



Early Years

Year Group	Early Years		
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- Understanding the World (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
 - 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

Key Vocabulary
*Will be flexible based on children's interests.

Place names: Willen, Milton Keynes, England, British Isles, United Kingdom, World

Geographical terms and processes: land, ocean, sea, city, town, country, maps, equator, hot, cold, climate, weather

Locational terms: above, across, around, below, by, forward, inside, left, near, next to, opposite, outside, right, far away, close,



YEAR 1

Year Group	1	Unit Title	<u>Our School</u> Where is our school and what is it like?
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Builds on...	EYFS; Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Prepares for...	<u>Year 2; Our Local Area</u> What is our locality like?
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Key Skills Covered	Main Knowledge Gained
<p><u>Fieldwork, map skills and knowledge</u></p> <ul style="list-style-type: none"> ● Use simple fieldwork and observational skills to study the geography of the school and its grounds (adding images of features to a map) ● Use simple maps and plan perspectives to recognise basic features such as buildings, roads and fields ● Use aerial photographs to find information e.g landmarks and basic human and physical features (of the school) ● Use locational and directional language (e.g. near, far, left, right) to describe the location of features ● <u>Know</u> that symbols mean something on a map and begin to realise why maps need a key ● Use maps to talk about everyday life ● Follow a route on a prepared map 	<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> ● Use basic geographical vocabulary to refer to key features of the school and its grounds

Key Vocabulary:

Place names: Milton Keynes, Willen, Willen Primary School



Geographical terms and processes: building, classrooms, field, path, playground, road, route, symbol, town, map, plan, location, key
Locational terms: above, across, around, below, by, forward, inside, left, near, next to, opposite, outside, right, backwards

Year Group	1	Unit Title	<u>Our Country</u> What are the key differences between the countries of the UK?
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Builds on...	EYFS; Understand some important processes and changes in the natural world around them, including the seasons	Prepares for...	<u>Year 2; Seas and Coasts</u> What is a coastline?
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Key Skills Covered	Main Knowledge Gained
<u>Fieldwork, map skills and knowledge</u> <ul style="list-style-type: none"> ● Use world maps and atlases to identify the UK and its countries ● Find information on aerial photographs ● Recognise simple features on a map ● Add simple information to maps, e.g. labels and markers ● Know how to zoom in and out of a digital map (Digimaps) ● Know that maps give information about the world, that maps need a title and why they need a key 	<u>Locational knowledge</u> <ul style="list-style-type: none"> ● Name, locate and identify characteristics of the four countries of the UK and their capital cities* <u>Human and physical geography</u> <ul style="list-style-type: none"> ● Identify seasonal weather patterns in the UK ● Use basic geographical vocabulary to refer to key physical features including season and weather <p>* Seas will be covered in the new Y2 unit 'Seas and Coasts'</p>
<u>Key Vocabulary</u>	
<u>Place names:</u> Belfast, Ben Nevis, Cardiff, Edinburgh, England, Ireland, London, Northern Ireland, River Thames, Scotland, United Kingdom, UK, Wales <u>Geographical terms and processes:</u> atlas, capital city, castle, city , country, countryside, island, map, rain, season , snow, sunshine, temperature, weather <u>Locational terms:</u> mountains, key,	



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Year Group	1	Unit Title	<u>Our World</u> What are the key features of the continents?
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Builds on...	<p>EYFS: Recognise and explain some similarities and differences between life in this country and life in different countries drawing on knowledge from stories, non-fiction texts and maps</p> <p>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.</p>	Prepares for...	<p><u>Year 2; Chembakolli</u> How is Chembakolli similar and different to Willen?</p>
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Key Skills Covered	Main Knowledge Gained
<p><u>Fieldwork, map skills and knowledge</u></p> <ul style="list-style-type: none"> ● Use world maps, atlases and globes to identify the world's 7 continents and 5 oceans ● Find information on aerial photographs ● Use maps to talk about everyday life ● Add simple information, including images, to a map ● Know how to zoom in and out of a digital map (Digimaps) ● Know that maps give information about the world and that maps need a title 	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> ● <u>Name and locate the world's 7 continents and 5 oceans</u> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> ● Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
<u>Key Vocabulary</u>	
<p><u>Place names:</u> Antarctica, Antarctic Circle, Arctic Circle, Africa, Arctic, Arctic Ocean, Asia, Atlantic Ocean, Australia, Earth, Equator, Europe, Indian Ocean, North America, North Pole, Pacific Ocean, South Pole, South America, Southern Ocean</p> <p><u>Geographical terms and processes:</u> atlas, cold, continent, countries, hot, globe, ocean, climate</p> <p><u>Locational terms:</u> polar, hemisphere</p>	



Year Group	1	Unit Title	<u>Weather</u> How does the weather change? Ongoing unit- To be visited three times during the year as the seasons change (T2, T4, 6) Some of these skills and knowledge may be taught during the Y1 Science unit of Weather (T3)
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Builds on...	EYFS: Understand some important processes and changes in the natural world around them, including the seasons.	Prepares for...	<u>Y5; Rivers</u> How do rivers alter the landscape?
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Key Skills Covered	Main Knowledge Gained
<u>Fieldwork, map skills and knowledge</u> <ul style="list-style-type: none"> Observe and record seasonal changes (e.g. to flowering plants and deciduous trees) in the school grounds and local area Make simple measurement devices e.g. to record wind direction or measure rainfall Use observational skills to investigate different weather conditions 	<u>Human and physical geography</u> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK Use basic geographical vocabulary to refer to key physical features including season and weather
<u>Links with Y1 Science Unit: Weather</u> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies 	
<u>Key Vocabulary</u>	
<u>Place names:</u> <u>Geographical terms and processes;</u> autumn, freezing, frosty, ground, misty, month, rain, season , snow, spring, summer, sunshine, symbol, temperature, thunderstorm, weather , wind, windy, winter, The months of the year <u>Locational terms;</u>	



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YEAR 2

Year Group	2	Unit Title	<u>Seas and Coasts</u> What is a coastline?
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Builds on...	Y1; <u>Our Country</u> What are the key differences between the countries of the UK?	Prepares for...	Y5; <u>Rivers</u> How do rivers alter the landscape?
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Key Skills Covered	Main Knowledge Gained
<u>Fieldwork, map skills and knowledge</u> <ul style="list-style-type: none"> Use maps, atlases and globes to identify the United Kingdom's surrounding seas and some key coastal settlements Use maps and atlases to identify countries of the world with coastlines and those which are landlocked Know that maps give information about the world (where and what?) Draw a simple map (real or imaginary place) using symbols (own and class agreed) e.g. a pirate treasure map Know that symbols mean something 	<u>Locational knowledge</u> <ul style="list-style-type: none"> Name and locate the United Kingdom's surrounding seas and some key coastal settlements <u>Human and physical geography</u> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, sea, ocean Use basic geographical vocabulary to refer to key human features including: port, harbour

Key Vocabulary
<u>Place names;</u> English Channel, Irish Sea, North Atlantic Ocean, North Sea <u>Geographical terms and processes;</u> atlases, beach, cliff, coast, harbour , island, landlocked, maps, ocean, port, sea , settlement, symbols, waves



Locational terms; surrounded, next to

Year Group	2	Unit Title	<u>Our Local Area</u> What is our locality like?
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Builds on...	<u>Y1: Our School</u> Where is our school and what is it like?	Prepares for...	<u>Y3: Willen</u> How has Willen changed over time?
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Key Skills Covered	Main Knowledge Gained
<p><u>Fieldwork, map skills and knowledge</u></p> <ul style="list-style-type: none"> ● Use simple fieldwork and observational skills to study the key human and physical features of the surrounding environment of the school (adding simple information to maps to record observations and marking a route) ● Use and construct basic symbols in a key for a simple map (own and class agreed) ● Use large scale aerial photographs and plan perspectives to recognise landmarks and basic human and physical features such as buildings, roads and fields ● Say which direction N, S, E, W is (e.g. when using a compass in the playground) ● Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe routes and the location of features on a map ● Recognise that maps need a title, a key and know which direction N is on an Ordnance Survey map ● Follow a route on a prepared map ● Begin explaining why places are where they are ● Find a given Ordnance Survey symbol on a map with support ● Find places using a postcode or simple name search (Digimaps) ● Know how to zoom in and out of a digital map (Digimaps) 	<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> ● Use basic geographical vocabulary to refer to key physical features, including: river, vegetation ● Use basic geographical vocabulary to refer to key human features, including: city, town, factory, house, office, shop



Key Vocabulary
<u>Place names:</u> Milton Keynes, Willen, Willen Primary School, <u>Geographical terms and processes:</u> city, factory , features, field, house , human, key, local, map, office , pharmacy, physical, town, shop, river , route, street, symbols, vegetation , woods <u>Locational terms:</u> across, around, by, compass, east, forward, inside, left, near, next to, north, opposite, outside, right, south, west

Year Group	2	Unit Title	<u>Chembakolli</u> How is Chembakolli similar and different from Willen?
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Builds on...	Y1; <u>Our World</u> What are the key features of the continents?	Prepares for...	<u>Y4; North America</u> What is special about California?
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Key Skills Covered	Main Knowledge Gained
<u>Fieldwork, map skills and knowledge</u> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage (United Kingdom, India, Europe, Asia, Indian Ocean) Use photographs to recognise landmarks and basic human and physical features 	<u>Place knowledge</u> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Willen), and of a small area in a contrasting non-European country (Chembakolli, India) <u>Human and physical geography</u> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical features, including: forest, hill, mountain, river, soil, valley, vegetation, season and weather Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, shop
Key Vocabulary	
<u>Place names:</u> Asia, Chembakolli, Europe, India, Willen, UK	



Geographical terms and processes; **city**, continent, country, **farm, factory, forest**, field, **hill, house, mountain, office**, population, **river, season, shop, soil, town, valley, vegetation, village, weather**
Locational terms;

Year Group	3	Unit Title	Chocolate Where does chocolate come from?
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Builds on...	<u>Y2; Chembakolli</u> How is Chembakolli similar and different from Willen?	Prepares for...	<u>Y4 Mapping the World</u> How can I interpret a world map?
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Key Skills Covered	Main Knowledge Gained
<p><u>Fieldwork, map skills and knowledge</u></p> <ul style="list-style-type: none"> Use maps, globes, atlases, digital/computer mapping and oblique and aerial views to locate the top 10 chocolate producing countries including Ghana/Nigeria and their key features Make a map of a small area with features in the correct places and a title Use oblique and aerial views Use the zoom function on a digital map to locate and explore places (Digimaps) Add a range of annotation labels and texts on a digital map to help explain features and places (Digimaps) 	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> Locate the top 10 chocolate producing countries on a map including Ghana/Nigeria, concentrating on their environmental regions, key physical and human characteristics <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> Describe and understand key aspects of human geography specifically; economic activity, fair trade links and distribution of natural resources linked to the production of chocolate

<p>Key Vocabulary</p> <p><u>Place names</u>; Ghana, Nigeria</p> <p><u>Geographical terms and processes</u>; trade, chocolate, cocoa, business, continents, countries, oceans, seas, production, atlas, aerial view</p> <p><u>Locational terms</u>; North, east, south, west,</p>



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Year Group	3	Unit Title	Willen How has Willen changed over time?
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Builds on...	<u>Y2: Our Local Area</u> What is our locality like?	Prepares for...	<u>Y4: The Lake District</u> What is unique about the Lake District?
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Key Skills Covered	Main Knowledge Gained
<u>Fieldwork, map skills and knowledge</u> <ul style="list-style-type: none"> ● Use four figure grid references, symbols and key (including the use of Ordnance Survey maps, maps of more than one scale and plan views) to build their knowledge of the United Kingdom and the wider world ● Use the points of a compass to give directions using up to 8 cardinal points ● 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 ● Make a map of a small area with features in the right place or a simple route map including a key with standard symbols ● Recognise some patterns on maps and begin to explain what they show 	<u>Locational knowledge</u> <ul style="list-style-type: none"> ● Name and locate human and physical features in the local area including land use patterns and understand how some of these aspects have changed over time (comparing Willen today with Willen of the 1950s and 1890s)



Key Vocabulary	
<u>Place names</u> : Willen, Milton Keynes, Willen lake, Peace Pagoda, Pavilion, temple <u>Geographical terms and processes</u> : land use, recreation, residential, retail, services, <u>Locational terms</u> : next to, near, north, north-east, north-west, east, south, south-east, south-west, west,	

Year Group	3	Unit Title	<u>The UK</u> What is special about the UK?
Builds on...	<u>Y1: Our Country</u> What are the differences between the countries of the UK? <u>Y2: Seas and Coasts</u> What is a coastline?	Prepares for...	<u>Y4: The Lake District</u> What is special about the Lake District?

Key Skills Covered	Main Knowledge Gained
<u>Fieldwork, map skills and knowledge</u> <ul style="list-style-type: none"> Use the eight points of a compass, four-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 maps, atlases, globes and digital/computer mapping to locate and describe features studied 	<u>Locational knowledge</u> <ul style="list-style-type: none"> Name and locate counties and cities of the UK Name and locate the key geographical regions of the UK and some of their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns <u>Human and physical geography</u> <ul style="list-style-type: none"> Describe and understand key aspects of human geography including types of settlement and land use

Key Vocabulary



Place names: UK, Lake District, Buckinghamshire
Geographical terms and processes: region, landmarks, counties, cities, settlement, land use
Locational terms:

Year Group	4	Unit Title	<u>The Lake District</u> What is so unique about the Lake District?
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Builds on...	<u>Y3: The UK</u> What is special about the UK?	Prepares for...	<u>Y4: North America</u> What is special about California?
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Key Skills Covered	Main Knowledge Gained
<u>Fieldwork, map skills and knowledge</u> <ul style="list-style-type: none"> ● Use the eight points of a compass, four-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 maps, atlases and digital/computer mapping to locate and describe features studied ● Recognise some patterns on maps and explain what they show ● Explain what places are like using maps that are local scale ● Know that six figure grid references can help you find a place more accurately than four figure co-ordinates ● Use some Ordnance Survey style symbols 	<u>Locational knowledge</u> <ul style="list-style-type: none"> ● Name and locate the identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns of the Lake District; and understand how some of these aspects have changed over time <u>Place knowledge</u> <ul style="list-style-type: none"> ● Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK (The Lake District)



<ul style="list-style-type: none"> ● Use the scale bar to estimate distance ● Recognise that contours show height and slope ● Highlight an area on a map and measure it using the Area Measurement Tool (Digimaps) 	
Key Vocabulary	
<u>Place names</u> ; Lake District, United Kingdom <u>Geographical terms and processes</u> ; mountains, height, scale, scale bar, zoom, ordnance survey symbols, north, east, south west, grid references (6 and 4 point), comparison, unique, accurate <u>Locational terms</u> ; Lake District, United Kingdom	

Year Group	Year 4	Unit Title	<u>North America</u> What is special about California?
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Builds on...	<u>Y4; The Lake District</u> What is so unique about the Lake District?	Prepares for...	<u>Y5; South America</u> What is special about the Amazon basin?
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Key Skills Covered	Main Knowledge Gained
<u>Fieldwork, map skills and knowledge</u> <ul style="list-style-type: none"> ● Use maps, atlases and globes to locate the countries of North America and describe features studied ● Use the eight points of a compass, four-figure grid references, symbols and key to build knowledge of the wider world ● Locate photos of features on maps ● Recognise some patterns on maps and begin to explain what they show ● Explain what places are like using maps 	<u>Locational knowledge</u> <ul style="list-style-type: none"> ● <u>Locate the countries of North America concentrating on their environmental regions, key physical and human characteristics, countries and major cities with a focus on California</u> <u>Place knowledge</u> <ul style="list-style-type: none"> ● Understand geographical similarities and differences through the study of human and physical geography of a region within North America (California)



<ul style="list-style-type: none"> Highlight an area on a map and measure it using the Area Measurement Tool (Digimaps) 	
Key Vocabulary	
<u>Place names:</u> California, America, states <u>Geographical terms and processes:</u> state, population, temperature, currency, compass, tourism, grid references, countries <u>Locational terms:</u>	

Year Group	4	Unit Title	<u>Mapping the World</u> How can I interpret a world map?
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Builds on...	<u>Y1: Our World</u> What are the key features of the continents?	Prepares for...	<u>Year 5: Extreme Earth</u> What causes volcanoes, tsunamis and earthquakes?
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Key Skills Covered	Main Knowledge Gained
<u>Fieldwork, map skills and knowledge</u> <ul style="list-style-type: none"> Use maps (including large scale maps outside), atlases, globes and digital/computer mapping to locate countries and describe features studied 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 (Maps and More Parks Trust Workshop) Use thematic maps 	<u>Locational knowledge</u> <ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, position and significance of the Prime/ Greenwich Meridian and time zones (including day and night) <u>Human and physical geography</u> <ul style="list-style-type: none"> Describe and understand key aspects of human geography including; the distribution of natural resources specifically energy and minerals



<ul style="list-style-type: none"> Explain what places are like using maps at a local scale 	
Key Vocabulary	
<u>Place names;</u> <u>Geographical terms and processes;</u> axis, orbit, polar, sphere, tilt, <u>Locational terms;</u> International Date Line, latitude, longitude, North Pole, Northern Hemisphere, Prime/Greenwich Meridian, Southern Hemisphere, time zone, Tropic of Cancer, Tropic of Capricorn	

Year Group	5	Unit Title	<u>Rivers</u> How do rivers alter the landscape?
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Builds on...	<u>Y1; Weather</u> <u>How does the weather change?</u>	Prepares for...	<u>Year 5; Extreme Earth</u> What causes volcanoes, tsunamis and earthquakes?
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Key Skills Covered	Main Knowledge Gained
<u>Fieldwork, map skills and knowledge</u> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/compute mapping to locate the key hills, mountains, coasts and rivers of the UK Use fieldwork to observe, measure, record and present the human and physical features of rivers in the local area Relate maps to each other and to vertical aerial photographs Follow routes on maps saying what is seen Follow a route on a 1:50000 ordnance survey map Know 1:50000 symbols 	<u>Human and physical geography</u> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography including the key features of a river system and the water cycle Describe and understand key aspects of human geography including the distribution of natural resources specifically water



<ul style="list-style-type: none"> ● Align a map with a route ● Use 4 figure co-ordinates to locate features ● Make sketch maps of an area using symbols and key ● Use agreed, standard and Ordnance Survey symbols ● Use a linear scale to measure rivers ● Describe height and slope using maps, fieldwork and photographs 	
Key Vocabulary <u>Place names;</u> <u>Geographical terms and processes;</u> channel, condensation, confluence, course, dam, drainage, drinking water, embankment, erosion, estuary, evaporation, fertile, flooding, flood management, floodplain, floor prevention, freshwater, groundwater, hydro-electric power, meander, mouth, riverbank, river basin, source, precipitation, tributary, valley, water cycle <u>Locational terms;</u>	

Year Group	Year 5	Unit Title	<u>South America</u> What is special about the Amazon basin?
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Builds on...	<u>Y4; North America</u> What is special about California?	Prepares for...	<u>Y6; Earth Matters</u> What is the effect of climate on ecosystems?
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Key Skills Covered <u>Fieldwork, map skills and knowledge</u> <ul style="list-style-type: none"> ● Use maps, atlases, globes and digital/computer mapping to locate the countries of South America and describe the features studied ● Use the eight points of a compass, six-figure grid references, symbols and key to build knowledge of the wider world 	Main Knowledge Gained <u>Locational knowledge</u> <ul style="list-style-type: none"> ● <u>Locate the countries of South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities with a focus on the Amazon basin</u> <u>Place knowledge</u>
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<ul style="list-style-type: none"> • Relate maps to each other and to vertical aerial photographs. • Use the index and contents page of an atlas • Appreciate maps cannot show everything • Know atlas symbols • Use a range of viewpoints up to satellite 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region within South America (the Amazon basin)
Key Vocabulary	
<u>Place names:</u> South America, Amazon, Amazon basin, Amazon River, <u>Geographical terms and processes:</u> rainforest, deforestation, settlement, tribe, indigenous, shifting cultivation, agriculture, fallow, fertile, nomad/nomadic <u>Locational terms:</u>	

Year Group	Year 5	Unit Title	<u>Extreme Earth</u> What causes volcanoes, tsunamis and earthquakes?
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Builds on...	<u>Rivers</u> How do rivers alter the landscape?	Prepares for...	KS3
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Key Skills Covered <u>Geographical skills and fieldwork</u> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to name and locate features studied including mountains, volcanoes and earthquakes including the ring of fire • Use the index and contents page of an atlas 	Main Knowledge Gained <u>Human and physical geography</u> <ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes and tsunamis
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<ul style="list-style-type: none"> ● Know atlas symbols ● Use maps at different scale to illustrate a story or issue ● Use maps to research factual information about locations and features 	<ul style="list-style-type: none"> ● Understand what causes a variety of natural disasters (such as flooding, storms and droughts) and recognise how these are dependent on their location within the world ● Understand how countries adapt to cater for particular natural disasters <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> ● Understand how some aspects of world environments have changed over time
Key Vocabulary	
<p><u>Place names;</u> <u>Geographical terms and processes;</u> aftershock, ash cloud, avalanche, cliff face, core, crater, crust, disaster, dormant, eruption, fault line, geo-thermal, landslide, lava, magma, mantle, massif, mountain range, peak, plate, Richter scale, ridge, scree, summit, tectonic, tremor, tsunami, vent, volcano, <u>Locational terms;</u> altitude, epicentre, height above sea level, plate boundary</p>	

Year Group	Year 6	Unit Title	<u>Europe</u> What is unique about Siberia?
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Builds on...	<u>Y5; South America</u> What is special about the Amazon basin?	Prepares for...	KS3
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Key Skills Covered	Main Knowledge Gained
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<p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> ● Use maps, atlases, globes and digital/computer mapping to locate Russia within Europe and describe features studied ● Use the eight points of a compass, six-figure grid references, symbols and key to build knowledge of the wider world ● Relate maps to each other and to vertical aerial photographs. ● Use the index and contents page of an atlas ● Use latitude and longitude in an atlas or on a globe ● Appreciate maps cannot show everything ● Use a range of viewpoints up to satellite ● Use a scale bar on all maps ● Use maps to research factual information about locations and features 	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> ● Use maps to locate Europe including the location of Russia, its environmental regions, key physical and human characteristics countries and major cities <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> ● Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Siberia, Russia)
Key Vocabulary	
<p><u>Place names</u>; Siberia, Russia, Asia, Europe, Ural Mountains, Kazakhstan, Mongolia, China</p> <p><u>Geographical terms and processes</u>; continent, region, environmental region, climate, tundra, taiga, grassland</p> <p><u>Locational terms</u>; border</p>	

Year Group	Year 6	Unit Title	<u>Earth Matters</u> What is the effect of climate on ecosystems?
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Builds on...	<p><u>Year 4; Mapping the World</u> How can I interpret a world map?</p> <p><u>Year 5; Extreme Earth</u> What causes volcanoes, tsunamis and earthquakes?</p>	Prepares for...	KS3
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<p>Key Skills Covered</p> <p><u>Fieldwork, map skills and knowledge</u></p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use maps to research factual information about locations and features 	<p>Main Knowledge Gained</p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts • Describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food and minerals
<p>Key Vocabulary</p>	
<p><u>Place names:</u> <u>Geographical terms and processes:</u> alpine, arid, biodiversity, biome, canopy, climate, climate change, deforestation, ecosystem, emergent layer, environment, equatorial, forest floor, grassland, Mediterranean, mineral, tropical, understorey, vegetation belt <u>Locational terms:</u> climate zone,</p>	

Year Group	Year 6	Unit Title	Geographical Skills and Fieldwork (TBC Link to Residential)
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Builds on...	<p><u>Year 2; Seas and Coasts</u> What is a coastline? All fieldwork skills taught in previous units</p>	Prepares for...	KS3
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Key Skills Covered	Main Knowledge Gained
<p><u>Fieldwork, map skills and knowledge</u></p> <ul style="list-style-type: none"> ● Use maps, atlases, globes and digital/computer mapping to describe features studied ● Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build 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 ● Follow routes on maps saying what is seen ● Follow a route on a 1:50000 ordnance survey map ● Use 6 figure co-ordinates to locate features ● Give directions and instructions to 8 cardinal points ● Align a map with route ● Make a plan with a scale e.g. play park (MATHS) ● Design maps from descriptions (MATHS) 	
<p>Key Vocabulary</p>	
<p><u>Place names;</u> <u>Geographical terms and processes;</u> <u>Locational terms;</u></p>	