GEOGRAPHY	Year 3	Year 4	Year 5	Year 6
LOCATIONAL KNOWLEDGE	**National Curriculum.** Pupils should be taught to: • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North & South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities • name and locate counties & 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, the tropics of Cancer & Capricorn, Arctic and Antarctic Circle, The Prime/Greenwich Meridian & time zones (including day and night)			
	FOCUS: **UK**-Wales. Shropshire **Europe**-Countries along the Alps **Africa-**Egypt **South America**-Chile **World**-Ring of Fire, Tectonic plates boundaries, Tropics of Capricorn and Cancer, Equator, Northern & Southern hemisphere,	**FOCUS:** **UK-** Northern Ireland, Shrewsbury **European** countries, capital cities-including Greece. **South America**-Brazil **World**- climate zones and continents. Topic of Cancer, Tropic of Capricorn, Equator, Northern & Southern hemisphere.	**FOCUS:** **UK**- Scotland, Birmingham. **Europe**-countries along migration routes. **Africa**-migration, Lebanon. **North America-**biomes **World**-Biomes, continents and oceans. Biomes, Tropic of Cancer, Equator, Northern & southern hemisphere, Arctic Circle. Longitude, latitude.	**FOCUS:** **UK**-England. London, Yorkshire. Shropshire **World**-rivers, oceans, continents. Time zones and the Prime/Greenwich Meridian. **Central America**-linked to Mayans
	As a geographer: **UK**-name and locate some counties and cities in at least 1 country of the UK. -identify some human and physical characteristics of Wales (e.g. Mountains, coastlines, capital city) -can explain that continental drift means the UK (and other countries/continents) have changed and moved location over time. **World**- begin to recognise physical and human features, such as large mountain ranges, on a continent or world map.	As a geographer: **UK**-name and locate some counties and cities from at least 2 countries in the UK. -can explain some of the physical features that make Northern Ireland different to the rest of the UK **World**-name and locate some countries and cities in Europe. - begin to identify physical and human features on a map of Europe. - name and locate some countries in South America and begin to identify physical and human	As a geographer: **UK-**name and locate some counties and cities in at least 3 countries of the UK. -identify some human and physical characteristics of at least 3 countries in the UK (e.g. Mountains, coastlines, capital city) -can explain that aspects of Scotland have changed over time (e.g. migration) **World**-name and locate some countries and cities in Europe. -can identify and name some features of North America (e.g. countries and biomes using an	As a geographer: **UK-**name and locate counties and cities of the UK. -identify some human and physical characteristics of the UK (e.g. Mountains, coastlines, capital city) -can explain how some aspects of the UK have changed over time. **World**- Can I locate and name some countries in Central America. -can locate some countries and key physical features on the

	- name and locate the continents, the Equator, Northern Hemisphere and Southern Hemisphere on a World Map	features on a map of South America. -name and locate the continents, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.	atlas/map of North America and talk about the key aspects of these biomes.) - identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle. Introduce time zones.	map of the world. (e.g. rivers, oceans, mountain ranges) -can identify the position & significance of latitude, longitude, equator, Northern Hemisphere, the tropics of Cancer & Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian & time zones.
PLACE KNOWLEDGE	**National Curriculum.** Pupils should be taught to: • 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			
	FOCUS: **South America** A region of Chile in S. America compared to Church Stretton and Shropshire. **Africa-**River Nile Valley-Egypt	**FOCUS:** **South America** North Region, Brazil, compare to Shropshire **Europe-**Attica, Greece Lazio, Italy	**FOCUS:** **Europe** A region in Scandinavia (Denmark) Compared to West Midlands	**FOCUS:** **UK** A comparison -Yorkshire, London, Shropshire.
	As a geographer: -begin to identify some physical and human characteristics of a city in Egypt. -begin to identify some physical and human similarities and differences between locations in Shropshire and Chile.	As a geographer: -identify some physical and human characteristics of a region in Italy - describe geographical similarities and differences between Shropshire and a region in Brazil.	As a geographer: - describe geographical similarities and differences between a region in Scandinavia and a region in the West Midlands.	As a geographer: - describe geographical similarities and differences between a region in Yorkshire and another region(s) in England.
HUMAN AND PHYSICAL GEOGRAPHY	**National Curriculum.** Pupils should be taught to: 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.			

	FOCUS: **PHYSICAL** Continents, the Ring of Fire, mountains, volcanoes, earthquakes. Human and natural features that can be seen at different scales of satellite mapping. Touch on seasons and climate in relation to South America. --- **Water Study**-Local stream/habitat study & the River Nile - route of the River Nile. The importance of the River Nile in Egypt. **Wales**-land mapping, key physical features e.g mountains, coastal areas.	**FOCUS:** **PHYSICAL** Climate zones & continents with rainforest focus. Amazon-distribution of natural resources - energy & food. Weather patterns/local weather study. How does data relate to our seasons? (science link) --- **Water Study**-Learning about the Amazon and its significance in Brazil. **Northern Ireland** -land mapping, key physical features e.g mountains, coastal areas	**FOCUS:** **PHYSICAL** Biomes, continents, seas and oceans. --- **Water Study**-Seas and oceans **Scotland -** land mapping, key physical features e.g mountains, coastal areas	**FOCUS:** **PHYSICAL** Oceans, rivers and continents. Land use & physical features in Central America-linked to Ancient Mayan settlements; for example, jungle. Biomes through science-Darwin. Impact of weather on rivers eg Floods, drought etc... Local flooding issues **Water Study**-Rivers & coasts. In depth local study. **England-** land mapping, key physical features e.g mountains, coastal areas
	HUMAN **Villages-**Church Stretton/Welsh village. **Wales**-settlement locations. Shropshire Land use, including the location of some local quarries. Cairo, Egypt Santiago, Chile **Human Impact-**how can we look after our local area and local habitats?	**HUMAN** **Towns-**Shrewsbury Local trade, tourism and employment – link with Greek/ Italian tourism. **Brazil-**Rainforest settlements and human activity in/around the rainforest/river. **Human impact** on and sustainability in woodlands/rainforest. (debate opportunity)	**HUMAN** **Cities-**Birmingham/Denmark. Human settlements, cities, trade & transport links. **Migration** into Europe- Jobs, trade, rivers, land use, settlements, trade, population, transport links, **Human impact-**–on oceans particularly in relation to litter and plastics. (debate opportunity)	**HUMAN** **Planning issues** eg. local flood issues for housing etc.. **Changing settlements** Victorians settlements, economic activity and trade links, looking at development of transport (river, rail, roads, sea) River Severn-human activity on/use of the river. Settlements growing up around the river. **Human impact** –flooding., river pollution (debate opportunity)

	As a geographer: -begin to initiate geographical questions. -use books, atlases, pictures/ photos, satellite images and internet as sources of information. - investigate places and themes at more than one scale. - begin to learn how to collect and record evidence (e.g. Carding Mill Valley data). - analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. -Describe how volcanoes and earthquakes have a positive and negative influence on the physical and human environments. -name local areas of natural resources being quarried.	As a geographer: -ask and respond to questions and offer their own ideas. -use books, atlases, OS maps, pictures/ photos, satellite images and internet as sources of information. - investigate places and themes at more than one scale - collect and record evidence/data with some aid (e.g. weather study) and explain the water cycle. - analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps -with support, explain how climate zones determine physical features such as vegetation belts and animal species. -describe trade and economic activity in Shrewsbury. - discuss the distribution of natural resources in Brazil.	As a geographer: -begin to suggest questions for investigating. -investigate places with more emphasis on the larger scale; contrasting and distant places -collect and record evidence with more independence (e.g. migration, population or temperature data) -analyse evidence and draw conclusions. -explain how physical features such as climate or biomes influence what is found in that area. -Describe how trade and transport links influence human activity. -discuss how oceans/seas can be a resource for minerals and natural energy.	As a geographer: -suggest questions for investigating. -investigate places with more emphasis on the larger scale; contrasting and comparing over time. -collect and record evidence unaided. -analyse evidence and draw conclusions (e.g. flooding or from field work data on land use comparing it to explain reasons behind it.) -explain how physical forces (e.g rivers, volcanoes etc..) create a an ever changing physical environment. -explain how rivers are a part of the water cycle and can be harnessed for natural energy. -Describe how trade and transport links influence human activity over time.
GEOGRAPHICAL SKILLS AND FIELDWORK	**National Curriculum.** Pupils should be taught to: • 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 to build their knowledge of the UK 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.			
DIRECTION/ LOCATION	- Use 4 compass points to identify directions/locations	-Use 4 compass points well. - Begin to use 8-point compass - Begin to use letter/no. co-ordinates to locate features.	-Use 8 compass points; -Begin to use 4 figure coordinates to locate features on a map	-Use 8 compass points confidently and accurately - Use 4 figure co-ordinates confidently. - Begin to use 6 figure grid refs.
STYLE OF MAP	- Begin to use satellite map images and on internet.	-Use large & medium scale OS maps.	- Use index and contents pages within atlases.	- Use OS maps. - Confidently use an atlas.

	- Begin to use junior atlases.	- Use junior atlases. - Use map sites on internet. - Identify features on aerial/oblique photographs	-- Use map sites on internet. - OS maps.	- Recognise world map as a flattened globe. -- Use map sites on internet.
DRAWING MAPS	-Draw a map of a real or imaginary place and be able to add details e.g features with symbols or from an aerial photograph. -Know why a key is needed. -Draw a simple sketch/plan of a site.	-Make a map of a short route they have experienced with features in correct order (not to scale) -Make a simple scale drawing (e.g a Greek column) - Know why a key is needed. - Begin to recognise symbols on an OS map.	-With support, begin to draw a thematic map based on their own data. (e.g. human thematic map on migration routes.) - Begin to recognise map symbols - Draw a sketch map using symbols and a key	-With support, begin to draw thematic maps based on their own data. (e.g land use over time in a specific area) -Use and recognise map symbols - Draw a sketch map using symbols and a key.
USING MAPS	-Locate places on maps (e.g. countries on a map of Europe/South America) -Begin to use atlases to locate countries in specific continents and other features (e.g. countries, mountains) -Study a settlement location or a route for a trip on satellite images and annotate features. (e.g. Church Stretton and Carding Mill Valley) -Note the physical and human features that can be seen at different scales on a satellite map.	-Locate places on maps, (e.g. Find UK or Brazil on a globe) -Use an atlas to find a continent and country. -Begin to use atlases to find out other information (e.g. rivers, settlements, land cover, mountain ranges) - Draw a simple plan of a site -Follow a route on a satellite map and/or OS map (e.g. Shrewsbury Walk.) -Recognise boundaries on a map (e.g country boundaries on different maps)	-Compare maps with aerial/satellite pictures (e.g. Birmingham/Denmark). - Become more confident using an atlas to find out about other features of places. (e.g. population numbers, weather patterns) -Use maps of different scales and measure straight line distance using scales. (e.g distance across a migration route)	-Use maps in different scales use scale to measure distance. -Follow a short route/locate places on an OS map. Describe features shown on OS map. - Locate places on a world map. – Become more confident using an atlas to find out about other features of places. (e.g. mountain regions, weather patterns) - Select a map for a specific purpose. (E.g. Pick atlas to find Guatemala, OS map to find Shrewsbury.)
FIELDWORK SKILLS	-Observe, record and note features in a locality. -Study of local area (Carding Mill Valley) to record data including measuring, sketching plans/maps on site -Record images on digital technology (e.g. photos) -Create bar charts of a feature studied in Carding Mill.	- Observe, note and draw features in a locality. -Draw a simple plan of a site (e.g. in quarry in Shrewsbury) to show human and physical features. -Record features using digital technology (e.g. photos /video images) -Use a range of instruments (eg. rain gauges, weather vane, anemometer) to collect and	-Record features using digital technology (e.g. photos /video images)	- Observe, note and draw features in a locality. -Draw and annotate a simple plan of a site (e.g. River walk) to show human and physical features. -Record features using digital technology (e.g. photos /video images) -read and interpret data on river discharge of R. Severn.

		compare weather survey data from school site. This includes creating graphs. - Draw and annotate a simple plan of a site to show human and physical features. How does its site make it suitable for human settlement?		-Create bar chart and best fit lines for R. Severn data.