world rivers include the Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges, Danube and Yangtze**.  To name, locate and explain the importance of some significant mountains or rivers.  **A river is a natural flowing watercourse. A river can be used by humans for farming, leisure and transport.**  Begin to explain ways that settlements, land use or water systems are used in the UK and other parts of the world.  **A mountain is a natural elevation of the Earth's surface, rising to a summit. Mountains have an elevation greater than that of a hill, usually greater than 610m.**  Begin to describe and compare aspects of physical features.  **Mountains are made when the Earth’s tectonic plates push together, move apart or when magma underneath the Earth’s crust pushes large areas of land upwards. There are five types of mountain: fold, fault-block, volcanic, dome and plateau.**  Begin to identify, describe and explain the formation of different mountain types.  **Topography is the arrangement of the natural and artificial physical features of an area.**  Begin to identify the topography of an area of the UK using contour lines on a map.  **There are four mountain ranges in the UK that are home to each country’s highest mountain.**  Create a study of geographical features including hills, mountains, coasts and rivers of the UK.  **Significant mountain ranges of the world include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada**  Name, locate and explain the importance of some significant mountains or rivers.  **Water is constantly recycled through the water cycle. The four stages of the water cycle are: evaporation, condensation, precipitation and collection.**  Use geographical vocabulary and diagrams to explain the water cycle.  **The four altitudinal zones from highest to lowest are: glacier, tundra and meadow, coniferous and deciduous forest and subtropical rainforest.**  Begin to describe altitudinal zonation on mountains.  **Primary data refers to the first hand data gathered by observation and investigation.**  Analyse primary data, identifying any patterns observed.  **The properties of soil include texture, structure, porosity, chemistry and colour. Loam is a soil type with roughly equal amounts of sand, silt and clay particles. Loam is good for plant growth.**  Begin to describe the properties of different types of soil. | N/A |
| Y3  Cumulative skill | Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.  Use correct geographical words to describe the impact of an event. | | |
| Y4 | **The four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose. The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east (NE), south-east (SE), south-west (SW) and north-west (NW).**  Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.  **A four-figure grid reference locates a square on a map. A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference.**  Use four or six-figure grid references and keys to describe the location of objects and places on a map.  **The Tropic of Cancer is 23 degrees north of the equator and Tropic of Capricorn is 23 degrees south of the equator. The tropics are regions of Earth that lie roughly in the middle of the globe between the Tropic of Cancer and the Tropic of Capricorn.**  Identify the location of the Tropics of Cancer and Capricorn on a world map.  **The North American continent, South American continent include different countries. Major cities in North America include Washington and New York in the United States of America and Toronto in Canada. Major cities in central America include San José in Costa Rica, San Salvador in El Salvador and Managua in Nicaragua. Major cities in South America include Sao Paulo in Brazil, Buenos Aires in Argentina, Bogota in Colombia and Lima in Peru.**  Locate the countries and major cities of North, Central and South America on a world map, atlas or globe.  **Countries in the continents of North and South America have contrasting climates, which means that the typical weather conditions can be very different.**  Explain climatic variations of a country or continent.  **Significant mountain ranges of the UK include the Grampian Mountains, Snowdonia and the Pennines. Significant rivers of the UK include the River Tay, the River Trent and the River Wye.**  **Significant forests of the UK include the New Forest and Portglenone Forest.**  **Islands of the United Kingdom include Lindisfarne and Orkney Islands.**  Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK.  **Renewable energy includes solar power, wind power, hydropower, geothermal energy and bioenergy. Humans use natural resources to make energy. Natural resources such as coal and oil cannot be replaced and are non-renewable.**  Describe how natural resources can be harnessed to create sustainable energy.  **Britain's railway network links major towns and cities across Britain and are sometimes linked to ferry interchanges and airports.**  Describe a range of human features and their location and explain how they are interconnected.  **A canal is a managed waterway. In Britain, canals were built during the Industrial revolutionto transport raw goods. The use of canals declined as railways and roads were developed. Today, canals are mostly used for recreation and leisure.**  Explain ways that settlements, land use or water systems are used in the UK and other parts of the world. | **A river is a body of water that flows downhill, usually to the sea. The place where a river starts is called the source. Tributaries are small rivers or streams that flow into larger rivers or lakes. The place where a river flows into the sea is called the mouth.**  Describe and compare aspects of physical features.  **A four-figure grid reference locates a square on a map. A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference.**  Use four or six-figure grid references and keys to describe the location of objects and places on a map.  **Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation. Rivers transport materials in four ways. Solution is when minerals are dissolved and carried in the water. Suspension is when fine, light material is carried. Saltation is when small pebbles and stones are carried along the riverbed. Traction is when large boulders and rocks are rolled along the riverbed.**  Explain how the physical processes of a river, sea or ocean have changed a landscape over time. Describe and explain the transportation of materials by rivers.  **Significant world rivers include the Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges, Danube and Yangtze**.  Name, locate and explain the importance of significant mountains or rivers.  **A river is a natural flowing watercourse. A river can be used by humans for farming, leisure and transport.**  Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.  **A mountain is a natural elevation of the Earth's surface, rising to a summit. Mountains have an elevation greater than that of a hill, usually greater than 610m.**  Describe and compare aspects of physical features.  **Mountains are made when the Earth’s tectonic plates push together, move apart or when magma underneath the Earth’s crust pushes large areas of land upwards. There are five types of mountain: fold, fault-block, volcanic, dome and plateau.**  Identify, describe and explain the formation of different mountain types.  **Topography is the arrangement of the natural and artificial physical features of an area.**  Identify the topography of an area of the UK using contour lines on a map.  **There are four mountain ranges in the UK that are home to each country’s highest mountain.**  Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK.  **Significant mountain ranges of the world include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada.**  Name, locate and explain the importance of significant mountains or rivers.  **Water is constantly recycled through the water cycle. The four stages of the water cycle are: evaporation, condensation, precipitation and collection.**  Use specific geographical vocabulary and diagrams to explain the water cycle.  **The four altitudinal zones from highest to lowest are: glacier, tundra and meadow, coniferous and deciduous forest and subtropical rainforest.**  Describe altitudinal zonation on mountains.  **Secondary data refers to second hand information gathered by reports, published surveys, maps, books and the internet.**  Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them.  **The properties of soil include texture, structure, porosity, chemistry and colour. Loam is a soil type with roughly equal amounts of sand, silt and clay particles. Loam is good for plant growth.**  Describe the properties of different types of soil. | N/A |
| Y4  Cumulative skill | Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.  Compare measurements and information between two given places e.g. temperature, wind speed, rainfall, pollution, population. | | |
| Y5&6  Cycle B | **Autumn**  **Maafa**  Concepts: Locational Knowledge, Human and Physical Geography and Skills and Fieldwork | **Spring**  **Frozen Kingdoms**  Concepts: Locational Knowledge and Human and Physical Geography | **Summer**  **Britain at War**  Concepts: Locational Knowledge |
| + Unit | Trailblazers, Barrier Breakers  Circulatory System  Tints, Tones and Shades (Y6)  Food for Life  **Our Changing World** | Can we slow cooling down?  How do animals stay warm?  Quel temps fait - il?  Science - Growing Up and Growing Old | Make Do and Mend  Light Theory  Evolution and Inheritance  Distortion and Abstraction  Bees, Beetles and Butterflies |
| Significant Person/s | John Hawkins | Inuit people | Anne Frank |
| Local Heritage |  | Captain Cook Birthplace Museum | Eden Camp  Preston Park Museum |
| Y5 | **Latitude and longitude help identify locations in relation to the equator and the Prime Meridian. Latitude and longitude are measured in degrees.**  **There are five major lines of latitude.**  **The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured.**  Begin to identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).  **The world is split into 24 meridians 15° apart because there is 24 hours in a day and 360° in one rotation. The times are calculated from GMT. Times to the east of the Prime Meridian are ahead of GMT (GMT+), times to the west are behind GMT (GMT-).**  Begin to identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).  **Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area.**  Begin to use lines of longitude and latitude or grid references to find the position of different geographical areas and features.  **A scale on a map is written as a ratio, for example, 1cm:800km.**  Begin to use satellite imaging and maps of different scales to find out geographical information about a place.  **Distances on maps can be measured using grid lines, the scale, a ruler, a finger, string and the scale bar.**  Begin to use satellite imaging and maps of different scales to find out geographical information about a place.  **Ordnance survey maps use four and six grid references to locate a feature or place. Contour lines join points of equal height above sea level and show an area's terrain. Ordnance Survey symbols are used to represent different features on the landscape.**  Begin to use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.  **Climate change affects the water, temperature, greenhouse gases and weather of a biome. The four main causes of climate change are: burning fossil fuels, deforestation, overpopulation and rearing livestock.**  Begin to explain how climate change affects climate zones and biomes across the world.  **Climate change can intensify natural weather events. The poorest countries are the most vulnerable to the effects of extreme weather. Developing countries often have widespread poverty and ineffective governments. The Global Climate Risk Index uses data from countries around the world to analyse which countries are most affected by extreme weather events.**  Begin to evaluate the extent to which climate and extreme weather affect how people live. Describe the physical processes, including weather, that affect two different locations.  **Countries worldwide trade with each other. They export and import goods, such as fossil fuels, metal ores and food.**  **North America, Europe and East Asia are the main industrial regions of the world due to a range of factors (access to raw materials, transportation, fresh water, power and labour supply).**  Begin to name, locate and explain the distribution of significant industrial, farming and exporting regions around the world.  **Natural resource management (NRM) aims to create sustainable ways of using land now and in the future.**  Begin to explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth.  **Demographic and economic statistics can help geographers to draw conclusions.**  Summarise geographical data to draw conclusions.  **Settlements can be rural or urban.**  **Settlement patterns include linear, circular, Y-shaped, T-shaped and cross-shaped. Settlements can be compact or dispersed. A settlement can grow due to factors such as migration, the building of new facilities such as homes or universities and new roads or transport links being made.**  Begin to describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world. | **The polar regions experience the largest differences in daylight, as the effect of Earth's tilt is much more pronounced. Latitude and longitude help identify locations in relation to the equator and the Prime Meridian.**  **There are five major lines of latitude.**  **The Prime Meridian is the imaginary line from the North Pole to the South Pole. The world is split into 24 meridians 15° apart because there is 24 hours in a day and 360° in one rotation. The times are calculated from GMT.**  Begin to identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).  **Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures. Antarctica is the coldest, windiest and driest place on Earth.**  Begin to describe the climatic similarities and differences between two regions.  **Tourism has had an environmental, social and economic impact on many regions and countries.**  Present an account of how an industry, including tourism, has changed a place or landscape over time. | **The Axis Powers were led by Germany's Adolf Hitler. The Allied Powers were led by Great Britain's prime ministers Neville Chamberlain and then Winston Churchill.**  Begin to explain interconnections between two or more areas of the world. |
| Y5  Cumulative skill | Identify and describe the similarities and differences in physical and human geography.  Work out a correct itinerary detailing a journey to another part of the world. | | |
| Y6 | **Latitude and longitude help identify locations in relation to the equator and the Prime Meridian. Latitude and longitude are measured in degrees.**  **There are five major lines of latitude.**  **The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured.**  Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).  **The world is split into 24 meridians 15° apart because there is 24 hours in a day and 360° in one rotation. The times are calculated from GMT. Times to the east of the Prime Meridian are ahead of GMT (GMT+), times to the west are behind GMT (GMT-).**  Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).  **Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area.**  Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.  **A scale on a map is written as a ratio, for example, 1cm:800km.**  Use satellite imaging and maps of different scales to find out geographical information about a place.  **Distances on maps can be measured using grid lines, the scale, a ruler, a finger, string and the scale bar.**  Use satellite imaging and maps of different scales to find out geographical information about a place.  **Ordnance survey maps use four and six grid references to locate a feature or place. Contour lines join points of equal height above sea level and show an area's terrain. Ordnance Survey symbols are used to represent different features on the landscape.**  Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.  **Climate change affects the water, temperature, greenhouse gases and weather of a biome. The four main causes of climate change are: burning fossil fuels, deforestation, overpopulation and rearing livestock.**  Explain how climate change affects climate zones and biomes across the world.  **Climate change can intensify natural weather events. The poorest countries are the most vulnerable to the effects of extreme weather. Developing countries often have widespread poverty and ineffective governments. The Global Climate Risk Index uses data from countries around the world to analyse which countries are most affected by extreme weather events.**  Evaluate the extent to which climate and extreme weather affect how people live. Describe the physical processes, including weather, that affect two different locations.  **Countries worldwide trade with each other. They export and import goods, such as fossil fuels, metal ores and food.**  **North America, Europe and East Asia are the main industrial regions of the world due to a range of factors (access to raw materials, transportation, fresh water, power and labour supply).**  Name, locate and explain the distribution of significant industrial, farming and exporting regions around the world.  **Natural resource management (NRM) aims to create sustainable ways of using land now and in the future.**  Explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth.  **Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies).**  Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.  **Settlements can be rural or urban.**  **Settlement patterns include linear, circular, Y-shaped, T-shaped and cross-shaped. Settlements can be compact or dispersed. A settlement can grow due to factors such as migration, the building of new facilities such as homes or universities and new roads or transport links being made.**  Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world. | **The polar regions experience the largest differences in daylight, as the effect of Earth's tilt is much more pronounced. Latitude and longitude help identify locations in relation to the equator and the Prime Meridian.**  **There are five major lines of latitude.**  **The Prime Meridian is the imaginary line from the North Pole to the South Pole. The world is split into 24 meridians 15° apart because there is 24 hours in a day and 360° in one rotation. The times are calculated from GMT.**  Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).  **Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures. Antarctica is the coldest, windiest and driest place on Earth.**  Describe the climatic similarities and differences between two regions.  **Tourism has had an environmental, social and economic impact on many regions and countries.**  Present a detailed account of how an industry, including tourism, has changed a place or landscape over time. | **The Axis Powers were led by Germany's Adolf Hitler. The Allied Powers were led by Great Britain's prime ministers Neville Chamberlain and then Winston Churchill.**  Explain interconnections between two or more areas of the world. |
| Y6  Cumulative skill | Explain interconnections between two or more areas of the world.  Define geographical questions to guide research.  Use a selection of self-selected resources to answer questions. | | |