

	Year 1 Bright Lights, Big City Land Ahoy Towers, Tunnels and Turrets	Year 2 Bright Lights, Big City Land Ahoy Towers, Tunnels and Turrets	Year 3 Tribal Tales Blue Abyss I Am Warrior	Year 4 Tribal Tales Blue Abyss I Am Warrior	Year 5 I am Pharaoh Gods and Mortals Peasants, Princes and Pestilence	Year 6 Time Traveller/ Childs War Off with her Head/ Hola Mexico Allotment / Local History
<p>Locational Knowledge</p> <p>NC AIM: To develop contextual knowledge of the location of globally significant places – both terrestrial and marine</p>	<p>To name and locate the four countries of the UK on a map or globe</p> <p>To find and name some continents on a world map</p>	<p>To name and locate the capital cities of the United Kingdom and its surrounding seas</p> <p>To name and locate the world's continents and oceans on a world map or globe</p> <p>To locate the Equator and the North and South Poles</p>	<p>To name and locate vegetation belts across the United Kingdom, explaining how some of these have changed over time</p> <p>To locate and explain the significance of the Northern and Southern hemispheres and the Arctic and Antarctic Circles</p>	<p>To name and locate rivers of the United Kingdom and describe the impact on human and physical geography of the places they are found</p> <p>To locate the countries of Europe (including Russia), North and South America</p> <p>To locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries of the world</p>	<p>To name and local counties and cities of the UK; identifying and describing their human and physical characteristics</p> <p>To locate and explain the significance of latitude and longitude and the prime Greenwich Meridian</p>	
<p>Place Knowledge</p> <p>NC AIM: To understand geographical similarities and differences through studying human and physical geography</p>	<p>To identify similarities and differences between the local environment and one other place</p> <p>To locate hot and cold areas of the world</p>	<p>To describe and compare the physical similarities/differences between an area in the United Kingdom and one of a contrasting non-European country</p> <p>To locate hot and cold areas of the world in relation to the Equator and the North and South Poles and explain how the weather affects these areas</p>	<p>To make comparisons of the same geographical feature in different countries</p> <p>Compare and contrast areas of vegetation and biomes in two different locations</p>	<p>To describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism</p>	<p>To describe and explain similarities and difference of a region of a European country, and a region or area within North or South America</p> <p>To recognise and describe the physical and human features of places, appreciating the importance of wider geographical location in understanding places</p>	<p>To describe in detail the human characteristics of some of the largest cities of the united kingdom, taking in to account population, economic activity and transport systems</p> <p>To describe the environmental regions, key human and physical characteristics, countries and major cities of Europe, North and South America</p> <p>To describe how physical and human processes can lead to similarities and differences in the environments of places and the lives of people living there</p> <p>To explain how physical and human processes lead to diversity and change in places</p>

<p>Human and Physical Geography</p> <p>NC AIM: To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about special variation and change over time</p>	<p>To describe how pollution affects the local environment</p> <p>To describe in simple terms how wind and water has affected the geography of an area</p> <p>To describe the four seasons and describe typical weather conditions for each of them</p>	<p>To describe and compare human and physical features seen in their local environment and other places in the world</p> <p>To suggest ways of improving the local environment</p> <p>To describe how a physical or human process has changed an aspect of an environment</p>	<p>To describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these features</p> <p>To identify how people both damage and improve the environment</p> <p>To explain how the physical processes of erosion, transportation and deposition affect the environment</p> <p>To sequence and explain the features of a physical weather process such as the water cycle</p>	<p>To describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world</p> <p>To explain how people try to sustain environments</p> <p>To describe and explain how physical processes have changed the characteristics of a landscape, country or continent</p> <p>To compare and contrast how areas of the world have capitalised on their physical or human features</p>	<p>To describe how human activity has impacted upon and/or changed the physical and human characteristics of a place in the world</p> <p>To explain the effect of commercial and industrial activity on the environment and suggest ways to improve it</p> <p>To describe how physical and human processes give a continent its unique characteristics</p> <p>To describe how weather and climate effects land use and food production</p>	<p>To explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world</p> <p>To evaluate the effectiveness and impact of environmental schemes in place to sustain or improve the environment</p> <p>To explain how time zones (including day and night) of different countries around the world affect the human and physical geography of the place</p> <p>To describe how climate, ecology and people are effected by cold, and describe the freezing and thawing process</p>
<p>Skills and Fieldwork</p> <p>To be competent in the geographical skills needed to;</p> <ul style="list-style-type: none"> - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding - Interpret a range of sources of geographical information - Communicate geographical information in a variety of ways, including through maps, numerical and qualitative skills, and writing at length 	<p>To answer simple questions regarding straight forward geographical patterns</p> <p>To explain what changes are taking place in the local environment</p> <p>To ask and respond to questions about places/ environment</p> <p>To draw a simple picture map, labelling features</p> <p>To use maps, pictures and stories to find out about familiar places</p>	<p>To explain simple patterns and offer an explanation</p> <p>To explain how a place has changed over time</p> <p>To use given information and observations to ask and respond to questions about the environment</p> <p>To draw simple maps or plans using symbols for a key</p> <p>To use information texts and the web to gather information about the world’s human and physical geography</p>	<p>To provide a reasonable explanation for features in relation to location</p> <p>To identify changes in the local and global environment</p> <p>To provide reasons for their observations, views and judgements regarding places and environments</p> <p>To draw sketch maps and plans using agreed symbols for a key.</p> <p>To locate appropriate information, needed for a task, from a source material</p>	<p>To describe patterns in geography and offer clear explanations for why they appear</p> <p>To describe how changes in the features of a place can affect the lives and activities of the people living there</p> <p>To offer reasons for their own views and recognise that other people may hold different views</p> <p>Draw sketch maps and plans using standardised symbols and a key</p> <p>To suggest which source material to use for a specific task, locating the information needed</p>	<p>To respond to and ask relevant questions about patterns in the landscape and make observations on the location of features</p> <p>To explain how things change by referring to the physical and human features of the landscape</p> <p>To discuss and comment on a range of views people hold about environmental interaction and change</p> <p>Produce own scaled maps</p> <p>To use search engines, index, contents, and other research techniques to locate and interpret information</p>	<p>To identify geographical patterns on a range of scales</p> <p>To explain how extreme climates affect the lives of people living there and the human and physical geography</p> <p>To recognise that different values and attitudes, including their own, result in different approaches to environmental interaction and change</p> <p>Produce accurate scaled maps</p> <p>To use search engines, index, contents and other research techniques to locate and interpret information; identifying gaps in information</p>

	<p>To use simple locational language to describe position on a map</p> <p>To collect simple data during fieldwork</p> <p>To recognise simple human and physical features on an aerial photograph or simple map</p>	<p>To use compass directions (North, South, East and West) to describe the location of geographical features and routes on a map</p> <p>To collect and organise simple data from first and second hand sources including fieldwork</p> <p>To identify and describe geographical human and physical features using an aerial photograph</p>	<p>To use the eight points of a compass to describe the location of a country or geographical feature</p> <p>To observe, measure and record the human and physical features in the local area responding to a range of geographical questions</p> <p>To analyse data which they have collected from first hand observations and experiences, identifying any patterns</p> <p>To compare and contrast aerial photographs and plan perspectives explaining their similarities and differences</p>	<p>To plot a route on a map or globe from one place to another, identifying countries or significant landmarks that are passed</p> <p>To propose geographical questions, collecting and recording specific evidence to answer them</p> <p>To collect and analyse data from first and second hand sources, identifying and analysing patterns and suggesting reasons for them</p> <p>To locate and name geographical features on an Ordnance Survey map</p> <p>To suggest where in the world an aerial photograph or satellite image shows, explaining reasons for their suggestion</p>	<p>To use four and six figure grid references to locate features on an ordnance survey or world map</p> <p>To suggest sources for finding data, related to a task, and analyse data collected to draw conclusions about a place or geographical issue</p> <p>To choose the best methods of recording observation and measurements, including; sketch maps, plans, graphs and using digital technology</p> <p>To compare land use and geographical features on different types of map</p> <p>To explain what physical and human processes may have occurred in a place by studying an aerial image of it</p>	<p>collated and suggest ways of finding missing information</p> <p>To plot a route on a map, globe or satellite image; suggesting the fastest route from one place to another and the most effective mode of transport</p> <p>To analyse and present more complex data, from different sources, suggesting why it may vary</p> <p>To compare and contrast areas of the UK and the wider world by analysing geographical features on a range of maps, including digital maps</p> <p>To use the web and satellite tools to find out and present geographical information about a place</p>
Vocabulary	To use the correct terms for simple geographical features in the local environment and familiar places	To use geographical vocabulary to name features of familiar and unfamiliar places	To use technical and geological vocabulary to describe geographical processes	To explain views on a geographical issue using appropriate vocabulary	To ask and answer geographical questions using correct geographical vocabulary	To present findings both graphically and in writing using appropriate vocabulary