			Locational and F	Place Knowledge			
E	YFS	 Key Stage One Pupils should be taught to: name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 		 Key Stage Two Pupils should be taught to: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying huma and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and lar use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 			
Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes
Nursery	Reception	Year One	Year Two	Year 3	Year 4	Year 5	Year 6
To show an interest in a different way of life by learning about the life of a child in another country (DAP)	To recognise a similarity and a difference between the UK and another country (DAP) To recognise the UK on a map (DAP)	Use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom. Know about the local area and name key landmarks Recognise and name some continents and oceans on a globe or atlas. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. Talk about the local area, and name and locate key landmarks. The child can name and locate the seven continents and five oceans on a globe or atlas. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. The child can relate continent, country, county, city/where you live. The child can locate the UK's major urban areas; locate some physical environments in the UK. (E.g. Use a copy of a map of the British Isles and locate and label the main British rivers.) Locate countries in Europe and North and South America on a map or atlas. The child can describe some European and North and South American cities using an atlas. Use a globe and map to	Describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties. Locate and describe some human and physical characteristics of the UK. (E.g. use a copy of a map of the British Isles and locate and label the main British rivers. Add the names of settlements at the mouth of the rivers.) Locate some countries in Europe and North and South America on a map or atlas.	Locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains. Locate the UK's regions and major cities. Locate some major cities and countries of Europe and North and South America on physical and political maps. Describe some key physical and human characteristics of Europe and North and South America. Locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude.	Locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change. Locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. Recognise broad land-use patterns of the UK. Locate cities, countries and regions of Europe and North and South America on physical and political maps. Describe key physical and human characteristics and environmental regions of Europe and North and South America.

			Loca	Poles, the Equator, Northern Hemisphere and Southern Hemisphere. Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.	Relate continent, country, state, city. Identify states in North America using a map. Locate some countries in Europe and North and South America on a map or atlas. Identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude.		Locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
		My school/Dishforth Village/ Ripon	My school/Dishforth Village/ Ripon	UK Counties Rivers, Mountains and Water Cycle Settlements and Land Use Earthquakes and Volcanoes UK Rural and Urban (Links to Local Area)	UK Counties Rivers, Mountains and Water Cycle Settlements and Land Use Earthquakes and Volcanoes UK Rural and Urban (Links to Local Area)	Local Area including Ripon	Local area including Ripon
I know my school is I know where I put my coat, boots and bag at school I know where I can play I know where my classroom is	I know my school is I know my where my classroom in and can identify key places in school eg dining room, Mrs Lyon's office etc. I know I live in in England I can talk about other places I, or my family, live	My school/Dishforth Village I know my address and can find my road on a simple map I know my route to school and can describe it I can identify key features of my local area I can label a plan with key rooms and buildings I know my address and can find my road on a simple map I know there are different types of maps and can talk about them I can identify human and physical features of my local area I can identify human and	My school/Dishforth Village I know my address and can find my road on a simple map I know my route to school and can describe it I can identify key features of my local area I can label a plan with key rooms and buildings I know my address and can find my road on a simple map I can identify human and physical features of my local area I can identify human and physical features of Ripon and make comparisons to	Rivers Settlements and Land Use UK Rural and Urban (Links to Local Area)	Rivers Settlements and Land Use UK Rural and Urban (Links to Local Area)		

		physical features of Ripon I know that there are differences between villages, towns and cities. I can describe the differences	Dishforth village I know that there are differences between villages, towns and cities. I can describe the differences and make observations about the advantages and disadvantages of living in each of them.				
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
incy vocabulary	incy vocabalary	My school/Dishforth Village Key Map	<u>My school/Dishforth Village</u> Key Map	Rivers	Rivers	TBC	TBC
		Symbol Human features eg. Town, village, factory, farm,	Symbol Human features eg. Town, village, factory, farm,	Settlements and Land Use	Settlements and Land Use		
		houses, shop, office, school Physical features eg fields, rivers, forest, seasons, weather Village Town City	houses, shop, office, school Physical features eg fields, rivers, forest, seasons, weather Village Town City	<u>UK Rural and Urban (Links</u> <u>to Local Area)</u>	<u>UK Rural and Urban (Links</u> <u>to Local Area)</u>		
			<u>The Unite</u>	d Kingdom			
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
The UK	The UK	The UK	The UK	The UK	The UK	The UK	The UK
UTW - Notices detailed	UTW - Comments and asks	UK Countries and Capitals	I can use an atlas to name	I can name and locate the	I can name and locate the	All of Y3/4 knowledge	All of Y3/4 knowledge
1 C		OK Countries and Capitals	rearrase an atlas to name	real name and locate the	I can name and locate the		/ 0 -
features of objects in their	questions about aspects of	<u>Study</u>	and locate on a map the	following rivers	following rivers		
features of objects in their environment	their familiar world such as	<u>Study</u> I can use an atlas to name	and locate on a map the four countries and capital	following rivers Thames	following rivers Thames	Lancashire (Liverpool)	Lancashire (Liverpool)
environment	their familiar world such as the place where they live or	Study I can use an atlas to name and locate on a map the	and locate on a map the four countries and capital cities (and the surrounding	following rivers Thames Severn	following rivers Thames Severn		
environment UTW- Can talk about some	their familiar world such as	Study I can use an atlas to name and locate on a map the four countries and capital	and locate on a map the four countries and capital cities (and the surrounding seas) of the United	following rivers Thames Severn Trent	following rivers Thames Severn Trent	Lancashire (Liverpool)	Lancashire (Liverpool)
environment UTW- Can talk about some of the things they have	their familiar world such as the place where they live or the natural world	Study I can use an atlas to name and locate on a map the four countries and capital cities	and locate on a map the four countries and capital cities (and the surrounding seas) of the United Kingdom	following rivers Thames Severn Trent Tay	following rivers Thames Severn Trent Tay	Lancashire (Liverpool) -Tyne and Wear	Lancashire (Liverpool) -Tyne and Wear
environment UTW- Can talk about some of the things they have observed such as plants,	their familiar world such as the place where they live or the natural world UTW- Shows care and	Study I can use an atlas to name and locate on a map the four countries and capital cities I can identify each nation's	and locate on a map the four countries and capital cities (and the surrounding seas) of the United Kingdom Irish Sea, Atlantic Ocean,	following rivers Thames Severn Trent Tay Bann	following rivers Thames Severn Trent Tay Bann	Lancashire (Liverpool) -Tyne and Wear (Historically	Lancashire (Liverpool) -Tyne and Wear (Historically
environment UTW- Can talk about some of the things they have observed such as plants, animals, natural and found	their familiar world such as the place where they live or the natural world UTW- Shows care and concern for living things	Study I can use an atlas to name and locate on a map the four countries and capital cities I can identify each nation's flag	and locate on a map the four countries and capital cities (and the surrounding seas) of the United Kingdom Irish Sea, Atlantic Ocean, North Sea, English Channel	following rivers Thames Severn Trent Tay Bann Tyne	following rivers Thames Severn Trent Tay Bann Tyne	Lancashire (Liverpool) -Tyne and Wear (Historically Northumberland	Lancashire (Liverpool) -Tyne and Wear (Historically Northumberland
environment UTW- Can talk about some of the things they have observed such as plants,	their familiar world such as the place where they live or the natural world UTW- Shows care and concern for living things and the environment	Study I can use an atlas to name and locate on a map the four countries and capital cities I can identify each nation's flag I can talk about key	and locate on a map the four countries and capital cities (and the surrounding seas) of the United Kingdom Irish Sea, Atlantic Ocean, North Sea, English Channel I can identify each nation's	following rivers Thames Severn Trent Tay Bann Tyne Clyde	following rivers Thames Severn Trent Tay Bann Tyne Clyde	Lancashire (Liverpool) -Tyne and Wear (Historically Northumberland (Newcastle)	Lancashire (Liverpool) -Tyne and Wear (Historically Northumberland (Newcastle)
environment UTW- Can talk about some of the things they have observed such as plants, animals, natural and found objects	their familiar world such as the place where they live or the natural world UTW- Shows care and concern for living things and the environment UTW- Begin to understand	Study I can use an atlas to name and locate on a map the four countries and capital cities I can identify each nation's flag	and locate on a map the four countries and capital cities (and the surrounding seas) of the United Kingdom Irish Sea, Atlantic Ocean, North Sea, English Channel I can identify each nation's flag and national flower	following rivers Thames Severn Trent Tay Bann Tyne Clyde Dee	following rivers Thames Severn Trent Tay Bann Tyne Clyde Dee	Lancashire (Liverpool) -Tyne and Wear (Historically Northumberland (Newcastle) -South Yorkshire(Sheffield)	Lancashire (Liverpool) -Tyne and Wear (Historically Northumberland (Newcastle) -South Yorkshire(Sheffield)
environment UTW- Can talk about some of the things they have observed such as plants, animals, natural and found objects UTW- Enjoys playing with	their familiar world such as the place where they live or the natural world UTW- Shows care and concern for living things and the environment UTW- Begin to understand the effect their behaviour	Study I can use an atlas to name and locate on a map the four countries and capital cities I can identify each nation's flag I can talk about key	and locate on a map the four countries and capital cities (and the surrounding seas) of the United Kingdom Irish Sea, Atlantic Ocean, North Sea, English Channel I can identify each nation's flag and national flower I can talk about key	following rivers Thames Severn Trent Tay Bann Tyne Clyde Dee Mersey	following rivers Thames Severn Trent Tay Bann Tyne Clyde Dee Mersey	Lancashire (Liverpool) -Tyne and Wear (Historically Northumberland (Newcastle) -South Yorkshire(Sheffield)	Lancashire (Liverpool) -Tyne and Wear (Historically Northumberland (Newcastle) -South Yorkshire(Sheffield)
environment UTW- Can talk about some of the things they have observed such as plants, animals, natural and found objects UTW- Enjoys playing with small world	their familiar world such as the place where they live or the natural world UTW- Shows care and concern for living things and the environment UTW- Begin to understand the effect their behaviour can have on the	Study I can use an atlas to name and locate on a map the four countries and capital cities I can identify each nation's flag I can talk about key	and locate on a map the four countries and capital cities (and the surrounding seas) of the United Kingdom Irish Sea, Atlantic Ocean, North Sea, English Channel I can identify each nation's flag and national flower I can talk about key landmarks in each country	following rivers Thames Severn Trent Tay Bann Tyne Clyde Dee Mersey Exe	following rivers Thames Severn Trent Tay Bann Tyne Clyde Dee Mersey Exe	Lancashire (Liverpool) -Tyne and Wear (Historically Northumberland (Newcastle) -South Yorkshire(Sheffield)	Lancashire (Liverpool) -Tyne and Wear (Historically Northumberland (Newcastle) -South Yorkshire(Sheffield)
environment UTW- Can talk about some of the things they have observed such as plants, animals, natural and found objects UTW- Enjoys playing with small world reconstructions, building on	their familiar world such as the place where they live or the natural world UTW- Shows care and concern for living things and the environment UTW- Begin to understand the effect their behaviour can have on the	Study I can use an atlas to name and locate on a map the four countries and capital cities I can identify each nation's flag I can talk about key	and locate on a map the four countries and capital cities (and the surrounding seas) of the United Kingdom Irish Sea, Atlantic Ocean, North Sea, English Channel I can identify each nation's flag and national flower I can talk about key landmarks in each country I can talk about the	following rivers Thames Severn Trent Tay Bann Tyne Clyde Dee Mersey	following rivers Thames Severn Trent Tay Bann Tyne Clyde Dee Mersey	Lancashire (Liverpool) -Tyne and Wear (Historically Northumberland (Newcastle) -South Yorkshire(Sheffield)	Lancashire (Liverpool) -Tyne and Wear (Historically Northumberland (Newcastle) -South Yorkshire(Sheffield)
environment UTW- Can talk about some of the things they have observed such as plants, animals, natural and found objects UTW- Enjoys playing with small world reconstructions, building on first-hand experiences, e.g.	 their familiar world such as the place where they live or the natural world UTW- Shows care and concern for living things and the environment UTW- Begin to understand the effect their behaviour can have on the environment 	Study I can use an atlas to name and locate on a map the four countries and capital cities I can identify each nation's flag I can talk about key	and locate on a map the four countries and capital cities (and the surrounding seas) of the United Kingdom Irish Sea, Atlantic Ocean, North Sea, English Channel I can identify each nation's flag and national flower I can talk about key landmarks in each country I can talk about the differences between city	following rivers Thames Severn Trent Tay Bann Tyne Clyde Dee Mersey Exe Ouse	following rivers Thames Severn Trent Tay Bann Tyne Clyde Dee Mersey Exe	Lancashire (Liverpool) -Tyne and Wear (Historically Northumberland (Newcastle) -South Yorkshire(Sheffield)	Lancashire (Liverpool) -Tyne and Wear (Historically Northumberland (Newcastle) -South Yorkshire(Sheffield)
environment UTW- Can talk about some of the things they have observed such as plants, animals, natural and found objects UTW- Enjoys playing with small world reconstructions, building on	their familiar world such as the place where they live or the natural world UTW- Shows care and concern for living things and the environment UTW- Begin to understand the effect their behaviour can have on the	Study I can use an atlas to name and locate on a map the four countries and capital cities I can identify each nation's flag I can talk about key	and locate on a map the four countries and capital cities (and the surrounding seas) of the United Kingdom Irish Sea, Atlantic Ocean, North Sea, English Channel I can identify each nation's flag and national flower I can talk about key landmarks in each country I can talk about the	following rivers Thames Severn Trent Tay Bann Tyne Clyde Dee Mersey Exe	following rivers Thames Severn Trent Tay Bann Tyne Clyde Dee Mersey Exe Ouse	Lancashire (Liverpool) -Tyne and Wear (Historically Northumberland (Newcastle) -South Yorkshire(Sheffield)	Lancashire (Liverpool) -Tyne and Wear (Historically Northumberland (Newcastle) -South Yorkshire(Sheffield)
environment UTW- Can talk about some of the things they have observed such as plants, animals, natural and found objects UTW- Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages,	 their familiar world such as the place where they live or the natural world UTW- Shows care and concern for living things and the environment UTW- Begin to understand the effect their behaviour can have on the environment ELG – UTW P,P&C Describe 	Study I can use an atlas to name and locate on a map the four countries and capital cities I can identify each nation's flag I can talk about key	and locate on a map the four countries and capital cities (and the surrounding seas) of the United Kingdom Irish Sea, Atlantic Ocean, North Sea, English Channel I can identify each nation's flag and national flower I can talk about key landmarks in each country I can talk about the differences between city and country life (drawing	following rivers Thames Severn Trent Tay Bann Tyne Clyde Dee Mersey Exe Ouse Locate	following rivers Thames Severn Trent Tay Bann Tyne Clyde Dee Mersey Exe Ouse	Lancashire (Liverpool) -Tyne and Wear (Historically Northumberland (Newcastle) -South Yorkshire(Sheffield)	Lancashire (Liverpool) -Tyne and Wear (Historically Northumberland (Newcastle) -South Yorkshire(Sheffield)

	observation, discussion, stories, non-fiction texts and maps;			Glamorgan (Cardiff) Antrim./Down (Belfast, Lancaster (Manchester) West Midlands (Birmingham) West Yorkshire (Leeds) I can use the terms continent, country, county, city, town, village about different locations	Glamorgan (Cardiff) Antrim./Down (Belfast, Lancaster (Manchester) West Midlands (Birmingham) West Yorkshire (Leeds) I can use the terms continent, country, county, city, town, village About different locations		
Key Vocabulary	Key Vocabulary	Key VocabularyThe United KingdomEngland, Scotland, Walesand Northern Ireland.KeyMapSymbolHuman features eg. Town,village, factory, farm,houses, shop, office, schoolPhysical features eg fields,rivers, forest, seasons,weatherCapital City:Landmark.CountryUnion FlagPopulationIsland	Key Vocabulary <u>The United Kingdom</u> England, Scotland, Wales and Northern Ireland. Key Map Symbol Human features eg. Town, village, factory, farm, houses, shop, office, school Physical features eg fields, rivers, forest, seasons, weather Capital City: Landmark. Country Union Flag Population Island Rose Daffodil Thistle Shamrock	Key Vocabulary <u>The United Kingdom</u> Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural Urban	Key Vocabulary <u>The United Kingdom</u> Cartographer City Compass points Country County Landmark Landscape Physical feature Human Feature Population Rural Urban	Key Vocabulary <u>The United Kingdom</u> + topic specific TBC	Key Vocabulary <u>The United Kingdom</u> + topic specific TBC
		1		ope			
Key Knowledge	Key Knowledge	Key Knowledge Continents and Oceans	Key Knowledge Continents and Oceans	Key Knowledge	Key Knowledge	Key Knowledge Switzerland	Key Knowledge Switzerland
		Continents and Oceans <u>Continents and Oceans</u> I can identify Europe on a map and know that the UK is in Europe	Continents and Oceans <u>Continents and Oceans</u> I can identify Europe on a map and know that the UK is in Europe	Italy (Rome) /UK study Italy (Rome) /UK study I can describe where the UK is located, (using locational terminology north, south, east, west) I can name and identify its	Italy (Rome) /UK study Italy (Rome) /UK study I can describe where the UK is located, (using locational terminology north, south, east, west) I can name and identify its	Switzerland Switzerland I can locate some major cities and countries of Europe on physical and political maps. I can describe some key	Switzerland Switzerland I can locate some major cities and countries of Europe on physical and political maps. I can describe some key

			I can identify France,	four countries and some	four countries and some	physical and human	physical and human
			Germany and Spain on a	counties as well as some	counties as well as some	characteristics of European	characteristics of European
			map	major urban areas.	major urban areas.	countries	countries
				I can identify the	I can identify the	I can locate places studied	I can locate places studied
				continent, country, county,	continent, country, county,	in relation to the Equator,	in relation to the Equator,
				and city I live in and name	and city I live in and name	Tropics of Cancer and	Tropics of Cancer and
				the surrounding counties.	the surrounding counties.	Capricorn, and their	Capricorn, and their
				I can locate the UK's major	I can locate the UK's major	latitude and longitude.	latitude and longitude.
				urban areas and locate	urban areas and locate		
				some physical features	some physical features	The capital city of	The capital city of
				such as the main British	such as the main British	Switzerland is Bern.	Switzerland is Bern.
				Rivers in the UK. (and add	Rivers in the UK. (and add	Bern is the capital city of	Bern is the capital city of
				the names of settlements	the names of settlements	Switzerland.	Switzerland.
				at the mouth of the rivers.)	at the mouth of the rivers.)	Bern's main tourist	Bern's main tourist
				I can locate some countries	I can locate some countries	attractions are the	attractions are the
				in Europe on a map or	in Europe on a map or	Zytglogge and Bern Minster	Zytglogge and Bern Minster
				atlas.	atlas.	The largest city in	The largest city in
				I can use a globe and map	I can use a globe and map	Switzerland is	Switzerland is
				to identify the position of	to identify the position of	Zürich.	Zürich.
				the UK and France in	the UK and France in	German, French, Italian and	German, French, Italian and
				relation	relation	Romansh are the main	Romansh are the main
				to the Poles, the Equator,	to the Poles, the Equator,	languages spoken in	languages spoken in
				Northern Hemisphere and	Northern Hemisphere and	Switzerland.	Switzerland.
				Southern Hemisphere.	Southern Hemisphere.	The official currency is the	The official currency is the
						Swiss franc.	Swiss franc.
Key Vocabulary		Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
		Continents and Oceans	Continents and Oceans	Italy (Rome) /UK study	Italy (Rome) /UK study	Switzerland	Switzerland
		Europe	Europe	Cartographer	Cartographer	astrological	astrological
		Continent	Continent	City	City	Avalanche	Avalanche
		Landmass	Landmass	Compass points	Compass points	Canton	Canton
		Northern Hemisphere	Northern Hemisphere	Country	Country	Climate	Climate
		Southern Hemisphere	Southern Hemisphere	County	County	Continent	Continent
		Equator	Equator	Landmark	Landmark	Contour Line	Contour Line
		Climate	Climate	Landscape	Landscape	Country	Country
				Physical feature	Physical feature	Equator	Equator
				Human Feature	Human Feature	Flora/fauna	Flora/fauna
				Population	Population	GDP	GDP
				Rural	Rural	Landlocked	Landlocked
				Urban	Urban	Landmark	Landmark
						Landscape	Landscape
						Latitude	Latitude
						Longitude	Longitude
			Distar	<u>it Places</u>			
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
		Australia/ Darwin	Australia/ Darwin	Brazil – Rainforests	Brazil- Rainforests	South America	South America
		Continents and Oceans				North America	North America
To be able to talk about	ELG- UTW PC&C Explain	Australia	Australia	Rainforests- Brazil	Rainforests- Brazil	I can describe key physical	I can describe key physical
their personal experiences	some similarities and	I can Locate Australia on a	I can Locate Australia on a	I can locate countries in	I can locate countries in	and human characteristics	and human characteristics

of	holidays or previous	differences between life in	map and identify the	map and identify the	Europe and North and	Europe and North and	
рс	ostings.	this country and life in	surrounding ocean	surrounding ocean	South America on a map or	South America on a map or	
Тс	find out about where	other countries, drawing on	It is group of about 300	It is group of about 300	atlas. I can describe some	atlas. I can describe some	
th	ey/ their friends come	knowledge from stories,	islands.	islands.	North and South American	North and South American	
fr	om	non-fiction texts and –	People live on only about	People live on only about	cities using an atlas.	cities using an atlas.	
		when appropriate – maps.	100 of the islands.	100 of the islands.	I can use a globe and a map	I can use a globe and a map	
			The two largest islands ae	The two largest islands are	to identify the position of	to identify the position of	
			Viti Levu and Venua Levu	Viti Levu and Venua Levu	the Poles, the Equator,	the Poles, the Equator,	
			The capital, Suva, is located	The capital, Suva, is located	Northern Hemisphere and	Northern Hemisphere and	
			on Viti Levu Island.	on Viti Levu Island.	Southern Hemisphere.	Southern Hemisphere.	
			Each year, Australia has a	Each year, Australia has a	I can locate the Tropics of	I can locate the Tropics of	
			hot, wet season and a	hot, wet season and a	Cancer and Capricorn,	Cancer and Capricorn,	
			cooler, drier period.	cooler, drier period.	-	Arctic and Antarctic Circles.	
			In summer the average	In summer the average	Arctic and Antarctic Circles.	Arctic and Antarctic Circles.	
			temperature is 29 degrees	temperature is 29 degrees	I can locate the Amazonian	I can Identify the position	
			and in the winter it is about	and in the winter it is about	Rainforest (and understand	of the Prime/Greenwich	
			20	20	that there are other	Meridian and I understand	
			The main rainfall is	The main rainfall is	Rainforests across the	what is meant by the terms	
			between November and	between November and	world)	latitude and longitude.	
			March	March	I know that it has 4 layers	_	
			Australia's main economic	Australia's main economic	and I can describe each of	Locate the Amazonian	
			activity is tourism.	activity is tourism.	them	Rainforest (and understand	
			Australia's main crops are	Australia's main crops are	I can talk about the animals	that there are other	
			sugarcane, coconuts, taro,	sugarcane, coconuts, taro,	and plant life found in the	Rainforests across the	
			cassava, rice, bananas, and	cassava, rice, bananas, and	Amazonian Rainforest	world)	
			sweet potatoes.	sweet potatoes.	I understand what is meant	I know that it has 4 layers	
					by deforestation and the	and I can describe each of	
					impact it has	them	
			Continents and Oceans	Continents and Oceans		I can talk about the animals	
			There are 7 continents	There are 7 continents		and plant life found in the	
			Asia	Asia		Amazonian Rainforest	
			Africa	Africa		I understand what is meant	
			North America	North America		by deforestation and the	
			South America	South America		impact it has	
			Antarctica	Antarctica			
			Europe	Europe			
			Australia	Australia			
			There are 5 oceans	There are 5 oceans			
			Atlantic	Atlantic			
			Pacific	Pacific			
			Indian	Indian			
			Arctic	Arctic			
			Southern Oceans	Southern Oceans			
			Countries around the world	Countries around the world			
			have different climates.	have different climates.			
			Climates can be sorted into	Climates can be sorted into			
			the following zones: warm,	the following zones: warm,			
			cold (or polar), tropical and	cold (or polar), tropical and			
			temperate. Countries near	temperate. Countries near			

and environmental regions of North America. Locate North America in relation to the Equator, the

Tropics of Cancer and Capricorn, latitude and longitude

South America

South America is the fourth largest continent in size and the fifth largest in population.

It is located primarily in the southern hemisphere. It is bordered by the Atlantic Ocean to the east and the Pacific Ocean to the west.

The geography of South America is dominated by the Andes Mountain Range and the Amazon River (second longest river in the world).

The Amazon rainforest is one of the world's most important natural resources and provides around six percent of the world's oxygen.

<u>Brazil</u>

Brazil is the largest country in South America and the fifth largest nation in the world.

It borders with every South American country except Chile and Ecuador. The Brazilian landscape is very varied. It is most wellknown for its dense forests, including the Amazon, the world's largest jungle, in the north. But there are also dry grasslands (called pampas), rugged hills, pine forests, sprawling wetlands, immense and environmental regions of North America. Locate North America in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.

South America

South America is the fourth largest continent in size and the fifth largest in population.

It is located primarily in the southern hemisphere. It is bordered by the Atlantic Ocean to the east and the Pacific Ocean to the west.

The geography of South America is dominated by the Andes Mountain Range and the Amazon River (second longest river in the world).

The Amazon rainforest is one of the world's most important natural resources and provides around six percent of the world's oxygen.

<u>Brazil</u>

Brazil is the largest country in South America and the fifth largest nation in the world. It borders with every South American country except Chile and Ecuador. The Brazilian landscape is very varied. It is most wellknown for its dense forests, including the Amazon, the world's largest jungle, in the north. But there are also dry grasslands (called pampas), rugged hills, pine

Key VocabularyKey Vo
Equator Equator Climate Climate The Amazon Rainforest The Amazon

		South Pacific Ocean	South Pacific Ocean	deforestation	deforestation	The Andes	The Andes		
		Wet Season	Wet Season	Equator	Equator	Biomes	Biomes		
		Dry season	Dry season	Humid	Humid	Climate	Climate		
		Кеу	Кеу	latitude	latitude	Continent	Continent		
		Мар	Мар	Longitude	Longitude	Contour Line	Contour Line		
		Symbol	Symbol	Prime Meridian	Prime Meridian	Country	Country		
		Capital City	Capital City	Rainforest	Rainforest	County	County		
		Landmark	Landmark	Rural	Rural	Equator	Equator		
		Country	Country	Urban	Urban	Flora/fauna	Flora/fauna		
		Population	Population	Emergent Layer	Emergent Layer	Landmark	Landmark		
		Island	Island	Canopy	Canopy	Landscape	Landscape		
		Season	Season	Understory layer	Understory layer	Latitude	Latitude		
		Tourism	Tourism	Forest floor	Forest floor	Longitude	Longitude		
		Continents and Oceans	Continents and Oceans			North America	North America		
		Continent	Continents and Oceans Continent			Biomes	Biomes		
		Country	Country			Cartographer	Cartographer		
		Climate	Climate			Climate	Climate		
		Desert	Desert			Compass points	Compass points		
		Equator	Equator			Continent	Continent		
		Human features	Human features			Contour Line	Contour Line		
		Landmark	Landmark			Country	Country		
		Map:	Map:			County	County		
		Ocean	Ocean			Equator	Equator		
		Physical features	Physical features			Flora/fauna	Flora/fauna		
		Symbol	Symbol			Landmark	Landmark		
		Temperate	Temperate			Landscape	Landscape		
		Tropical	Tropical			Latitude	Latitude		
						Longitude	Longitude		
						Taiga	Taiga		
		Key St.	Human and Phy age One	ysical Geography	Key St	age Two			
		-	d daily weather patterns in	 Key Stage Two describe and understand key aspects of 					
		the United Kingdom				as and vagatation balts, rivers	mountains, valeshass and		
		_	f the world in relation to the		-	es and vegetation belts, rivers,	mountains, voicances and		
				earthquakes, and the					
		Equator and the Nor				nd land use, economic activity i	including trade links, and the		
			cal vocabulary to refer to:	distribution of natura	al resources including energy, f	ood, minerals and water			
			s, including: beach, cliff, coast,						
			n, sea, ocean, river, soil,						
		valley, vegetation, se							
		-	including: city, town, village,						
		factory, farm, house shop	, office, port, harbour and						
Key Learning Outcome	Key Learning Outcomes	Key Learning Outcome	Key Learning Outcomes	Key Learning Outcome	Key Learning Outcomes	Key Learning Outcome	Key Learning Outcomes		
Nursery	Reception	Year One	Year Two	Year 3	Year 4	Year 5	Year 6		
To be able to describe and	To be able to simply	Talk about the day-to-day	Identify seasonal and daily	Describe the pattern of hot	Indicate tropical, temperate	Understand that climate	Understand how climate		
spot one sign of spring,	describe seasonal changes	weather and some of the	weather patterns in the	or cold areas of the world	and polar climate zones on	and vegetation are	and vegetation are		
summer, autumn, winter	across the year (DAP)	features of the seasons in	United Kingdom.	and relate this to the	a globe or map and	connected in an example of	connected in biomes, e.g.		
	, , ,	their locality.			describe the characteristics				

Shows interest in different	UTW- Knows about	With support, keep a	Keep a weekly weather	position of the Equator and	of these zones using
occupations and ways of	similarities and differences	weekly weather chart	chart based on first-hand	the Poles	appropriate vocabulary.
life indoors and outdoors	in relation to places,	based on first-hand	observations using picture	Recognise different natural	
UTW – P&C	objects, materials and living	observations using picture	symbols, and present this	features such as a	Use simple geographical
	things	symbols.	data	mountain and river and	vocabulary to describe
	UTW- Talks about the			describe them using a	significant physical features
	features of their own	Understand that the	Describe which continents	range of key vocabulary.	and talk about how they
	immediate environment and how environments	weather may vary in	have significant hot or cold	Describe the water cycle	change.
	might vary from one	different parts of the UK	areas and relate these to	using simple vocabulary, and name some of the	Describe a river and
	another	and in different parts of the	the Poles and Equator.	processes associated with	mountain environment in
	UTW- Makes observations	world. Make simple	Recognise a natural	rivers and mountains	the UK, using appropriate
	of animals and plants and	comparisons between	environment and describe	Identify and sequence	geographical vocabulary.
	explains why some things	different locations	it using key vocabulary	different human	
	occur, and talks about	Talk about a natural		environments, such as the	Describe the water cycle in
	changes	environment, naming its	Identify a range of human	local area and contrasting	sequence, using
		features using some key	environments, such as the	settlements such as a	appropriate vocabulary,
	Talk about the lives of the	vocabulary.	local area and contrasting	village and a city.	and name some of the
	people around them and		settlements, and describe	Recognise features and	processes associated with
	their roles in society; ELG –	Talk about a human	them and some of the	some activities that occur in	rivers and mountains.
	UTW – P&P	environment, such as the	activities that occur there	different settlements using	Identify and sequence a
		local area or a UK city,	using key vocabulary	a range of key vocabulary.	range of settlement sizes
	ELGUTW - Know some	naming some features	Make observations about,	Recognise the main land uses within urban areas and	from a village to a city.
	similarities and differences between the natural world	using some key vocabulary	and describe, the local area	the key characteristics of	nom a vinage to a city.
	around them and	Make observations about,	and its physical and human	rural areas	Describe the characteristics
	contrasting environments,	and describe, the local area	geography	Understand the basic	of settlements with
	drawing on their	and the nearest local green	geography	physical and human	different functions, e.g.
	experiences and what has	-	Describe the physical and	geography of the UK and its	coastal towns.
	been read in class;	space	human geography of a	contrasting human and	
	- Understand some	Describe an aspect of the	distant place. The child can	physical environments.	Use appropriate vocabulary
	important processes and	physical and human	describe their locality and	Recognise that there are	to describe the main land
	changes in the natural	geography of a distant	how it is different and	physical and human	uses within urban areas and
	world around them,	place. The child can show	similar to the distant place	differences within countries	identify the key
	including the seasons	awareness of their locality		and continents.	characteristics of rural
		and identify one or two		Show awareness of the	areas.
		ways it is different and similar to the distant place		physical and human characteristics of a	Understand the physical
		similar to the distant place		European region and a	and human geography of
				region in North or South	the UK and its contrasting
				America.	human and physical
				Describe how some	environments.
				physical processes can	Eveleie whereas a star
				cause hazards to people.	Explain why some regions
				Recognise that there are	are different from others.
				advantages and	
				disadvantages of living in	
				certain environments.	

a biome, e.g. the tropical the tropical rainforest and rainforest. the desert. Understand that animals Describe what the climate and plants are adapted to of a region is like and how the climate. plants and animals are adapted to it. Understand our food is grown in many different Understand how food countries because of their production is influenced by climate. climate. Describe some key physical Describe and understand a processes and the resulting range of key physical landscape features, e.g. processes and the resulting landscape features. understand the characteristics of a Understand how a mountain region and how it mountain region was was formed formed. Know and understand what Know and understand what life is like in cities and in life is like in cities and in villages. villages and in a range of Know the journey of how settlement sizes. one product gets into their Understand that products home in detail. we use are imported as Describe some renewable well as locally produced. and non-renewable energy Explain how the types of sources. industry in the area have Describe different types of changed over time. industry currently in the Understand where our local area. energy and natural Know where some of our resources come from. main natural resources Understand how a region come from. has changed and how it is Understand how a region different from another has changed. region of the UK. Know and share Know about a region of information about a Europe and North or South European region and a America, its physical region in North or South environment and climate, America, and understand and economic activity. that a region such as the Explain some ways biomes Alps is unique.

Explain some ways a biome (including the oceans) is

(including the oceans) are valuable, why they are

				valuable and under threat from human activity. Understand how human activity is influenced by climate and weather. Understand hazards from physical environments such as avalanches in mountain	under threat and how they can be protected. Understand how human activity is influenced by climate and weather. Understand hazards from physical environments and their management, such as
				regions. Identify an important environmental issue	avalanches in mountain regions. Explain several threats to wildlife/habitats
	<u>Human G</u>	eography			
Year One	Year Two	Year 3	Year 4	Year 5	Year 6
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
My school Dishforth C of E/Ripon UK countries and capitals Seaside Study Continents and Oceans Australia/ Darwin	My school Dishforth C of E/Ripon UK countries and capitals Seaside Study Continents and Oceans Australia/ Darwin	Italy (Rome) /UK study South America/ Brazil and the Rainforest Rural and Urban Study Settlements and Land Use	Italy (Rome) /UK study South America/ Brazil and the Rainforest Rural and Urban Study Settlements and Land Use	Ripon Switzerland North America Brazil Global Trade-TBC	Ripon Switzerland North America Brazil Global Trade -TBC
My schoolI can identify key featuresof my local area egdifferent parts of the schoolbuildings and the schoolgrounds eg EYFS/ field/ gymspace/ trim trailI can make simplecomparisons betweendifferent location using keyvocabularyDishforth VillageI can talk about the localhuman environmentnaming some featuresusing some key vocabularyeg identifying the shops inthe local area/ the factoriesie A1, airfield, museum,cathedral, town square,nature reserve, campsiteI can make comparisonsabout contrasting	My schoolI can identify key featuresof my local area egdifferent parts of the schoolbuildings and the schoolgrounds eg EYFS/ field/ gymspace/ trim trailI can make simplecomparisons betweendifferent location using keyvocabularyDishforth VillageI can talk about the localhuman environmentnaming some featuresusing some key vocabularyeg identifying the shops inthe local area/ the factoriesie A1, airfield, museum,cathedral, town square,nature reserve, campsiteI can make comparisonsabout contrasting	Rome/London I can use simple geographical vocabulary to describe significant physical features I can identify human features and key landmarks and buildings such as the Colosseum, Roman Forum, The Pantheon, Leaning Tower in Pisa and Cathedral of Santa Maria del Foire. I can talk about a contrasting settlement to Rome, identifying the physical and human features and explain why some regions are different from others. I can talk about features of Rome that I like and dislike I can compare Rome to London, making comparisons about land use and human features	Rome/London I can use simple geographical vocabulary to describe significant physical features I can identify human features and key landmarks and buildings such as the Colosseum, Roman Forum, The Pantheon, Leaning Tower in Pisa and Cathedral of Santa Maria del Foire. I can talk about a contrasting settlement to Rome, identifying the physical and human features and explain why some regions are different from others. I can talk about features of Rome that I like and dislike I can compare Rome to London, making comparisons about land use and human features	Switzerland I know which products are imported/ exported from Switzerland and understand what might influence this. I know about life in cities and villages in Switzerland. I can talk about the human environment and economic activity and draw comparisons to the UK. I can explain how the types of industry in the area have changed over time. The European Union is one of Switzerland's biggest trading partners. It's biggest exports are pharmaceuticals, machinery and electronics and watches and clocks. Tissot, TAG Heuer, Rolex and Patek Philippe are some of the most famous names in luxury	Switzerland I know which products are imported/ exported from Switzerland and what might influence this. I know about life in cities and villages in Switzerland. I can talk about the human environment and economic activity and draw comparisons to the UK. I can explain how the types of industry in the area have changed over time. The European Union is one of Switzerland's biggest trading partners. It's biggest exports are pharmaceuticals, machinery and electronics and watches and clocks. Tissot, TAG Heuer, Rolex and Patek Philippe are some of the most famous

	settlements, and describe	settlements, and describe	South America	South America	С
	them eg the difference	them eg the difference	I can use simple	l can use simple	S١
	between Dishforth <u>Village</u>	between Dishforth <u>Village</u>	geographical vocabulary to	geographical vocabulary to	la
	and Ripon and other cities	and Ripon, identifying the	describe significant human	describe significant human	cł
	in the UK	different human features	features and landmarks eg .	features and landmarks eg.	S١
		I can identify some of the	Christ the Redeemer in Rio	Christ the Redeemer in Rio	de
	Make observations about,	activities that occur.	De Janeiro	De Janeiro	รเ
	and describe, the	Make observations about,	I can describe the	I can describe the	
	local area and the nearest	and describe, the	characteristics of	characteristics of	
	local green space	local area and the nearest	settlements with different	settlements with different	<u>N</u>
		local green space eg which	functions, e.g. favelas in Rio	functions, e.g. favelas in Rio	
	υκ	play park do you prefer and	de Janeiro	de Janeiro	in
	I can identify key human	why? Where do you shop?	l can use appropriate	l can use appropriate	N
	features and landmarks in	Why isn't there a	vocabulary to describe the	vocabulary to describe the	u
	the UK such as Big Ben in	supermarket in Dishforth?	main land uses within	main land uses within	in
	London and other		urban areas and identify	urban areas and identify	
	landmarks in each country	<u>UK</u>	the key characteristics of	the key characteristics of	a
		I can identify key human	rural and built up areas.	rural and built up areas.	
	I can make comparisons	features and landmarks in	I know that there are	I know that there are	e
	between different locations	the UK such as Big Ben in	advantages and	advantages and	a
	eg cities/ and our local area	London and other	disadvantages of living in	disadvantages of living in	CC
		landmarks in each country	certain environments.	certain environments.	
			I can describe deforestation	I can describe deforestation	of
	Continents and Oceans	I can make comparisons	and know the impact	and know the impact	cł
	I can identify some key	between different locations	humans have on the	humans have on the	D
	landmarks on each	eg cities/ and our local area	natural world.	natural world.	B
	continent eg the Eiffel				K
	Tower/ Taj Mahal and	Continents and Oceans			in
	describe some key features	I can identify some key			B
	of life in each continent.	landmarks on each			
		continent eg the Eiffel			e ai
	I can talk about human	Tower/ Taj Mahal and			tł
	geography in Australia,	describe some key features			
	describing some key	of life in each continent.			fa
	landmarks and place eg				in
	tourist destinations such as	I can talk about human			
	play park/ water parks	geography in Australia,			of
	I can talk about how it is	describing some key			cł
	similar and different to	landmarks and place eg			
	where I live	tourist destinations such as			
	I can talk about the key	play park/ water parks			
	industries/ economic	I can talk about how it is			af
	activity in Australia	similar and different to			aı
		where I live			aı
		I can talk about the key			in
		industries/ economic			
		activity in Australia			N
					1
					in
					in

companies are Swiss Switzerland is also the largest producer of chocolate in the world. Switzerland is also a tourist destination, popular in the summer and in the winter.

North America

I know which products are imported/ exported from North America and I understand what might influence this.

I know about life in cities and villages in Switzerland. I can talk about the human environment and economic activity and draw

comparisons to the UK. I can explain how the types of industry in the area have changed over time.

<u>Brazil</u>

Know about and understand what life is like in cities and villages in Brazil, including the

economic activity in Brazil and draw comparisons to the UK.

I can explain the push pull factors for someone living in / out of the city

I can explain how the types of industry in the area have changed over time.

I know that climate can affect what food products are grown and how food and other products can be imported and exported.

North America

I can research and share information about a region in North America, drawing watchmaking, and all these companies are Swiss Switzerland is also the largest producer of chocolate in the world. Switzerland is also a tourist destination, popular in the summer and in the winter.

North America

I know which products are imported/ exported from North America and I understand what might influence this. I know about life in cities and villages in Switzerland. I can talk about the human environment and economic activity and draw comparisons to the UK. I can explain how the types of industry in the area have changed over time.

<u>Brazil</u>

Know about and understand what life is like in cities and villages in Brazil, including the economic activity in Brazil and draw comparisons to the UK.

I can explain the push pull factors for someone living in / out of the city I can explain how the types

of industry in the area have changed over time.

I know that climate can affect what food products are grown and how food and other products can be imported and exported.

North America I can research and share

						comparisons between different regions and the UK	information about a region in North America, drawing comparisons between different regions and the UK
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
		Local Area/ Ripon/UKHuman features eg. Town, village, city, factory, farm, houses, shop, office, school, play park, post box, airfield, cathedral, museum, town square, monumentContinents and Ocean Continent Country Climate Desert Equator Human features Landmark Map: Ocean Physical features Symbol Temperate 	Local Area/ Ripon/UK Human features eg. Town, village, city, factory, farm, houses, shop, office, school, play park, post box, airfield, cathedral, museum, town square, monument <u>Continents and Ocean</u> Continent Country Climate Desert Equator Human features Landmark Map: Ocean Physical features Symbol Temperate Tropical <u>Australia</u> Town, village, city, airport, housing, hotels, apartments, farming, crops, pool , waterpark , economy, tourism, exports	Italy/ RomeCityCountryCountyLandmarkHuman FeaturePopulationRuralUrbanEconomyTrade/ industryImport/ ExportTourismSouth AmericaDeforestationEquatorLatitudeLongitudePrime MeridianRainforestFavela	Italy/ RomeCityCountryCountyLandmarkHuman FeaturePopulationRuralUrbanEconomyTrade/ industryImport/ ExportTourismSouth AmericaDeforestationEquatorLatitudeLongitudePrime MeridianRainforestFavela	Switzerland Canton GDP Landlocked Landscape Latitude LongitudeBrazil Favela Push/pull Population Rural Urban Economy Trade/ industry Import/ Export Deforestation EquatorBiomes Cartographer Compass points ContinentBiomes Cartographer Compass points ContinentContour Line County Equator Landmark Landscape Latitude Longitude	Switzerland Canton GDP Landlocked Landscape Latitude LongitudeBrazil Favela Population Push/Pull Rural Urban Economy Trade/ industry Import/ Export Deforestation EquatorBiomes Cartographer Compass points ContinentContour Line Country Equator Landmark Landscape Latitude Longitude
			Physical C	Geography		1	
Nursery	Reception	My school Dishforth C of E/Ripon UK countries and capitals	My school Dishforth C of E/Ripon UK countries and capitals	UK Rural and Urban Study Settlements and Land Use Rome and UK comparison	UK Rural and Urban Study Settlement's and Land Use Rome and UK comparison	Deserts and Biomes Brazil Switzerland	Deserts and Biomes Brazil Switzerland

		Seaside Study	Seaside Study	South America	South America	North America	North America
		Continents and Oceans	Continents and Oceans	Rivers and mountains and	Rivers and mountains	Global Trade	Global Trade
		Australia/ Darwin	Australia/ Darwin	Water Cycle	Water Cycle	Local Area/ Ripon	Local Area/ Ripon
				Earthquakes and Volcanoes	Earthquakes and Volcanoes		
To be able to talk about what	To be able to identify two	My school/ Dishforth	My school/ Dishforth	UK Rural and Urban	UK Rural and Urban	Deserts and Other Biomes I	Deserts and Other Biomes I
they might find at the seaside	key features of the British	village/Ripon	Village/ Ripon	Diver and Meuntaine	Diver and Meuntaine	can identify a number of	can identify a number of
(DAP)	seaside and compare them			River and Mountains	River and Mountains	different biomes such as	different biomes such as
	to their home town	I can keep a weather diary	I can keep a weather diary	A mountain is usually	A mountain is usually	desert, grassland and	desert, grassland and
		to show the weather in my	to show the weather in my	defined as a part of the	defined as a part of the	tundra and identify their	tundra and identify their
		local area	local area	landscape with steep slopes	landscape with steep slopes	key characteristics	key characteristics
		I can comment on how the	I can comment on how the	that rise over 300m. Some	that rise over 300m. Some	I can locate biomes on a	I can locate biomes on a
		weather changes from	weather changes from	geographers define a	geographers define a	map in relation to the	map in relation to the
		season to season	season to season	mountain as a summit of at	mountain as a summit of at	Equator, the Tropics of	Equator, the Tropics of
				least 600m high.	least 600m high.	Cancer and Capricorn,	Cancer and Capricorn,
		I can identify the key	I can identify the key	Some mountains are found	Some mountains are found	latitude and longitude, and	latitude and longitude, and
		physical features in the	physical features in the	in groups called ranges	in groups called ranges	relate this to their time	relate this to their time
		area eg river/ canal/forest/	area eg river/ canal/forest/	such as the Lake District in	such as the Lake District in	zone, climate, seasons and	zone, climate, seasons and
		hill, mountain, soil, valley,	hill, mountain, soil, valley,	England and Snowdonia in	England and Snowdonia in	vegetation.	vegetation.
		vegetation, season and	vegetation, season and	Wales. Others are isolated	Wales. Others are isolated		-
		weather	weather	summits. When mountain ranges are found together	summits. When mountain ranges are found together	I understand what is meant	I understand what is meant
		Australia	Australia	they make up mountain	they make up mountain	by the term biome and can	by the term biome and can
		Australia	<u>Australia</u>	chains. The Alps in Europe,	chains. The Alps in Europe,	identify a number of	identify a number of
		I can talk about the	I can talk about the	the Rocky Mountains in	the Rocky Mountains in	different biomes	different biomes
		weather in Australia,	weather in Australia,	North America and the	North America and the	I understand how climate	I understand how climate
		comparing it to the	comparing it to the	Andes in South America are	Andes in South America are	and vegetation are	and vegetation are
		weather in the UK.	weather in the UK.	all mountain chains.	all mountain chains.	connected in biomes, e.g.	connected in biomes, e.g.
						the tropical rainforest and	the tropical rainforest and
		I can use and understand	I can use and understand	The Water Cycle	The Water Cycle	the desert.	the desert.
		the terms wet and dry	the terms wet and dry	Evaporation-The sun heats	Evaporation-The sun heats	I can describe the climate	I can describe the climate
		season	season	up water in the sea, rivers	up water in the sea, rivers	of a region and how plants	of a region and how plants
		I know that weather is	I know that weather is	or lake and turns it to	or lake and turns it to	and animals are adapted to	and animals are adapted to
		different according to the	different according to the	vapour. The vapour goes	vapour. The vapour goes	it.	it.
		time of the year (season)	time of the year (season)	into the air.	into the air.	I can explain some ways	I can explain some ways
		and the country	and the country	Condensation-The water	Condensation-The water vapour in the air rises, and	biomes are valuable, why	biomes are valuable, why
				vapour in the air rises, and as it does so, it cools down.	as it does so, it cools down.	they are under threat and	they are under threat and
		Each year, Australia has a	Each year, Australia has a	Eventually, it cools enough	Eventually, it cools enough	how they can be protected.	how they can be protected.
		hot wet season and a	hot wet season and a	for the water vapour to	for the water vapour to	I know how human activity	I know how human activity
		cooler, drier period.	cooler, drier period.	condense and form small	condense and form small	can be influenced by	can be influenced by
		In summer the average	In summer the average	droplets of water which	droplets of water which	climate and weather and	climate and weather and
		temperature is 31 degrees	temperature is 31 degrees	clump together to form	clump together to form	how life in certain biomes	how life in certain biomes
		and in the winter it is about 26 degrees	and in the winter it is about 26 degrees	clouds.	clouds.	can be challenging for	can be challenging for
		The main rainfall is in	The main rainfall is in	Precipitation- As more	Precipitation- As more	humans.	humans. Understand that
		January	January	water vapour condenses,	water vapour condenses,	Understand that climate	climate and vegetation are
		Junuary	Junuary	more water droplets are	more water droplets are	and vegetation are	connected in a biome and I
		Continents and Oceans	Continents and Oceans	formed in the clouds.	formed in the clouds.	connected in a biome and I	can talk about taiga. I can
				Eventually, the water	Eventually, the water	can talk about taiga. I can	explain the ways a biome is
		I know that those countries	I know that those countries	droplets are large enough	droplets are large enough	explain the ways a biome is	valuable and under threat
		closet to the equator are	closet to the equator are	and heavy enough to fall	and heavy enough to fall	valuable and under threat	from human activity.
				back to the surface of the	back to the surface of the		

	warmer than those further	warmer than those further away	Earth as rain, sleet or snow. Collection- When water	Earth as rain, sleet or snow. Collection- When water	fro
	away	away	falls back to Earth as	falls back to Earth as	
	I know those countries	I know those countries	precipitation, the water	precipitation, the water	Br
	closer to the poles are	closer to the poles are	may fall on oceans, lakes,	may fall on oceans, lakes,	
	colder than those further	colder than those further	rivers or on the ground.	rivers or on the ground.	lu
	away		inversion on the ground.	inversion on the ground.	an
	away	away	UK rivers	Identify UK rivers	со
			Thames	Thames	th
			Severn	Severn	
			Trent	Trent	I C
			Тау	Тау	cli
			Bann		an
				Bann	ar
			Tyne	Tyne	
			Clyde	Clyde	Ik
			Dee	Dee	Br
			Mersey Exe	Mersey Exe	in
			Ouse	Ouse	Ar
					ju
			Identify UK mountains	Identify UK mountains	ar
			Ben Nevis in Scotland	Ben Nevis in Scotland	(Ca
			Mount Snowdon in Wales	Mount Snowdon in Wales	hi
			Scafell Pike in England	Scafell Pike in England	
			Slieve Donard in Northern	Slieve Donard in Northern	We
			Ireland	Ireland	pla
					pla
			Volcanoes and Earthquakes	Volcanoes and Earthquakes	No
			Volcanoes	Volcanoes	
			Most volcanic eruptions are	Most volcanic eruptions are	do
			caused by tectonic	caused by tectonic	Ri
			plates moving towards	plates moving towards	su
			each other, which usually	each other, which usually	sp
			produces violent eruptions.	produces violent eruptions.	in
			Other volcanoes, such as	Other volcanoes, such as	in
			Mauna Loa in Hawaii are	Mauna Loa in Hawaii are	bc
			caused by hot spots in the	caused by hot spots in the	
			Earth's crust. These do not	Earth's crust. These do not	Ic
			erupt violently and lava	erupt violently and lava	bi
			usually flows slowly out of	usually flows slowly out of	00
			them. Eruptions from	them. Eruptions from	th
			volcanoes can be very	volcanoes can be very	hc
			dangerous. They can	dangerous. They can	, e
			produce:	produce:	wi
			 pyroclastic flows - fast 	• pyroclastic flows - fast	
			moving clouds of hot ash,	moving clouds of hot ash,	Ιu
			gas and rock	gas and rock	ac
			· ash clouds - small pieces	· ash clouds - small pieces	cli
			of rock and glass that can	of rock and glass that can	
			be carried in the air for	be carried in the air for	Ιk
			many kilometres	many kilometres	pr
					cli

from human activity.

Brazil / South America

I understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest.

I can describe what the climate of a region is like and how plants and animals are adapted to it.

I know how varied the Brazilian landscape is including, including the Amazon, the world's largest jungle, in the north. There are also dry grasslands (called pampas), rugged hills, pine forests, sprawling wetlands, immense plateaus, and a long coastal plain.

Northern Brazil is dominated by the Amazon River and the jungles that surround it. Thousands of species live in the river, including the infamous piranha and the boto, or pink river dolphin.

I can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected , explaining the threats to wildlife and habitats

I understand how human activity is influenced by climate and weather.

I know how food production is influenced by climate.

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		· volcanic bombs - large bits	· volcanic bombs - large bits	5
		of very hot rock blown out	of very hot rock blown out	
		of a volcano	of a volcano	
		Volcanoes can, however,	Volcanoes can, however,	ι
		help people living near	help people living near	ł
		them earn money by	them earn money by	
		bringing in tourists to the	bringing in tourists to the	i
		area and improving the soil	area and improving the soil	ł
		so that crops can be grown.	so that crops can be grown.	١
		Earthquakes	Earthquakes	Ι.
		The Earth is made up of	The Earth is made up of	1
		different layers: The crust	different layers: The crust	
		(together with the upper	(together with the upper	t
		layer of the mantle) is	layer of the mantle) is	i
		made up of different	made up of different	
		pieces, called plates . These	pieces, called plates . These	
		plates fit together like a	plates fit together like a	
		jigsaw and are moving at a	jigsaw and are moving at a	
		rate of a few centimetres a	rate of a few centimetres a	ł
		year, in different directions	year, in different directions	ł
		and at different speeds.	and at different speeds.	
		Some plates slide past each	Some plates slide past each	
		other, others move away	other, others move away	
		from each other and some	from each other and some	
		bump into each other.	bump into each other.	
		Sometimes these plates	Sometimes these plates	
		lock together when they	lock together when they	
		meet. This is called a plate	meet. This is called a plate	
		boundary or a fault line.	boundary or a fault line.	
		As plates carry on moving	As plates carry on moving	
		in different directions over	in different directions over	
		long periods of time,	long periods of time,	
		friction causes energy to	friction causes energy to	
		build up. Eventually it	build up. Eventually it	
		becomes so great that the	becomes so great that the	
		energy is released, which	energy is released, which	
		creates a shock wave -	creates a shock wave -	
		an earthquake . If the	an earthquake . If the	
		earthquake is beneath the	earthquake is beneath the	
		ocean it can create a series	ocean it can create a series	
		of huge waves, called	of huge waves, called	
		a tsunami .	a tsunami .	
		The Richter magnitude	The Richter magnitude	
		scale is used to measure	scale is used to measure	
		the size of earthquakes.	the size of earthquakes.	
		-		
		Rome and UK Comparison	Rome and UK Comparison	
		Draw comparisons between	Draw comparisons between	
		UK region and Rome	UK region and Rome	
				. C
		identifying physical	identifying physical	

<u>Switzerland</u>

I can describe and understand key physical processes and the resulting landscape features including understanding how a mountain region was formed.

Understand hazards from physical environments and their management, such as avalanches in mountain regions.

Know that Switzerland has the highest mountains in Europe. 48 of the mountains are over 4,000 metres/ 13,120 feet high. The Swiss Aletsch Glacier is of the highest in Europe at about 23km long but it is shrinking every year.

Switzerland's tallest mountain is the Monte Rosa (4634m). The most famous Swiss mountain is the Matterhorn near Zermatt. (4,478 m/ 14,692 ft. high) The northern part of Switzerland is more populated than the southern part of the country due to the high mountains. The least populated canton is Graubünden which is located in the Alps.

Know and understand what life is like in cities and villages in Switzerland, including the physical environment and climate, and economic activity and draw comparisons to the

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		features which are found in	features which are found in	Uk
		London and Rome	London and Rome	lin
				er
		Identify and explain the climate in Rome and how it	Identify and explain the climate in Rome and how it	ac
		compares to the UK	compares to the UK	N
		Rainforests South America		lι
		I can locate the Amazonian		ar
		Rainforest (and understand		
		that there are other Rainforests across the		
		world)		bi
		I know that it has 4 layers		ur
		Emergent, canopy,		ac
		understorey and forest		١c
		floor and I can describe each of them		w
		I can talk about the animals		ho
		and plant life found in the		th
		Amazonian Rainforest		Ιı
		I understand what is meant		pł
		by deforestation and the impact it has		av
		inipact it has		re
		I can identify some key		Lc
		physical features of South		Ar
		America including the		Lc
		Amazon river		
				Na
				U
				Be
				M
				Sc
				SI
				Ire
				Yo
				Р
				ar
				Tł
				N
				м
				D
				N
				G
				Μ

UK- I can comment on the links between physical environment and economic activity

North America

understand that climate and vegetation are connected in a biome can talk about Taiga. can explain the ways a biome is valuable and under threat from human activity.

can talk about land use, which crops are grown and now the climate affects his.

understand the risks from ohysical environments eg avalanches in mountain regions

Locate and explain the San Andreas fault

Local Area/ UK knowledge

Name and Locate

UK Mountains

Ben Nevis in Scotland, Mount Snowdon in Wales, Scafell Pike in England, Slieve Donard in Northern Ireland

orkshire 3 peaks –

Pen-y-Ghent, Whernside and Ingleborough, UK Three peaks Snowdon, Ben Nevis, Scarfell Pike

Mountain Ranges-Dartmoor, Sperrin, Northwest Highlands, Grampian, North York Moors, Pennines, Southern Uplands, UK- I can comment on the links between physical environment and economic activity

North America

I understand that climate and vegetation are connected in a biome I can talk about Taiga. I can explain the ways a biome is valuable and under threat from human activity.

I can talk about land use, which crops are grown and how the climate affects this.

I understand the risks from physical environments eg avalanches in mountain regions

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Ben Nevis in Scotland, Mount Snowdon in Wales, Scafell Pike in England, Slieve Donard in Northern Ireland

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Mountain Ranges-Dartmoor, Sperrin, Northwest Highlands, Grampian, North York Moors, Pennines, Southern Uplands, Cumbrian, Cambrian,

						Cumbrian, Cambrian,	Brecon Beacons
						Brecon Beacons	
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
		School/ local area/UK	School/ local area/UK	Earthquakes and Volcanoes	Earthquakes and Volcanoes	Deserts and Biomes	Deserts and Biomes
		beach, cliff, coast, forest,	beach, cliff, coast, forest,	Crater	Crater	Biomes	Biomes
		hill, mountain, sea, ocean,	hill, mountain, sea, ocean,	Core	Core	Climate	Climate
		river, soil, valley,	river, soil, valley,	Crust	Crust	Continent	Continent
		vegetation, season and	vegetation, season and	Dormant volcano	Dormant volcano	Deserts	Deserts
		weather	weather	Earthquake	Earthquake	Equator	Equator
				Epicentre	Epicentre	Flora/fauna	Flora/fauna
		<u>Australia</u>	<u>Australia</u>	Extinct Volcano	Extinct Volcano	Food Miles	Food Miles
		beach, cliff, coast, forest,	beach, cliff, coast, forest,	Fault Lines	Fault Lines	Grasslands	Grasslands
		hill, mountain, sea, ocean,	hill, mountain, sea, ocean,	Lava	Lava	Landscape	Landscape
		river, soil, valley,	river, soil, valley,	Magna	Magna	Latitude	Latitude
		vegetation, season and	vegetation, season and	Mantle	Mantle	Longitude	Longitude
		weather, landmark, desert,	weather, landmark, desert,	Richter scale	Richter scale	Rainforest	Rainforest
		tropical, wet season, dry	tropical, wet season, dry	Tectonic plates	Tectonic plates	Savannah	Savannah
		season	season	Vent	Vent	Desert	Desert
				Volcano	Volcano	Chaparral	Chaparral
						Grasslands	Grasslands
				Rainforests and South	Rainforests and South	Deciduous forest	Deciduous forest
				America	America	Boreal forest	Boreal forest
				Cartographer	Cartographer	Tundra	Tundra
				City	City	Taiga	Taiga
				Compass points	Compass points	Tundra Biomes	Tundra Biomes
				Country	Country		
				County	County	Brazil	Brazil
				Landmark	Landmark	The Amazon Rainforest	The Amazon Rainforest
				Landscape	Landscape	The Andes	The Andes
				Physical feature	Physical feature	Biomes	Biomes
				Human Feature	Human Feature	Climate	Climate
				Population	Population	Continent	Continent
				Rural	Rural	Contour Line	Contour Line
				Urban	Urban	Country	Country
						County	County
				Mountains and Rivers	Mountains and Rivers	Equator	Equator
				Erosion	Erosion	Flora/fauna	Flora/fauna
				Delta	Delta	Landmark	Landmark
				Estuary	Estuary	Landscape	Landscape
				Face	Face	Latitude	Latitude
				Floodplain	Floodplain	Longitude	Longitude
				Foot	Foot	Longitude	Longitude
				Meander	Meander	Switzerland	Switzerland
				Mouth	Mouth	Avalanche	Avalanche
						Canton	Canton
				Outcrop	Outcrop		
				Plateau	Plateau	Climate	Climate
				Reservoir	Reservoir	Continent	Continent
				Ridge	Ridge	Contour Line	Contour Line
				Slope	Slope	Country	Country
				Snow line	Snow line	Equator	Equator

				Courses	Courses	Flore /four-	
				Source	Source	Flora/fauna	Flora/fauna
				Summit	Summit	GDP	GDP
				Tree line	Tree line	Landlocked	Landlocked
				Valley	Valley	Landmark	Landmark
						Landscape	Landscape
				Rome and London	Rome and London	Latitude	Latitude
				Cartographer	Cartographer	Longitude	Longitude
				City	City		
				Compass points	Compass points	North America	North America
				Country	Country	Biomes	Biomes
				County	County	Cartographer	Cartographer
				Landscape	Landscape	Climate	Climate
				Physical feature	Physical feature	Compass points	Compass points
				Population	Population	Continent	Continent
				Rural	Rural	Contour Line	Contour Line
				Urban	Urban	Country	Country
						County	County
						Equator	Equator
						Flora/fauna	Flora/fauna
						Landmark	Landmark
						Landscape	Landscape
						latitude .	latitude .
						Longitude	Longitude
						Taiga	Taiga
Nursery	Reception	Key Stage One	<u>Geographical Ski</u>	Key Stage Two	abos and digital (computer mar	ming to locate countries and d	ecoribo footuros studiod
			ses and globes to identify the	• • • • •	obes and digital/computer map		
		_	its countries, as well as the		of a compass, four and six-figur		
			and oceans studied at this		ps) to build their knowledge of	_	
		key stage	divertience (Newth Courth Foot		erve, measure, record and pres	• •	Ũ
			directions (North, South, East	a range of methods,	including sketch maps, plans ar	nd graphs, and digital technolo	gies.
		-	onal and directional language				
			nd far; left and right], to				
			of features and routes on a				
		map Geography					
			hs and plan perspectives to				
		C	and basic human and				
		• •	vise a simple map; and use				
		and construct basic s					
		-	and observational skills to				
		, , , , ,	of their school and its				
			human and physical features				
		of its surrounding en					
Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes
		Year One	Year Two	Year Three	Year Four	Year Five	Year Six
In play use play mats e.g.	Create their own pictures	Use a world map, atlas or	Use a world map, atlas or	Use a map to identify	Use a map or atlas to locate	Use physical and political	Use physical and political
when playing with cars, the	and maps to support their	globe to recognise and			some countries and cities in		
when playing with cars, the			globe to name and locate	countries in Europe and/or	some countries and cities in	maps, atlases, and	maps to describe key
farm and other small world				Nouth and Could Arrive	Europe en Neutle de l'Outle		where the law of the second
farm and other small world	play e.g. the route a super	name some continents and	the seven continents and	North and South America.	Europe or North and South	computer mapping to	physical and human
farm and other small world toys. Recognise and use in their play images such as			the seven continents and five oceans.	North and South America. The child can use an atlas to describe where the UK is	Europe or North and South America.	computer mapping to describe some key physical and human characteristics	physical and human characteristics of regions of

roads, fields, buildings in	find the buried treasure;	Use a UK wall map or atlas	Use a UK wall map or atlas	located, and name and	Use a map to locate some	of Europe or North and	Europe or North and South
plan form.	create their own play mat	to locate and identify the	to locate and identify the	locate its four countries and	states of the USA.	South America.	America.
	for the train set, cars or	four countries and capital	four countries and capital	some counties; locate			
	pirate ship. Describe what	cities of the United	cities of the United	where they live in the UK.	Use an atlas to locate the	Use globes and atlases to	Use globes and atlases to
	they have drawn and use it	Kingdom.	Kingdom and its	The child can use an atlas	UK and locate some major	locate places studied in	locate places studied in
	in their imaginary play.		surrounding seas.	to locate where they live in	urban areas; locate where	relation to the Equator,	relation to the Equator,
	Make maps of their journey	Locate places on a map of	-	the UK and the UK's major	they live in the UK.	Tropics of Cancer and	latitude and longitude and
	around school and the local	the local area using	Describe a journey on a	urban areas.	Use four-figure grid	Capricorn, and their	time zones.
	area, e.g. their walk to school. Describe their	locational and directional	map of the local area using		references.	latitude and longitude.	Use thematic maps for
	journey, what they have	language	simple compass directions	Use a simple letter and		Use four-figure grid	specific purposes
	drawn and what they pass.	Use aerial photos to	and locational and	number grid. The child can	Give direction instructions	references. The child can	
	Map the route of a	identify features of a	directional language	give direction instructions	up to eight compass points.	use OS map symbols and	Use four-figure, and find six
	character through story	locality.	Use aerial photos to	up to four compass points.	Adeptly use large-scale	atlas symbols.	figure, grid references.
	mapping using book		identify physical and	Use large-scale maps	maps outside.	·	Describe height and slope
	illustrations	Draw a simple map	human features of a	outside		Use maps at different	from a map.
	To use a range of maps,	Locate some features of the	locality. The child can draw		Make a map of a short	scales.	nom a map.
	globes and digital maps,	school grounds on a base	a simple map with a basic	Make a simple sketch map.	route with features in the	Recognise that contours	Read and compare map
	where appropriate to	map	key of places showing	Present information	correct order and in the	show height.	scales.
	support adult and child led	Шар	landmarks.	gathered in fieldwork using	correct places.	show height.	Make sketch maps of areas
	learning.			a simple graph.	Make a simple scale plan of	Make a sketch map with	•
			The child can locate	a simple graph.	Make a simple scale plan of	symbols.	using symbols, a key and a
			features of the school	Use digital maps to identify	a room.	Use digital mans to identify	scale.
			grounds on a base map.	familiar places.	Present information	Use digital maps to identify	Use digital maps to
					gathered in fieldwork using	human and physical	investigate features of an
				Carry out fieldwork in the	simple graphs.	features.	area.
				local area (in a group) using		Present information	
				appropriate techniques	Use the zoom function of a	gathered in fieldwork using	Present information
				suggested. (E.g. Participate	digital map to locate places.	simple graphs.	gathered in fieldwork using
				with a group to create a	In a group carry out		a range of graphs.
				river in the playground	fieldwork in the local area	Carry out fieldwork in an	Plan and carry out a
				using natural materials. Use	selecting appropriate	urban area and/or a rural	fieldwork investigation in
				a watering can to form the	techniques.	area using appropriate	an urban area and/or a
				river.		techniques.	rural area using appropriate
				Observe and record what			techniques.
				happens to the water over			
				different materials. Take			
				photographs and label with			
				key river features.			
				-			
Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes
		My school	My school	Rivers and Mountain	Rivers and Mountain	North America	North America
		Dishforth C of E/ Ripon	Dishforth C of E/ Ripon	Volcanoes and Earthquakes	Volcanoes and Earthquakes	South America	South America
		UK countries and capitals	UK countries and capitals	Rainforest-Brazil France (Paris) / UK study	Rainforest-Brazil	Deserts and Biomes Switzerland	Deserts and Biomes
		Seaside Study Continents and Oceans	Seaside Study Continents and Oceans	France (Paris) / UK study UK Rural and Urban Study –	France (Paris) / UK study UK Rural and Urban Study –	Switzerland Local Area including Ripon	Switzerland Local Area including Ripon
		Australia/ Darwin	Australia/ Darwin	Settlements and Land Use	Settlements and Land Use	Global Trade	Global Trade
			Australia/ Darwin	Local Area	Local Area		
		In every topic children will	In every topic children will	In every topic children will	In every topic children will	In every topic children will	In every topic children will

ĺ					_
	and atlases to locate the	and atlases to locate the	and atlases to locate the	and atlases to locate the	а
	area being studied.	area being studied.	area being studied.	area being studied.	а
			Where appropriate the	Where appropriate the	۱V
	My school/Dishforth Village		children will use ordnance	children will use ordnance	C
	They will create their own	They will create their own	survey maps, google maps	survey maps, google maps	S
	sketch maps to show the	sketch maps to show the	and Digi maps. In all topics	and Digi maps. In all topics	а
	human and physical	human and physical	of study children will be	of study children will be	C
	features of their school and	features of their school and	using keys and symbols to	using keys and symbols to	ι
	the local area	the local area	read maps as well as	read maps as well as	r
	They will use a key on their	They will use a key on their	creating their own.	creating their own.	C
	maps	maps	They will use the four (then	They will use the four (then	Г
	Children will plan and	Children will plan and	8) compass points when	8) compass points when	F
	navigate simple routes	navigate simple routes	talking about position and	talking about position and	F
	using compass directions	using compass directions	direction.	direction.	\ ا
			When using maps they will	When using maps they will	ι
	Ripon	Ripon	use they will use four figure	use they will use four figure	8
	Children will use a variety	Children will use a variety	grid references	grid references	
	of different maps to	of different maps to			<u> </u>
	identify physical and	identify physical and		B	-
	human features	human features	Rivers and Mountains/	Rivers and Mountains/	C
	They will create their own	They will create their own	Local Area study	Local Area study	r
	sketch map of Ripon with a	sketch map of Ripon with a	Children will use a range of	Children will use a range of	10
	key	key	maps/ atlases and globes to	maps/ atlases and globes to	F
			identify rivers in the UK and	identify rivers in the UK and	F
	Children will identify	Children will identify	in the countries studies.	in the countries studies.	
	familiar areas from aerial	familiar areas from aerial	They will look at the rivers	They will look at the rivers	5
	maps and make	maps and make	and canals in the local area	and canals in the local area	
	comparisons between	comparisons between	Ure in more detail and look	Ure in more detail and look	r
	different locations	different locations	into the Skell Valley Project	into the Skell Valley Project	
	Children will plan and	Children will plan and			F
	navigate simple routes	navigate simple routes	They will create their own	They will create their own	F
	around Ripon using	around Ripon using	mountain and river and	mountain and river and	
	directional language nod	directional language nod	make observation about	make observation about	
	compass directions	compass directions	the "rain fall".	the "rain fall".	S
	Australia	Australia	Valespees and Forthquakes	Volcanoes and Earthquakes	
	Australia Children will be able to	Children will be able to	Volcanoes and Earthquakes		
	locate Australia and	locate Australia and	Children will use a range of	Children will use a range of	
	describe its location in	describe its location in	maps/ atlases and globes to	maps/ atlases and globes to	6
	reaction to continent's and	reaction to continent's and	identify volcanoes across	identify volcanoes across	
	oceans.	oceans.	the world and look at ce	the world and look at ce	
	oceans.	oceans.	studies of earthquakes-	studies of earthquakes-	l r
			when and where they	when and where they	۲ a
	Continents and Oceans	Continents and Oceans	happened and the impact	happened and the impact	
	Children will locate and	Children will locate and	on the human and physical	on the human and physical	г
	name the 7 continents and	name the 7 continents and	environment.	environment.	c
	5 oceans, and use	5 oceans, and use		chivitonnicht.	3
	geographical language to	geographical language to	Rainforest- Brazil	Rainforest- Brazil	
	describe where they are	describe where they are	Children will be using range	Children will be using range	C
	located	located	of maps(including the zoom	of maps(including the zoom	
	located		feature of digi map) to	feature of digi map) to	r

and atlases to locate the area being studied. Where appropriate the children will use ordnance survey maps, google maps and Digi maps In all topics of study children will be using keys and symbols to read maps as well as creating their own. They will use 8 compass points when talking about position and direction. When using maps they will use they will use 8 figure grid references

North America

Children will use a range of maps/ atlases and globes to identify human and physical features of North America

South America

Children will use a range of maps/ atlases and globes to identify human and physical features of North America

They will create their own sketch maps and diagrams

Deserts and Biomes

Children will use a range of maps/ atlases and globes to identify human and physical features of deserts and other biomes

They will create their own sketch maps and diagrams of different regions

<u>Switzerland</u> Children will use a range of maps/ atlases and globes to and atlases to locate the area being studied. Where appropriate the children will use ordnance survey maps, google maps and Digi maps. In all topics of study children will be using keys and symbols to read maps as well as creating their own. They will use 8 compass points when talking about position and direction. When using maps they will use they will use 8 figure grid references

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	Seaside Holidays	<u>Seaside Holidays</u>	identify key physical and	identify key physical and	identify human and
	Children will use a variety	Children will use a variety	human features of Brazil,	human features of Brazil,	physical features of
	of different maps to	of different maps to	including the Amazonian	including the Amazonian	Switzerland
	identify physical and	identify physical and	Rainforest and Rio de	Rainforest and Rio de	
	human features in a seaside	human features in a seaside	Janeiro	Janeiro	They will create their own
	location.	location.			sketch maps and diagrams
	They will create their own	They will create their own	<u>Italy / UK study</u>	<u>Italy) / UK study</u>	
	sketch map smith a key	sketch map with a key	Children will create their	Children will create their	Local Area including Ripon
			own sketch maps of Italy	own sketch maps of Italy	Children will use a range of
	Children will plan and	Children will plan and	and London, adding a key	and London, adding a key	digimaps and ordnance
	navigate simple routes	navigate simple routes	and compass points	and compass points	survey maps to locate
	around the seaside	around the seaside			human and physical
	destinations using	destinations using	UK Rural and Urban Study	UK Rural and Urban Study	features in the local area
	directional language nod	directional language nod	Children will use Ordnance	Children will use Ordnance	They will investigate how
	compass directions	compass directions	survey maps to study and	survey maps to study and	the area has changed over
			compare different parts of	compare different parts of	time, including the different
			the UK	the UK	ecomomies which has
			They will create their own	They will create their own	existed over the years.
			sketch maps of areas,	sketch maps of areas,	They will consider the
			identifying range of human	identifying range of human	impact of events on trade
			and physical features.	and physical features.	eg impact of COVID
			Settlements and Land Use	Settlements and Land Use	Global Trade
			Local Area	Local Area	Children will use a range of
			Children will use Ordnance	Children will use Ordnance	maps and atlases to explore
			survey maps to study and	survey maps to study and	global trade links.
			compare different parts of	compare different parts of	They will create their own
			the UK	the UK	sketch maps to show trade
			They will use digi maps to	They will use digi maps to	links across the world
			explore how land use and	explore how land use and	
			settlements have changed	settlements have changed	
			over time	over time	