

## Geography Curriculum - EYFS

### Early Years Development Matters/ELGs curriculum:

Pupils should be taught:

#### Understanding the World – The World (3-4year olds)

- Talk about what they see, using a wide vocabulary.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

#### Understanding the World – The World (Reception)

- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

#### Understanding the World – The World ELG

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

#### Understanding the World – People and Communities ELG

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

### Nursery Coverage

These themes may change as a result of following the children's interests.

#### Autumn Term – Once upon a rhyme / Fairy tales

- Build confidence with exploring forest school, introduce boundaries and the skill of using simple tools.
- Gather natural materials and man-made materials to build dens and structures. Children to follow their interests in both inside and outside environments.
- Explore and respond to different natural phenomena in their setting and on trips.
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#### Spring Term – Growth / I wonder what grows?

- Show interest in different occupations.
- Plan and introduce new vocabulary related to the occupation and encourage children to use it in their speech and play.
- Explore a range of roles and jobs through small world play and role play outfits. Provide children with experiences to see different jobs through pictures, videos and real life experiences.
- Model new vocabulary and encourage children to ask questions and find out more information.
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#### Summer Term – Culture and communities / Journeys

- Begin to understand the need to respect and care for the natural environment and all living things.
- Talk about what they see, using a wide vocabulary
- Forest school sessions Summer 1, exploring the natural world, developing children's vocabulary based around seasonal changes.
- Taking care of the natural environment

### Nursery End points (3-4year olds)

#### Understanding the World – The World (3-4year olds)

- Talk about what they see, using a wide vocabulary.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

### Reception Coverage

These themes may change as a result of following the children's interests.

#### Autumn – I wonder what makes a story?

- Explore the natural world around them
- Describe what they see hear and feel outside
- Understand the effect of changing seasons on the natural world around them.

#### Spring – I wonder who is a hero?

- Revisit the forest, children will explore the changes from Autumn through to spring.
- Understand that some places are special to members of their community.

#### Summer – I wonder what's out there?

- Draw information from a simple map.
- Exploring maps of the immediate environment, aerial views. Create maps from imaginary stories.
- Continue to explore the forest area to observe how the natural world has changed, investigate weather and ways to record features of the changing seasons.
- Recognise some environments that are different from the one in which they live. Model vocabulary needed to name specific features in the world. Recognise some similarities and differences between life in this country and life in other countries
- Summer 1 – under the sea / out at sea, explore the differences in environments – new language, images, books.
- Summer 2- explore contrasting environments in the local and national region- look at Africa as part of our topic.
- Books, images

### Reception End points

#### Understanding the World – The World (Reception)

- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.

	<ul style="list-style-type: none"> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul> <p><b><u>Understanding the World – The World ELG</u></b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> <p><b><u>Understanding the World – People and Communities ELG</u></b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>
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## Geography Curriculum - Key Stage 1

### **National Curriculum:**

Pupils should be taught about:

#### **Locational knowledge**

- ☑ 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

#### **Place knowledge**

- ☑ 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

#### **Human and physical geography**

- ☑ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
  - ☑ use basic geographical vocabulary to refer to:
    - ☑ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
    - ☑ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

#### **Geographical skills and fieldwork**

- ☑ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- ☑ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- ☑ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- ☑ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Year 1 Coverage

Year 2 Coverage

<p><b>Autumn Term – ‘Houses and Homes’</b>  <u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p><b>Spring Term – ‘The Local Area’</b>  <u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>use birds eye photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><b>Summer Term – ‘Hot and Cold Places’</b>  <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>name and locate the world’s seven continents and five oceans</li> </ul> <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul> <p><u>Geographical skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul> <p>use simple compass directions (North, South, East and West)</p>	<p><b>Autumn Term – ‘Wolverhampton and Castles’</b>  <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries,</li> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul> <p><b>Spring Term – ‘Africa’</b>  <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>name and locate the world’s seven continents and five oceans</li> </ul> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><u>Geographical Skills and Fieldwork</u></p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p><b>Summer Term – ‘Off to the seaside’</b>  <u>Place Knowledge</u></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>devise a simple map; and use and construct basic symbols in a key</li> </ul> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
<p><b>Year 1 End points</b></p>	<p><b>Year 2 End points</b></p>
<p><b>Knowledge &amp; Understanding</b></p> <p>I can use the vocabulary Flat/ bungalow/ terraced/ detached/ semi-detached/ caravan/ cottage/ cabin/ mansion/ farmhouse</p> <p>I can identify different types of homes around the world using the vocabulary igloo/ mud hut/ tee-pee/ tree house/ yurt/ chalet</p> <p>I know features of different types of homes in the United Kingdom and around the world</p> <p>I know where different types of homes are located around the world</p> <p>I can use vocabulary to name human and physical features - homes, school. Field. Grass, trees, pub, pool. Shop, supermarket, church, roads, fences, post box</p> <p>I can name and locate the world’s 7 continents and 5 oceans.</p> <p>I can describe the weather in hot and cold part of the world.</p> <p><b>Skills</b></p> <p>I can use simple field work and observational skills to identify different types of homes in the United Kingdom</p> <p>I can recognise my school and human and physical features from a birds eye view</p> <p>I can sketch a 2D map of my school and its grounds.</p> <p>I can follow simple compass points (North, South, East and West).</p> <p>I can locate the Equator, North Pole and South Pole.</p>	<p><b>Knowledge &amp; Understanding</b></p> <p>I know the countries that form the United Kingdom and their capital cities.</p> <p>I can name human features of Wolverhampton</p> <p>I can use locational vocabulary to describe where features are located</p> <p>I can use basic geographical vocabulary to refer to key physical and human features in the context of Kenya (national parks/ reserves).</p> <p>I can understand some of the main animals which live in Kenya.</p> <p>I can name features of Kenya (National Parks, Game reserves, The Big Five,</p> <p>I can explain what endangered means</p> <p>I can say why animals migrate</p> <p>I can understand where Kenya is in the world.</p> <p>I can compare my life to a child’s life from Kenya.</p> <p>I can name human and physical features I have observed</p> <p>I can say if a feature is human or physical</p> <p>I can compare a coastal and rural area.</p> <p><b>Skills</b></p> <p>I know how to use and construct basic symbols in a key</p> <p>I can locate Kenya on a world map</p> <p>I can use world maps, atlases and globes to identify the countries studied at this key stage in the context of Africa (Kenya).</p> <p>I can locate towns on a UK map</p> <p>I can draw a simple map and create a key</p>

## Geography Curriculum – Key Stage 2

### National Curriculum:

Pupils should be taught about:

#### Locational knowledge

- 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 human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-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)

#### Place knowledge

- 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

#### Human and physical geography

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

#### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### Year 3 Coverage

Autumn Term – 'Our Local Area'

#### Human and physical geography

- describe and understand key aspects of:
  - human geography, including: types of settlement and land use,

#### Geographical skills and fieldwork

- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Spring Term – 'Stone Age to Iron Age'

#### Locational Knowledge

- 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
- To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)

#### Human and Physical Features

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, **mountains**

#### Geographical skills and fieldwork

To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Summer Term – 'Rome, Earthquakes and Volcanoes'

#### Locational knowledge

- 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 human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

#### Human and physical geography

### Year 4 Coverage

Autumn Term – 'H2O'

#### Human and Physical Geography

- describe and understand key aspects of:
  - physical geography, including rivers and the water cycle

#### Geographical Skills and Fieldwork

- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Spring Term – 'The Midlands'

#### Human and Physical Features

- describe and understand key aspects of:
  - human geography: settlements, land use, economic activity, trade links, distribution of natural materials including energy, food and minerals and water

#### Geographical skills and fieldwork

- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Summer Term – 'London'

#### Locational knowledge

- 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 human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

#### Human and physical geography

- describe and understand key aspects of:
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

<ul style="list-style-type: none"> <li>describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> </li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>
<p><b>Year 3 End points</b></p>	<p><b>Year 4 End points</b></p>
<p><b>Knowledge &amp; Understanding</b></p> <p>I can explain different ways areas of higher ground are shown on a map.</p> <p>I can tell you that not all mountains look the same.</p> <p>I can describe a mountain based on its contours.</p> <p>I can identify key features of a mountain range valley, foot, slope, summit, snow line, tree line, face, ridge, peak, plateau</p> <p>I can tell you that mountains formed a very long time ago.</p> <p>I can explain how different mountain types are formed (fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain)</p> <p>I can describe how lava flow creates volcanic mountains.</p> <p>I can say how climate can vary across mountain ranges and why</p> <p>I can say why people might visit mountains.</p> <p>I can describe some of the positive and negative effects of tourism on an area.</p> <p>I can name European countries</p> <p>I can name and describe physical features of Italy</p> <p>I can name the layers that make up the Earth</p> <p>I can explain how a volcano is formed</p> <p>I can say where volcanoes are found</p> <p>I can explain what causes an earthquake</p> <p>I can explain what causes a tsunami</p> <p>I can talk about the effects of natural disasters</p> <p>I can say why earthquakes, tsunamis and volcanoes occur</p> <p><b>Skills</b></p> <p>I can follow a route on a map</p> <p>I can identify land use based on my fieldwork observations</p> <p>I can use four figure grid references</p> <p>I can identify symbols on an OS map</p> <p>I can create a map using grid references and symbols</p> <p>I can use an atlas to find mountains</p> <p>I can locate Italy on a map of Europe</p>	<p><b>Knowledge &amp; Understanding</b></p> <p>I know that rivers start inland and the mouth is on the coast.</p> <p>I can name the features of a river (source, waterfall, river mouth, meander, lake, delta, confluence, reservoir, channel, sediment, floodplain)</p> <p>I know the effects the features above have on a river and their purpose</p> <p>I can say what causes flooding</p> <p>I can describe the effects of flooding.</p> <p>I can name the three forms water can take</p> <p>I can name the stages of the water cycle</p> <p>I can describe what happens in each stage of the water cycle.</p> <p>I can name regions of the UK</p> <p>I can explain the difference between ‘country’, ‘region’ and ‘city’</p> <p>I can name cities within the West Midlands</p> <p>I can name different types of land use</p> <p>I can talk about how land has been used in the West Midlands</p> <p>I can identify features within the West Midlands</p> <p>I can compare the West Midlands to another UK region (Norfolk Broads)</p> <p>I can name UK capital cities</p> <p>I can describe what makes a capital city</p> <p>I can name and describe London landmarks</p> <p>I can say how London has changed over time</p> <p><b>Skills</b></p> <p>I can locate the source of a river</p> <p>I can locate the mouth of a river .</p> <p>I can locate regions of the UK on a map</p> <p>I can use an atlas</p> <p>I can identify symbols on an OS map</p> <p>I can read an OS map to identify land use</p> <p>I can sketch a map</p> <p>I can construct a key using symbols</p> <p>I can indicate land use on a map</p> <p>I can plan a route</p> <p>I can follow a route</p> <p>I can use compass points</p>

<p><b>Year 5 Coverage</b></p>	<p><b>Year 6 Coverage</b></p>
<p>Autumn Term – ‘Greece now and then’</p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>locate the world’s countries, using maps to focus on Europe (including the location of Russia)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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,</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones,</li> <li>human geography, including: types of settlement and land use, economic activity including trade links,</li> </ul> </li> </ul> <p><b>Geographical skills and fieldwork</b></p>	<p>Autumn Term – ‘World War 2’</p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones,</li> </ul> </li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p>Spring Term – ‘Settlements, Trade and Ancient Egypt’</p>

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Spring Term – ‘North America’

**Locational Knowledge**

- 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)

**Human and physical geography**

- describe and understand key aspects of:
  - physical geography, including: climate zones,

**Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Summer Term – ‘Amazing Amazon’

**Locational knowledge**

- 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 human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-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)

**Place knowledge**

- 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

**Human and physical geography**

- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

**Human and physical geography**

- describe and understand key aspects of:
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

**Locational knowledge:**

- Locate the world’s countries using maps to focus on Europe and North and South America.

Summer Term – ‘Inspire Me/Enterprise’

**Human and physical geography**

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

**Year 5 End points**

**Knowledge & Understanding**

I can name seas and islands that make up Greece (Corfu, Kefallonia, Crete, Rhodes, Santorini, Kos, Mykonos, Lesbos)

I can name attractions in Greece (Acropolis, Santorini, Mykonos, Delphi, Meteora Monasteries, Samaria Gorge, Corinth Canal, Mount Olympus)

I can compare the climates of Greece and the West Midlands.

I can understand why Greece is a popular tourist destination

I can say what is meant by trade links

I can talk about economic activity

I can compare the geographical similarities and differences of Attica and the West Midlands.

I can name biomes across the world

I can name countries where rainforests are found

I can describe where rainforests are found (in relation to the equator and tropics)

I can name and describe the layers of the rainforest

I know the effects of deforestation and how to prevent this

I can talk about the plants and animals that are found in each layer of the rainforest

I can describe physical features found in North America

I can explain how the climate changes across North America

I can name some wonders of North America

I can describe key features of North America Wonders

I can identify similarities between a place in North America and the UK

I can identify differences between a place in North America and the UK

I can name different environments

I can describe the key features of different environments

**Skills**

I can locate European countries.

I can identify countries in North America

I can use an atlas to find countries

I can use an atlas to find the name of cities

I can draw a map

**Year 6 End points**

**Knowledge & Understanding**

I can name and describe different types of settlements

I know how land is used in different ways

I can explain the difference between an export and an import

I can explain the importance of local, national and international trade

I can explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere.

I can explain the position and significance of time zones.

I can describe sustainability

I can say how we are damaging the world

I can say how to be sustainable

I can describe “food miles” and how to reduce these

I am aware of my carbon footprint

I can suggest ways to improve my carbon footprint

I can suggest changes to protect our world

**Skills**

I can identify lines of latitude and longitude.

I can use longitude and latitude to find places on maps, atlases and globes.

I can compare the climate of the tropics with the UK climate.