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| Year |  | | |  |
| Location | Human and Physical Geography | Geographical Vocabulary | Skills |
| **6** | Identifying the tropics, the Arctic and Antarctic circles, Prime/Greenwich Meridian and time zones. Understanding one continent in depth and the earth within the solar system.  **Save our planet**  **Antarctica** | Describe and understand key aspects of physical and human geography, including types of settlements and land use, economic activity, and the distribution of natural resources.  Describe key aspects of physical geography including: biomes and vegetation belts.  **Save our planet** | Understand and identify major climatic zones of the world, global warming, climatic extremes, jet stream, ocean currents and the gulf stream.  **Save our planet** | Use primary and secondary sources of evidence in their investigations and investigate places with more emphasis on the larger scale; contrasting and distant places.  Collect and record evidence unaided and analyse evidence and draw conclusions.  Use OS maps and describe the features shown on them.  Locate places on a world map and use topographical information to find further features.  Recognise world maps as flattened globes.  Use relative vocabulary to describe human and physical features in great detail. |
| **5** | The continents – major countries, mountain ranges, rivers, capital cities, oceans and seas. Identify the position and significance of longitude/latitude/Equator/N&S Hemispheres.  **Extreme Earth** | Understanding human and geographical similarities and differences of a region of the UK and a region within North or South America.  Describe key aspects of physical geography including: volcanoes and earthquakes.  **Extreme Earth**  **California + Giants Causeway** | Use correct geographical language to describe the human and physical geography of a variation of countries and their features.  **Oceans Apart** | Investigate places with more emphasis on the larger scale; contrasting and distant places. Collect and record evidence unaided and analyse evidence and draw conclusions.  Compare maps with aerial photographs, choosing maps for specific purposes.  Begin to use atlases to find out about other features of places.  Use relative vocabulary to describe different countries and their human and physical features. |
| **4** | Name and locate counties and cities of the UK, identifying their human and physical characteristics.  **Our European Neighbours**  **Leamington Spa** | Understanding human and geographical similarities and differences of a region of the UK and a region in a European Country.  Describe key aspects of physical geography including: climate zones and the water cycle.  **Our European Neighbours**  **Leamington Spa + Bruhl, Germany** | Use the correct geographical language to describe counties and cities in the UK.  **Our European Neighbours** | Collect and record evidence with some aid and analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.  Locate places on larger scale maps and globes, identifying significant places and environments.  Use relative vocabulary to describe key features of the UK’s key cities and counties. |
| **3** | Locate the world’s countries, and their major cities, with a focus on Europe and North and South America.  **Food glorious food**  **?** | Understanding geographical similarities and differences of a region of the UK and a region of Europe, North or South America.  Describe key aspects of physical geography including: rivers and mountains.  **Food glorious food**  **?** | Describe a place using the correct geographical terms from within Europe, North or South America.  **Chocolate Factory**  **?** | Investigate places and themes at more than one scale and begin to collect and record evidence. Analyse evidence and begin to draw conclusions.  Locate places on larger scale maps e.g. maps of Europe, beginning to identify points on a map.  Use relative vocabulary to describe key features of a place within Europe, North or South America. |
| **2** | Name, locate and identify characteristics of the 4 nations of Great Britain and Northern Ireland.  **On your doorstep** | Understanding geographical similarities and differences of a small area of the UK, contrasted against a non-European country. Discuss climates in relation to the equator and North and South poles.  **On your doorstep**  **Leicester + Brunei** | Describe a place outside of Europe by using key geographical words.  **On your doorstep**  **Sensational Safari** | Make simple comparisons between features of different places and make appropriate observations. Use simple compass directions (N/S/E/W).  Use an infant atlas to locate places, naming the major features (Construct a basic map and key).  Use aerial photographs to plan perspectives and recognise landmarks.  Use relative vocabulary to describe key features.  Use locational and directional language. |
| **1** | Locate the 7 continents and 5 oceans.  **Under the sea** | Understanding human and physical geography of a small area of the UK.  **Magical Mapping**  **Leicester** | Understand the differences between hot and cold temperatures and clothing.  **Around the world**  **Antarctica + Africa** | Make observations about where things are e.g. within school or local area and use sources of information to guide study.  Use a simple picture map to make observations about a small area.  Observe the local geography of the school grounds.  Use relative vocabulary.  Use directional language. |
| Pupils should be taught to following throughout year groups, regularly: | | Children should develop their abilities to:  Read maps (incl. understanding keys)  Draw maps  Understand direction **KS1** (N/E/S/W) **KS2** (N/NE/E/SE/S/SW/W/NW)  Understand scale/distance and perspective | | |