Geography Content Progression Document

Geography Intent	We aim to inspire pupil's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching of Geography at Chesham Bois, should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. At Chesham Bois School, our Geography curriculum is designed to help children understand the world, it's environments, places near and far and the processes that create or affect them. It encourages a holistic approach of how the world works and develops the skills of place and locational knowledge, human and physical geography, mapping, fieldwork, enquiry, investigation, communication and technology. ● Fieldwork is the backbone of the CBS geographer and is specifically identified in this document as an activity that deepens understanding. ● At CBS it is an enquiry led subject that seeks answers to fundamental questions moving through this enquiry: Where is this place? What is it like? (And why?) How and why is it changing? How does this place compare with other places? How and why are places connected? ● CBS geographers are debaters asking 'What could/should the world be like in the future? What can we do to influence change? ● CBS Geographers are curious and ask questions to generate ideas, and then we use evidence and data which we make connections from and then we reflect on our learning in a cycle. ● Thoughtfully comparing and contrasting this with very different communities locally and around the world.
Key vocabulary revisited across the school: Atmosphere, abundance, adaptation, characteristics, continent, crop, development, diversity, erosion, feature, fertile/fertility, habitat, irrigation, interdependence, immigration, landform, meander, population, predator, prey, process, region, scarcity, source, sustainability, temperature, terrain, tributary, urban, vegetation belt (see other vocabulary on vocab progression document)	
Resources	Maps of areas, OS maps, Google Earth atlases, globes, compasses, data loggers and thermometers, Artefacts such as video clips, photos, facts and figures, a poem or song, first-hand account, a page of fiction or diagrams

Online	**http://www.thatboycanteach.co.uk/2019/06/geography-key-questions-place-natioal-curriculum.html** **www.maps.google.com/help/maps/education** **www.worldmapper.org** **www.ordancesurvey.co.uk/mapzone/map-skills** **www.ordancesurvey.co.uk/mapzone/gis-zone** **www.geography.org.uk/home**

Key Themes Across the school	
Human	• Settlements • Trade • Demographics: trade, transport, work, leisure, industry, education, • Distribution of natural resources • land use patterns • Environmental issues • Climate change
Physical	• Climate zones • Biomes • Vegetation belts • Landforms • Natural processes: plate tectonics, volcanoes, earthquakes, water cycle, soil and rocks • Deposition and erosion
Place knowledge/Locational knowledge	• Counties, continents, capital cities oceans, contrasting different countries, environmental regions, geographical regions, topographical features,
Fieldwork and skills	• Fieldwork: Observing, Measuring, Recording, Present • Compass points • Maps, atlases, globes, digital computer mapping

EYFS				
Skills and Fieldwork	**Physical**	**Human**	**Climate and Habitats**	**Locational knowledge/place**

	Geography	Geography			knowledge
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
What makes me special?	**What makes us different?**	**What's out there?**	**What tale will you tell?**	**What lives there?**	**What's beyond the shore?**
People, Culture and Communities Can I talk about a globe pointing out the green for land and the blue for sea? • **Know that green is for land and blue is for sea.** • **Know what a globe is.** Can I explain what is on a globe? **Know that countries can be located on a globe.** Can I explain how people travel differently to collect their food in other countries? • **Know that food is transported differently in different countries.** • **Know people walk a long way for their food.** • **Know that food doesn't just appear in supermarkets.** • **Know that food is grown and harvested.**	**People, Culture and Communities** Can I give examples of how different countries celebrate Christmas? Do I know that Amersham is in England? • **Know where they live: Amersham, Chesham, Hyde Heath** • **Know that Amersham is a town.** • **Know that Chesham is a town.** • **Know that Chesham Bois is a village.** Can I explore aerial maps of our school and identify key features? • **Know what an aerial photograph is.** • **Recognise an aerial photograph of our school.** • **Investigate key features of our school.**	**People, Culture and Communities** Can I talk about the different environments dinosaurs lived in? • **Know what an environment is.** • **Know what a volcano is.** • **Know some dinosaurs lived on land and some live in the sea.** Can I identify typical weather in Winter? **Know that winter comes after autumn.** **Know that in Winter the weather gets colder.** **Know that we wear different clothes in Winter.**	**People, Culture and Communities** Can I name of the road that our school is on? • **Know the road Chesham Bois School is on (Bois Lane)** Can I explore symbols of maps and why they are used? • **Know how to draw simple symbols on a map.** • **Know the symbols for: tree, playground, building, boundaries** Can I identify the typical weather in Spring? • **Know that Spring comes after Winter.** • **Know that Spring is a sign of new life.** • **Know different plants that grow in spring.** • **Know different**	**People, Culture and Communities** Children will know that we do not have certain animals in England and will compare with Africa. • **Know some UK animals.** • **Know some African animals.** • **Know that animals are suited to different environments/climates.** Children will know that we can only grow certain fruit/vegetables in England. • **Know which fruit we can grow in the UK.** • **Know that fruit starts from a seed.** • **Know which vegetables we can grow in the UK.** • **Know that some vegetables grow from roots.**	**People, Culture and Communities** Children will identify similarities and differences between life in Amersham and life in Australia. • **Know that countries are different to ours.** • **Know that Australia has a lot of beaches.** • **Know that Australia is surrounded an ocean (Pacific Ocean)** • **Know that Australia has a coral reef.** • **Know that different animals live in the British Isles and Pacific Ocean (Specifically UK and Coral Reef)** Children will identify typical weather in Summer. • **Know that the weather gets warmer in Summer.** • **Know that we**

Can I identify typical weather in Autumn? • **Know that Autumn is called fall.** • **Know that leaves fall in Autumn.** • **Know that the days get shorter and nights get longer.** • **Know that leaves change colour in Autumn.** • **Know Autumn is a season.** Can I talk about what is in my environment? • **Know that people's environments are different** • **Know that people live in different homes.** • **Know the terms 'house', 'flat', 'bungalow', 'caravan', 'hut'** • **Name different things in the environment: school, trees, playground, building**			**animals that are born in Spring.** • **Know that the weather begins to get warmer in spring.** • **Know that the days get longer in Spring.**		**wear different clothes in Summer to Winter.** • **Know that the days are longer in Summer.**
Other experiences	**Water** experiences in the indoor and outdoor area including with water tray and in the outdoor area or on welly walks (freezing, evaporation, exploring, puddles, rain, collection)				

	Wind experiences, talking about the weather, the sky and looking at the clouds. Playing in the mud kitchen is the beginning of understanding **erosion and permeability.** **Reading stories about different settings** Looking at pictures and videos of mountains, deserts, marshes, rivers, jungles, the North pole and the South Pole. **Habitats** – Experiencing lots of different kinds of plants, flowers, trees, mosses, ferns, cacti, seaweed, pondweed, fruits and grains builds firm foundations for understanding the diversity of vegetation for example in Handa's surprise and other books in different settings and habitats. **<u>Human Geography</u>** **Indoor experiences –** of trade using the shop in the role play. In the small world area with small world farm animals, or playing with tractors, or the Arctic or a jungle. Building blocks to make houses, villages and whole towns. Map work identifying significant places such as bridges, ponds and rivers. Handa's surprise illustrates different houses, villages and countries. Comparing countries to our country when looking at Arctic and Antarctic in what's beyond the shores. Looking at different schools/clothing and climate.

Year 1	**Local Area/Locations around the world**
Locational Knowledge	Name and locate and identify characteristics of the 4 countries of the United Kingdom and its surrounding seas. *Introduce* naming and locating the world's seven continents and five oceans.
Place Knowledge	Human and physical geographical similarities and differences, comparing local area with a contrasting Non-European country **(in depth study)**
Human and Physical	● Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ● Human features: city, town, village, factory, farm, house, office, port, harbour and shop
Skills and Fieldwork	● Use simple fieldwork (walks) and observational skills to study the geography of their school and its grounds and the key human and physical features of Amersham/Chesham its surrounding environment.

	• Use world maps, OS maps, atlases and globes to identify the United Kingdom and its countries. • Use simple compass directions (North, South, East. West) and locational and directional language (e.g. near and far, left and right) to describe location of features and routes on maps. • Identify human and physical features in photographs including aerial photographs.		
Year 1	**Autumn** **Travelling**	**Spring** **Seasides**	**Summer** **Amersham VS Rainforests**
Trips – Walk to Chesham Bois Spinney for a local study	**Horizontal Links:** Making a moving vehicle (DT), Information texts (English) **Vertical Links:** River Thames (Y4), Rainforest VS Amersham (Year 1), Mapping and Orienteering (Year 6) **Diagonal Links:** GFOL (Year 2), Orienteering PE, Tally charts Y2 **If I got on a bus, where could I go?** 1. Can I **<u>locate</u>** my home on a map and compare it to others? 2. Can I <u>map</u> a simple route around my school using symbols and compass directions? 3. Can I <u>investigate</u> and record different ways we can travel around our local area? 4. Can I <u>explore</u> the human and physical features of my local area? 5. Can I <u>plan</u> a route to Chesham Bois woods using google maps? 6. Can I <u>draw</u> a map of Chesham Bois spinney using symbols? Children will: • Know how to locate their home	**Horizontal Links:** Travelling (Geography), Materials (Science), Seasons (Science), **Vertical Links:** Weather and Erosion (Year 5), Oceans and Seas (Year 2), **Diagonal Links:** Rocks and Soils (Year 3), Living things in their habitats (Year 2), Mary Anning fossils Y3, Queen Victoria seasides Y2, Water cycle Y5, Printing Y5, water cycle Y4 **How are British beaches different from those in other countries?** 1. Can I locate and identify oceans and continents? 2. Can I find capitals in each of the four countries of the UK and name the surrounding seas and popular seaside locations? 3. Can I find out about British beaches and seas? (aerial photographs) 4. Can I use basic geographical vocabulary to refer to key physical features and key human	**Horizontal Links:** Animals Inc Humans (science), Travelling (Geography), Materials (Science) **Vertical Links:** Global Trade (Year 3), South America (Year 3)Weather (Year 5), Climate Change (Year 6) **Diagonal Links:** Living things in their habitats, Climates Y2, Water cycle Y5, Benin Kingdom Y5, Jungle book Y6 **What are the differences between Amersham and the Rainforest?** 1. Can I locate where tropical rainforests and the equator are on a world map? 2. Can I identify seasonal changes and daily weather patterns in the UK compared to the Congo Rainforest? 3. Can I identify the different layers of the rainforest, the terrain and what grows there? 4. Can I explain tourist experiences in the Congo rainforest?

	on a map and compare it to others • Children will understand that maps are represented by symbols. • Children will know the 4 points of a compass. • Children will know different forms of transport in their local area. • Children will understand reasons for travelling in different ways in their local area. • Children will know what a human and physical feature is. • Children will investigate the different human and physical features in their local area. • Children will understand that maps can be shown by aerial views online (google maps) • Children will know how to draw roads, paths, trees, pond, shops as symbols.	features? 5. Can I use compass points to move around a map? 6. Can I compare a British beach with one from another country? Children will: • Know the capital cities in 4 countries in the UK. • Know the surrounding seas and seaside locations of these 4 countries. • Children will know how to locate and identify oceans and continents on a map. • Children will investigate a British sea and understand it's position in the UK. • Children will understand aerial photographs and know where landmarks, basic human and physical features are. • Children will be able to compare a British beach with another country. • Children will know the 4 points of a compass. • Children will understand how to use compass points to move around a map.	5. Can I compare Chesham Bois woods to the Congo Rainforest? Children will: • Know where the UK is on a world map. • Know where the Congo Rainforest is on a world map and its position to the equator. • Children will know the terms: climate and terrain. • Children will understand what it is like in the Congo rainforest in terms of climate, terrain and what grows there. • Children will investigate the seasonal and daily weather patterns in the UK and compare this to the Congo rainforest. • Children will know the differences between a British woodland and a tropical jungle.

Greater Depth	1. Have more complex locational knowledge of local area, London and around the world. 2. Identifying patterns between hot and cold countries and more similarities and differences. 3. Using resources independently to make geographical enquiries.		
Assessment	1. Contextual world knowledge of locations, places and geographical features They have simple locational knowledge about individual places and environments, especially in their local area, but also in the UK and wider world. 2. Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space. Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment. 3. Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes,		

Year 2	**Local Area/Locations around the world**
Locational Knowledge	Name and locate and identify characteristics of the 4 countries of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans.
Place Knowledge	Human and physical geographical similarities and differences, comparing local area with a contrasting Non-European country **(in depth study) Why can't a meerkat live in the North Pole?**
Human and Physical	● Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ● Human features: city, town, village, factory, farm, house, office, port, harbour and shop
Skills and Fieldwork	● Use simple fieldwork (walks) and observational skills to study the geography of their school and its grounds and the key human and physical features of Amersham/Chesham its surrounding environment. ● Use world maps, OS maps, atlases and globes to identify the United Kingdom and its countries. ● Use simple compass directions (North, South, East. West) and locational and directional language (e.g. near and far, left

	and right) to describe location of features and routes on maps. ● Identify human and physical features in photographs including aerial photographs.		
Year 2	**Autumn** North pole/South Pole/Equator	**Spring** Local Area – Barnaby Bear	**Summer** Oceans and Seas
Trips -	**Horizontal Links:** Living things and Habitats (Science), Barnaby Bear (Geography), Plants (Science), Animals (Science), position and direction (maths) **Vertical Links:** Africa (Year 5), Weather and Erosion (Year 6), Climate Change (Year 6) **Diagonal Links:** Space Y5, magnets Y3, animals and habitats, Weather Y1, Plants Y4, States of matter Y4 **Why can't a meerkat live in the north pole?** 1. Can I locate the Kalahari Desert and its position to the equator? 2. Can I explain what it is like in the Kalhari Desert in terms of climate, terrain and what grows there? 3. Can I find out where the North and South Pole are and how far these are away from the equator? 4. Can I investigate what it is like in the South and North Pole in terms of climate, terrain and what grows there? 5. Can I compare our winter to the	**Horizontal Links:** GFOL (History), Materials (Science), Making a free standing structure (DT) **Vertical Links:** Somewhere to Settle (Year 3), Why is the Thames important? (year 4) Mapping and orienteering (Year 6) **Diagonal Links:** Orienteering PE, RE, places of worship, **What would Barnaby bear find exciting about our town?** 1. Can I use **simple fieldwork and observational skills** to study the geography of Chesham Bois/Chesham/Amersham? 2. Can I explore the key human and physical features of my town? 3. Can I describe my locality in words and pictures? (Describing Chesham Bois e.g. church, shops, river) Can I say what I like about my locality? 3. Can I Understand the **geographical similarities and differences** of Chesham Bois and London? (Through studying the human and physical geography of Chesham Bois (small area of UK)	**Horizontal Links:** Titanic (History), Climates (Science), Living things and Habitats (Science), Animals (Science) **Vertical Links:** Seasides (Year 1), Global Trade (Year 3), Weather and Erosion (Year 6), Climate Change Y6 **Diagonal Links:** Rocks and Soils (Year 3), Living things in their habitats, Mary Anning fossils Y3, , Water cycle Y5, Printing Y5, water cycle Y4, Vikings Y5, British Empire Y6, **If I was an explorer which ocean would I travel to and why?** 1. Can I recognise the UK on a range of maps, naming and locating the seas that surround the UK as well as the country's 4 constituent nations? 2. Can I name the 5 oceans and 7 continents of the world and locate them on a map? Can I explain which Ocean the UK lies in? 3. Can I interpret a range of sources of geographical information, including maps, globes and aerial photographs? 4. Can I locate the Pacific Ocean? Can I research the problems the Great Barrier Reef is facing?

	North pole? 6. Can I make comparisons with the Kalahari Desert, the South Pole and the North pole? **Children will:** • Know where the Kalahari Desert is on a world map and its position to the equator. • Investigate the Kalhari Desert's climate, terrain and what grows there. • Children will know where the North and South Pole are on a world map. • Children will understand that these are the furthest away from the equator. • Children will know that winter in the North Pole is very different to winter in the UK. • Children will understand the differences between the North Pole in winter and the UK. • Children will be able to compare the Kalahari desert, the South Pole and the North Pole.	4. Can I explore the differences between a city, town and village? 5. Can I map a route around my local area using compass skills and symbols? (From school to the moor or from school to Amersham shops) **Children will:** • Children will know how to use simple fieldwork to study the Geography of Chesham/Amersham. • Children will know how to use observation skills to study the geography of Chesham/Amersham. • Children will investigate the key human and physical features of their town. • Children will understand their locality and be able to describe it using words and pictures. • Children will know what they like about their locality. • Children will know the geographical similarities and differences between Chesham Bois and London. • Children will know what a village, town and city is. • Children will investigate the differences between a village, town and city, • Children will know how to use a 4point compass and symbols to map a route to the moor. • Children will know how to represent trees, roads, paths,	5. Can I compare and contrast the Pacific ocean to the Atlantic Ocean? (This may take two lessons – looking at each one in detail then a CC activity) **Children will:** • Know the seas that surround the UK. • Know where UK, Northern Ireland, Wales and Scotland. • Children will know the 5 oceans and locate them on the map. • Children will know the 7 continents of the world and will be able to locate them on a map. • Children will investigate which Ocean the UK lies in. • Children will know the location of global significant places, both terrestrial and marine. • Children will understand that geographical information can be displayed in many ways (maps, globes, aerial photographs) • Know what the Great Barrier Reef is. • Understand the problems that the Great Barrier Reef is facing. • Children will investigate the differences between the pacific and the Atlantic Ocean.

		houses, field, bridge, river, school, lake, tennis courts, swimming pool.	
Greater Depth	Have more complex locational knowledge of local area, London and around the world. Use complex geographical vocabulary to describe Recall all 7 continents and order these largest and smallest. Explain the difference between climate and weather and relate this to 3 different climate zones. Explain similarities and differences between countries in the UK and other areas studied.	Use cardinal directions to describe location. Relate understanding of physical and human geography to the history of Chesham Bois – how has it changed over time? Use complex geographical vocabulary to compare Chesham Bois and another area. Confidently explain how they know if a place is a city, town or village. Give accurate directions to follow route map to Amersham/the Moor	Show a depth of understanding of reading different types of maps. Confidently explain the difference between a country and continent. Be able to order the 5 oceans smallest to largest. Explain the differences between locating places on maps, globes and aerial photographs saying which one they prefer to use and why. Make in depth comparisons about 2 oceans.
Assessment	1. **Contextual world knowledge** of locations, places and geographical features They have simple locational knowledge about individual places and environments, especially in their local area, but also in the UK and wider world. 2. **Understanding of the conditions**, processes and interactions that explain features, distribution patterns, and changes over time and space. Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment. 3. **Competence** in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information Be able to **investigate** places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, aerial photos.		

Year 3	
Locational Knowledge	Locate the United Kingdom using maps and globes Name and locate **counties** and cities of UK. Name and locate the geographical **regions** of UK and identifying their human and physical characteristics understanding how some have changed over time. Identify 9 regions of England (**London, South East**, South West, East of England, East Midlands, West Midlands, North East,

	Yorkshire and the Humber, **North West**) Identify key topographical features of these regions (including hills, mountains, coast and rivers) Locate countries and major cities in South America using maps and globes. Identify Italy and South America in Northern Hemisphere. Identify time zones in South America. Locate the Antarctic.		
Place Knowledge	Human and physical geographical similarities and differences, **comparing a region of the Europe (Italy) to a region of Central America**		
Human and Physical	**3 climates** (temperature and precipitation) zones- Polar, temperate and tropical split by lines of latitude (including the Equator and the Tropics). **Biomes**- distinct biological communities formed as a result of shared climate (taiga, tundra, temperate deciduous forest, scrub forest grassland, desert, tropical rainforest and temperate rainforest) and vegetation belts. Economic activity; Distribution of natural resources; Water cycle and rivers; Types of settlement and land use		
Skills and Fieldwork	Maps, atlases, globes and digital/computer mapping 8 points of a compass. 4 grid reference Symbols and keys		
Year 3	**Autumn**	**Spring**	**Summer**
Trips -	**Horizontal Links:** Stone Age to Iron Age, Mayans, Rocks and Soils, Global Trade, Make a settlement village (DT) **Vertical Links:** River Thames/Rivers (year 4), Weather and Erosion, Local Area (Across Year groups) Materials (Year 1), Anglo Saxons (Year 5) **Diagonal Links:** Anglo Saxons, Vikings, Romans, Position and direction Maths 4point compass Y2, **Big Question: Where would you settle and why?** 1. Can I explain what early settlers needed? 2. Can I explain why settlements	**Horizontal Links:** Stone Age (Trade through time), Mayans (Chocolate trade), Plants (Science), Cooking chocolate (DT), South America (Geography), Scientists and inventors botanists, **Vertical Links:** River Thames (Year 4), Oceans and Seas (Year 2), Africa (Year 5), Empire Y6 **Diagonal Links:** PSHE Fair Trade, Titanic Y2, Transport Y1, DT Seasonal and cultural food Y5, **Global trade** **Big Question** **Who is responsible for global trade?** 1. Can I investigate where the	**Horizontal Links:** The Mayans, Cooking chocolate (DT), Animals (Science), Plants (Science) **Vertical Links:** Climate Change (Year 6),, Weather (Year 5), USA (year 6), Africa (Year 5), Rainforests Y1, **Diagonal Links:** Romans Y5, Climate change Y2 **South America/Rainforest** **Big Question** **How are Brazil and Italy different from each other?** 1. Can I name and locate a number of southern American countries?

	are called certain names? 3. Can I use a map to identify settlements built by invaders? 4. Can I explain how land is used in settlements? 5. Can I explain how settlements are linked? (Using maps) 6. Can I create a map of an ideal place to settle? **The children will:** • Children will know what a settlement is. • Children will know what the features of a settlement are. • Children will understand the needs of people within a settlement • Children will investigate and compare the different needs of different settlements (Glasgow and Llamgollen) • Know the 8 points of a compass. • Understand how to use a 8point compass. • Know the 9 regions. • Know what grid references are and how they are used. • Understand how to use a map to locate places built by invaders. • Know that settlements do not stay the same across history and time. • Investigate which towns were built by which invaders and when. • Investigate patterns in	products we buy come from? 2. Can I understand that all products have a supply chain? 3. Can I explore the chocolate supply chain? 4. Can I investigate the UKs and Germany's biggest exports and compare them? 5. Can I explain the positive impact that buying fair-trade products has on communities in other countries? 6. Is the chocolate trade fair? **The children will:** • Know what the terms 'trade' and 'global' mean • Know what 'goods' are and know what 'multi-national' means? • Understand that there is local, national and global trade. • Investigate transportation methods. • Understand what commodities are and what trade is worth? • Know what 'import' and 'export' means. • Know and understand where in the world different commodities and food we eat comes from. • Investigate how many places the ingredients in one product come from.	2. Can I compare the climates of South America and the Italy? 3. Can I use appropriate symbols to represent features on maps of the UK and South America? 4. Can I locate Brazil and Italy in relation to the equator and Greenwich Meridian? **5.** Can I describe the name the main physical features **of Brazil and Italy?** 6. Can I compare human features of Brazil and Italy including its cities, town and village locality? (population, landmarks, tourist attractions) 7. Can I explain how the locality has changed over time? (Explain deforestation of the Amazon rainforest. Find different views about an environmental issue.) **Children will:** • Know where South America is on a map. • Know how big South America is. • Investigate how many countries are in South America. • Understand that some are developed and some are less developed and locate these on a map. • Know what the Greenwich Meridan is.

	settlements relating to invaders. • Know that different land is used for different purposes and what these are. • Know how to identify land use using digital maps. • Investigate the differences between land use in different places. • Understand that there are different transport links between settlements. • Know the main components of a settlement. • Know how to draw a key • Know how to draw a map using symbols.	• Know what the terms 'supply' and 'supply chain' mean • Know what 'natural' and 'raw' materials are. • Know what a 'manufacturer' is. • Know what primary, secondary and tertiary industries are. • Investigate where UK exports go. • Understand what the UK exports. • Know what 'complex manufactured goods' are. • Know what a developed country is and what a less developed country is. • Know what producers and consumers are. • Know what fair trade is. • Investigate and understand the cocoa supply chain. • Explore whether the cocoa supply chain is fair or not and give reasons why.	• Know what the Northern and Southern hemispheres are. • Know where the Antarctic is. • Know the equator and the lines of latitude and how these positions change climate zones (polar, temperate and tropical) • Know what biomes means. • Know the different types of climate zones. • Understand how Italy and Brazil's climate zones are different. • Investigate the main physical/natural features of Italy and Brazil and locate these on a map. • Understand that the populations of Italy and Brazil are different. • Investigate whether Brazil and Italy are developed or less developed. • Know the major cities of these countries. • Locate the main ports/airports of these countries. • Investigate the famous landmarks and tourist attractions in these countries. • Know what deforestation is and how this links to global trade.
Greater Depth	Begin to have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news. Begin to understand in some detail what a number of places are like UK, Europe (Italy) and Americas, how and why they are		

	similar and different, and how and why they are changing.
Assessment	1.**Contextual** world knowledge of locations, places and geographical features. Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features. 2. **Understanding** of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space. **Begin to** demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences. 3.**Competence** in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information. Be able to **investigate** places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently

Year 4	**Local Area/Locations around the world**
Locational Knowledge	Locate the United Kingdom using maps and globes Name and locate **counties** and cities of UK. Name and locate the geographical **regions** of UK and identifying their human and physical characteristics understanding how some have changed over time. Identify 9 regions of England (**London, South East**, South West, East of England, East Midlands, West Midlands, North East, Yorkshire and the Humber, **North West**) Identify key topographical features of these regions (including hills, mountains, coast and rivers) Locate countries and major cities in North America using maps and globes. Identify UK and South America in Southern Hemisphere. Identify time zones in South America. Locate the Arctic Circle.
Place Knowledge	Human and physical geographical similarities and differences, **comparing a region of the UK to a region of Greece, Compare the River Thames (London) to The Sewer Canal (Ancient Egypt)**
Human and Physical	Volcanoes and earthquakes Types of settlement and land use Economic activity Distribution of natural resources Rivers and transportation/trade

Skills and Fieldwork	**Skills and Fieldwork** Maps, atlases, globes, and digital resources. Eight points of the compass, 4-point grid references Symbols and keys Use appropriate symbols to represent features on a map.		
Year 4	**Autumn**	**Spring**	**Summer**
Trips -	**Horizontal Links:** Shang Dynasty, Living things and their habitats **Vertical Links:** Weather (year 6), Somewhere to settle (Year 3), **Diagonal Links:** Rocks and soils (Year 3), **Volcanoes/Mountains/Earthquakes** **Big Question:** **What are the differences between volcanoes and mountains?** 1.Can I explore the structure of the Earth? 2.Can I explain how mountains are formed? 3. Can I explain how and why earthquakes happen? 4.Can I explore how volcanoes are formed? 5.Can I map the locations of volcanoes around the world? Lesson 6 – Answer big question looking at differences and similarities **Children will:** • Know the 4 main components of the Earth.	**Horizontal Links:** States of matter (Water cycle), Ancient Egypt (River Nile CC), **Vertical Links:** Where did and do the wheels on the bus go (Year 1), Global Trade (Year 3), Settlements (Y3), Will you ever see the water you drink again? (Year 5) **Diagonal Links:** **Big Question:** **Why are rivers important?** 1. Can I Locate and name the main rivers in the UK and around the world? (Identify rivers such as River Thames, Firth of Forth in Scotland in Edinburgh) 2. Can I explore the water cycle and describe how rivers are formed? 3. Can I explain the main physical features of the River Thames and compare it to the Sewers canal? 4. Can I research and explain why cities are located by rivers? (Alexandria and London)	**Horizontal Links:** Animals inc Humans, Make a Greek Salad (DT), **Vertical Links:** **Diagonal Links:** **Big Question:** **How does life in Greece compare to the UK?** 1. Can I identify Greece in the northern and eastern hemisphere and its location in Europe? 2. Can I locate Greece's major cities? 3. Can I map the climatic zones in Greece? 4. Can I explore the physical features of Greece? 5. Can I compare modern Greece to Ancient Greece? 6. Can I explore the tourist attractions in Greece? 7. Can I compare life in Greece to the UK?

	• Understand the characteristics of each section. • Know and describe what volcanic and fold mountains are. • Know what tectonic plates are. • Know what fold lines are and how pressure plays a part. • Investigate where in the world Earthquakes happen. • Know why earthquakes happen. • Understand how people keep safe in an earthquake. • Know that earthquakes have different strengths. • Know the different stages of a volcanoes life. • Investigate and demonstrate how tectonic plates move. • Investigate how a volcano is formed. • Know and name some of the parts of a volcano. • Know what happens when a volcano erupts. • Investigate where volcanos are on different continents. • Know that there are volcanic eruptions happening and where these are.	5. Can I explore the different ways we use water? (Trade, tourism transportation, leisure, drinking, farming, industrial) 6. Can I investigate the impacts of floods and droughts? (Aswan Dam/Thames barrier) **Children will:** • Know the main rivers in the UK. • Know the main rivers around the world (Firth of Forth) • Know what the water cycle is. • Investigate how rivers are formed. • Know the main physical features of the River Thames. • Know the Sewers Canal is in Egypt. • Investigate how the River Thames and the Sewers Canal have similarities and differences. • Know what a city is. • Know that some cities are located by rivers. • Investigate the different ways countries use water. (Trade, transport, tourism, leisure, drinking, farming, industrial) • Understand that rivers can cause floods. • Understand the impact of floods and droughts on people (Aswan Dam/Thames barrier)	**Children will:** • Know where Greece is on a map. • Know Greece's location in Europe. • Know the terms 'Northern' and 'Southern' hemisphere. • Know the major cities in Greece. • Investigate the climate zones in Greece and map these • Investigate the physical features of Greece. • Know that Modern Greece has not always been like this. • Investigate the differences between Modern Greece and Ancient Greece. • Investigate the tourist attractions in Greece and how these support their economy. • Understand that life in the UK is different to life in Greece. • Investigate the similarities and differences between Greece and the UK.

Greater Depth	1 .Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world (hot and cold places), and some globally significant physical and human features. 2.Show understanding by describing the places and features of River Thames and Egypt using more complex geographical vocabulary, identifying some similarities and differences and simple patterns in the environment. They are becoming more adept at comparing places, and understand some reasons for similarities and differences		
Assessment	1. **Contextual** world knowledge of locations, places and geographical features. Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world 2. **Understanding** of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space. Show understanding by describing the places and features they study using more complex geographical vocabulary, identifying **more** similarities and differences and simple patterns in the environment. 6. **Competence** in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information. Be able to i**nvestigate** places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos		

Year 5	**Local Area/Locations around the world**
Locational Knowledge	● Name and locate and identify characteristics of the 4 countries of the United Kingdom and its surrounding Identify 9 regions of England (London, South East, South West, East of England, East Midlands, West Midlands, North East, Yorkshire and the Humber, North West) ● Locate countries in Africa concentrating on their environmental regions, key physical and human characteristics, countries and major cities. ● Identify Nigeria in the Northern and Eastern hemisphere. Identify how Africa falls in all 4 hemispheres.

	• Use line of latitude to identify the equator, the tropics of Cancer and Capricorn and the Arctic Circle.		
Place Knowledge	Human and physical geographical similarities and differences, comparing a region of the UK to Nigeria		
Human and Physical	3 climates (temperature and precipitation) zones- Polar, temperate and tropical split by lines of latitude (including the Equator and the Tropics). Biomes- distinct biological communities formed as a result of shared climate Types of settlement and land use Economic and trade use Water cycle and rivers Weather and Erosion		
Skills and Fieldwork	Globes, maps, atlases, digital and computer mapping Eight points of the compass 4 and 6 grid references Symbols and keys		
Year 5	**Autumn – Water Cycle**	**Spring – Weather and Erosion**	**Summer - Africa**
Trips -	**Horizontal Links:** States of Matter (Science), Scientists and Inventors **Vertical Links: River** Thames (Year 4), Weather and Erosion (year 6), Climate Change (Year 6) **Diagonal Links:** Water Cycle **Big Question:** **Will you ever see the water you drink again?** 1. Can I explain why water is a major necessity in any village, town or city? (Discuss where the nearest water source is? Can you find them on the map? What do we use water for? Why is it so important? Would we survive without it?	**Horizontal Links:** States of Matter (Science), Water cycle (G), **Vertical Links:** Seasides (Year 2), Oceans and Seas (Year 2), Volcanoes, Mountains and earthquakes (Year 4) **Diagonal Links:** Weather and Erosion **Big Question:** **How do changes in land use affect people and the environment in different ways?** 1. Can I investigate how different types of weathering change rocks? 2. Can I identify causes of erosion and discuss the effects? 3. Can I identify and understand how coastal features are	**Horizontal Links**: Benin Kingdom, Living things in their environment, Water cycle **Vertical Links:** Global Trade, Local Area, Weather **Diagonal Links:** Climate Change (Science) 1. Can I describe the physical geography of Africa? - include tectonics 2. Can I map and explain the different climatic zones of Africa? 3. Can I compare demographics of different countries in Africa? 4. Can I investigate major settlements of

	2. Can I explain how the rain water survives in the first place? (Can children explain how water is formed) 3. Can I explain why some places go for a long time without rain and others have too much rain? (Look at climates in different countries, how does it affect farming? Are countries like India better off with long seasons of rain compared to unpredictable rain in the UK? 4. Can I investigate how water is used to provide energy to many places? (Do you know any ways to make energy that are good for the environment? (Wind Pilot) Can I explore why it is such a cheap resource for energy? Debate how it can be used in everyday homes. 5. Can I explain what other effects water has? (Transport, erosion, impact of rivers on trade) **Children will:** • I know where the water I drink comes from. • I know the three states of matter. • I know where the nearest water sources are and can find these water sources on a map. • I know what we use water for. • I know why water is important	formed? 4. Can I explain how coastal erosion happens and understand different views regarding coastal defences? 5. Can I explore different strategies of coastal management? 6. Can I explore how changes in land use will affect people and the environment in different ways? (Big Question) **Children can:** -discuss the terms physical, chemical and biological weathering Children know: -different types of weather -how weathering changes rocks --explain how erosion has a major effect on shaping the surface of the earth Children know: -different types of erosion (water, wind, ice, coastal) and how these occur over time -name different coastal features (coast, bay, headland, beach, dune, cave, cliff, arch. Stack and stump) **Children know:** -how different coastal features are formed and can explain this process -how a coastline can change overtime -explain different types of coastal erosion -describe hard and soft engineering to prevent coastal erosion **Children know:** -that there are different views regarding coastal defence and can share advantages and disadvantages for each **Children can:**	Africa? 5. Can I explore climate change in the Sahel? 6. Can I compare life in Amersham with a town in the Africa? **Children will:** Know the different countries within Africa. Know that Africa is made up of 54 countries. Know the physical geography of Africa. Know what tectonics are. Know that there are different climate zones in Africa. Be able to map the different Climate zones in Africa. Know the different demographics of different countries in Africa. Know about the cities evolving systems. Know about the major settlements in Africa. Know the names of some of these settlements. Be able to talk about climate change in Sahel. Know that there are extreme temperatures in Sahel. Know what life in Africa is like. Compare settlements in Amersham and Africa. Compare schooling in Africa and Amersham. Compare religious buildings in Africa and Amersham.

	and that we cannot survive without it. • I know how water is formed. • I know how the climate in different countries impacts on farming. • I know the reasons for seasons of rain. • I know renewable energy sources. • I know the advantages and disadvantages of water as an energy resource. • I know where water goes after being used in our homes. • I know that water can be recycled.	-research different strategies of coastal management -present their findings and make a recommendation to manage coastal defences -use their developed knowledge of weathering and erosion to explore and comment on how changes in land will affect people and the environment **Children know:** -how different defences can be used to slow down the effects of erosion	Compare shops and transport in Amersham and Africa.
Greater Depth	1. Have a more detailed knowledge of world, significant places and places in the news. 2 Explain why there are differences between the developed and third world countries. 3.Carry out investigations using a range of geographical questions.		
Assessment	1**.Contextual** world knowledge of locations, places and geographical features. Begin to have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news. 2. **Understanding** of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space. Begin to understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change. They show some understanding of the links between places, people and environments 3 **Competence** in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information To begin to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view		

Year 6	Local Area/Locations around the world		
Locational Knowledge	Name and locate and identify characteristics of the 4 countries of the United Kingdom and its surrounding Identify 9 regions of England (London, South East, South West, East of England, East Midlands, West Midlands, North East, Yorkshire and the Humber, North West) Locate countries in North America concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify North America in Northern Hemisphere. Use line of latitude to identify the equator, the tropics of Cancer and Capricorn and the Arctic Circle		
Place Knowledge	Human and physical geographical similarities and differences, **comparing a region of the UK to a region of North America (Texas)**		
Human and Physical	Tectonics		
Skills and Fieldwork	Globes, maps, atlases, digital and computer mapping Eight points of the compass 4 and 6 grid references Symbols and keys		
Year 6	**Autumn**	**Spring**	**Summer**
Trips -	**Horizontal Links:** Medieval Britain, Empire, Industrial revolution, **Vertical links:** Weather and Erosion (Year 5), Volcanoes, Mountains and earthquakes (Year 4) **Diagonal:** **Big Question: How can we prevent climate change?** **Climate change** **1.** Can I explain how the world's climate is changing? 2. Can I identify the causes of climate change? (Empire) 3. Can I discuss the impacts of climate	**Horizontal Links:** British Empire, World War II (Allies) **Vertical links:** South America (CC) Year 3,Volcanoes, Mountains and earthquakes (Year 4) **Diagonal:** **USA** **Big question: What are the differences between life in USA and our life in Amersham?** 1. Can I describe the physical geography of NA? - include tectonics 2. Can I map and explain the different	**Horizontal Links:** **Vertical links:** Barnaby Bear (Y2), Travel and Transport (Y1), Mapping (covered in each Geog topic) **Diagonal:** **Mapping and Orienteering** **Big Activity – Use maps to take part in an orienteering activity successfully.** 1. Can I use a variety of maps to find locations? 2. Can I draw my own scale map?

	change? 4. Can I debate the pros and cons of renewable energy? 5. Can I apply learning to suggest solutions to climate change in Bangladesh? 6. Can I create a plan to reduce my carbon footprint? **Children will:** Understand the difference between weather and climate. Be able to offer examples of evidence that the climate is changing. Know what coral bleaching is. Know how sea ice is shrinking in the Arctic. Know that CO2 levels have risen dramatically since the industrial revolution. Know that sea levels are rising. Know that hurricane frequency is increasing. Know that summer temperatures are increasing. Explain the processes behind the greenhouse effect. Explain what greenhouse gases are. Discuss what fossil fuels are and why they are damaging to the environment. Be able to discuss the advantages and disadvantages of renewable energy Explain the effects of rising temperatures on the world's climates. Explain how climatic change can impact human communities – particularly in	climatic zones of North America? 3. Can I compare demographics of different countries in North America? 4. Can I investigate major settlements of North America? 5. Can I explore climate change in California? 6. Can I compare life in Amersham with a town in the USA using a range of resources? **Children will:** Be familiar with the broad geographical regions of the North American continent. Identify major rivers and mountain ranges in North America. Be able to explain how plate tectonics have influenced the topography of North America. Identify major climatic zones in North America. Give reasons for the differences in regional climate in North America. Explain how climate impacts on the vegetation that grows within a region. Draw graphs to display and compare climate data about different regions. Discuss major indicators used in studying demographics. Appreciate why consideration of population demographics is a useful tool in understanding regions. Be able to identify and locate major	3. Can I apply understanding of grid references and contour lines? 4. Can I compare a range of maps and explain how a place has changed over time? 5. Can I use maps to complete tasks? 6. Can I participate in an orienteering challenge? **Children will:** Be able to use a range of map types, including OS maps, to find locations. Be able to use keys to understand information presented on OS maps. Understand scale and compare different maps. Consider how altitude is presented in maps through contour lines. Draw a map of their classroom using an appropriate scale and symbols. Formulate and understand 6-point grid references to locate positions on a map. Use maps to discuss how places have changed over time. Use maps to complete a range of tasks. Use maps to take part in an orienteering activity.

	marginal areas. Be able to identify a number of countries where climate change is already having a significant impact. Know what a carbon footprint is. Know how to take steps to reduce their own footprint.	settlements in North America and give reasons for their locations. Compare and contrast demographic data from different regions. Account for the differences between each region. Discuss impact of climate change on some areas of North America. Investigate declining rainfall in California and the impact in terms of drought and forest fires.	
Greater Depth	1.Explain the interconnection between natural resources and the physical geography of the country. 2.Identify changes over time and reasons for changes over time in a local area. 3.Independently produce a project having carried out an investigation.		
Assessment	1.**Contextual** world knowledge of locations, places and geographical features. Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news 2.**Understanding** of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space. **Understand** in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change. They show some understanding of the links between places, people and environments 3.**Competence** in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information. (Increasing the range and accuracy of pupils' investigative skills, and advancing their ability to select and apply these with increasing independence to geographical enquiry) Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view.		