Geography Knowledge and Skills

	Autumn Term	Spring Term	Summer Term
Year 3	**Why do people live near volcanoes?**	**Who lives in Antarctica**	**Are all settlements the same?**
Knowledge	• To know the names of some of the world's most significant mountain ranges. • To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. • To know the main types of land use. • To know some types of settlement. • To know the negative effects of living near a volcano. • To know the positive effects of living near a volcano. • To know the negative effects an earthquake can have on a community. • To know ways in which communities respond to earthquakes. • To know the different types of mountains and volcanoes and how they are formed. • To know that an earthquake is the intense shaking of the ground. • To know the different types of settlement. • To know that a natural resource is something that people can use which comes from the natural environment. • To recognise world maps as a flattened globe. • To know how to use various simple sampling techniques. • To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate	• To know where North and South America are on a world map. • To know the names of some countries and major cities in Europe and North and South America. • To know that climate zones are areas of the world with similar climates. • To know the world's different climate zones • To know the world's biomes. • To know the main types of land use. • To know that countries near the Equator have less seasonal change than those near the poles. • To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. • To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. • To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. • To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. • To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. • To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. • To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.	• To know the names of some of the world's most significant rivers. • To know the name of some counties in the UK (local to your school). • To know the name of some cities in the UK (local to your school). • To know the name of the county that they live in and their closest city. • To begin to name the twelve geographical regions of the UK. • To know the main types of land use. • To know some types of settlement. • To know water is used by humans in a variety of ways. • To know an urban place is somewhere near a town or city. • To know a rural place is somewhere near the countryside. • To know that a natural resource is something that people can use which comes from the natural environment. • To know the UK grows food locally and imports food from other countries. • To understand that a scale shows how much smaller a map is compared to real life. • To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. • To know that an OS map shows human and physical features as symbols.

		• To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. • To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. • To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. • To know the world's different climate zones. • To know water is used by humans in a variety of ways. • To know that a natural resource is something that people can use which comes from the natural environment. • To understand that a scale shows how much smaller a map is compared to real life. • To recognise world maps as a flattened globe. • To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. • To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.	• To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). • To know an enquiry-based question has an open-ended answer found by research. • To know what a bar chart, pictogram and table are and when to use which one best to represent data.
Skills	• Locating some countries in Europe and North and South America using maps. • Locating key physical features in countries studied including significant environmental regions. • Locating the world's most significant mountain ranges on a map and identifying any patterns. • Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. • Identifying how topographical features studied have changed over time using examples. • Describing how a locality has changed over time, giving examples of both physical and human features. • Describing how and why humans have responded in different ways to their local environments.	• Locating some countries in Europe and North and South America using maps. • Locating key physical features in countries studied including significant environmental regions. • Locating some key human features in countries studied. • Finding the position of the Equator and describing how this impacts our environmental regions. • Finding lines of latitude and longitude on a globe and explaining why these are important. • Identifying the position of the Tropics of Cancer and Capricorn and their significance. • Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.	• Locating some major cities of the countries studied. • Locating key physical features in countries studied including significant environmental regions. • Locating some key human features in countries studied. • Locating some counties in the UK Locating some cities in the UK • Beginning to locate the twelve geographical regions of the UK. • Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. • Describing how a locality has changed over time, giving examples of both physical and human features.

	• Understanding some of the causes of climate change. • Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. • Describing where volcanoes, earthquakes and mountains are located globally. • Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. • Beginning to use maps at more than one scale. • Finding countries and features of countries in an atlas using contents and index. • Asking and answering one-step and two-step geographical questions. • Observing, recording, and naming geographical features in their local environments. • Using simple sampling techniques appropriately. • Taking digital photos and labelling or captioning them. • Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. • Finding answers to geographical questions through data collection. •	• Identifying the position and significance of both the Arctic and Antarctic Circle. • Describing and beginning to explain similarities between two regions studied. • Describing and beginning to explain differences between two regions studied. • Describing how and why humans have responded in different ways to their local environments. • Discussing climates and their impact on trade, land use and settlement. • Explaining what measures humans have taken in order to adapt to survive in cold places. • Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. • Describing where volcanoes, earthquakes and mountains are located globally. • Describing how humans use water in a variety of ways. • Describing and understanding types of settlement and land use. • Explaining why different locations have different human features. • Explaining why people might prefer to live in an urban or rural place. • Beginning to use maps at more than one scale. • Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. • Using the scale bar on a map to estimate distances. • Finding countries and features of countries in an atlas using contents and index. • Zooming in and out of a digital map. • Accurately using 4-figure grid references to locate features on a map in regions studied. • Beginning to locate features using the 8 points of a compass.	• Describing and beginning to explain similarities between two regions studied. • Describing and beginning to explain differences between two regions studied. • Describing how and why humans have responded in different ways to their local environments. • Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. • Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. • Describing and understanding types of settlement and land use. • Explaining why a settlement and community has grown in a particular location. • Explaining why different locations have different human features. • Explaining why people might prefer to live in an urban or rural place. • Beginning to use maps at more than one scale. • Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. • Using the scale bar on a map to estimate distances. • Finding countries and features of countries in an atlas using contents and index. • Zooming in and out of a digital map. • Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. • Using a simple key on their own map to show an example of both physical and human features. • Following a route on a map with some accuracy. • Saying which directions are N, S, E, W on an OS map.

		• Making and using a simple route on a map. • Observing, recording, and naming geographical features in their local environments.	• Making and using a simple route on a map. • Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. • Beginning to choose the best approach to answer an enquiry question. • Mapping land use in a small local area using maps and plans. • Asking and answering one-step and two-step geographical questions. • Observing, recording, and naming geographical features in their local environments. • Taking digital photos and labelling or captioning them. • Finding answers to geographical questions through data collection.

	Autumn Term	Spring Term	Summer Term
Year 4	**Where does our food come from?**	**Why are rainforests important to us?**	**What are rivers and how are they used?**
Knowledge	• To know where North and South America are on a world map. • To know that climate zones are areas of the world with similar climate. • To know the world's different climate zones. • To know that biomes are areas of the world with similar climates, vegetation and animals. • To know the world's biomes. • To know vegetation belts are areas of the world which are home to similar plant species. • To know the main types of land use. • To know that countries near the Equator have less seasonal change than those near the poles. • To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. • To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. • To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. • To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. • To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. • To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. • To know that climates can influence the foods able to grow. • To know that a natural resource is something that people can use which comes from the natural environment.	• To know where North and South America are on a world map. • To know the names of some countries and major cities in Europe and North and South America. • To know the names of some of the world's most significant rivers. • To know that climate zones are areas of the world with similar climates. • To know the world's biomes. • To know vegetation belts are areas of the world which are home to similar plant species. • To know the name of some counties in the UK (local to your school). • To know that countries near the Equator have less seasonal change than those near the poles • To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. • To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. • To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. • To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. • To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. • To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. • To know the world's different climate zones. • To know that climates can influence the foods able to grow.	• To know where North and South America are on a world map. • To know the names of some of the world's most significant mountain ranges. • To know the names of some of the world's most significant rivers. • To know the name of some counties in the UK (local to your school). • To know the name of some cities in the UK (local to your school). • To know the name of the county that they live in and their closest city. • To begin to name the twelve geographical regions of the UK. • To know the main types of land use. To know some types of settlement. • To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. • To know the courses and key features of a river. • To know the different types of mountains and volcanoes and how they are formed. • To know water is used by humans in a variety of ways. • To know an urban place is somewhere near a town or city. • To know a rural place is somewhere near the countryside. • To know that a natural resource is something that people can use which comes from the natural environment. • To know the UK grows food locally and imports food from other countries. • To understand that a scale shows how much smaller a map is compared to real life. • To recognise world maps as a flattened globe.

	• To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. • To know the UK grows food locally and imports food from other countries. • To know that grid references help us locate a particular square on a map. • To know an enquiry-based question has an open-ended answer found by research. • To know what a questionnaire and an interview are. • To know that quantitative data involves numerical facts and figures and is often objective. • To know that qualitative data involves opinions, thoughts and feelings and is often subjective.	• To know the main types of land use • To know that a natural resource is something that people can use which comes from the natural environment. • To know the threats to the rainforest both on a local and global scale. • To recognise world maps as a flattened globe. • To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. • To know that an OS map shows human and physical features as symbols. • To know an enquiry-based question has an open-ended answer found by research. • To know what a questionnaire and an interview are. • To know that quantitative data involves numerical facts and figures and is often objective. • To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. • To know that qualitative data involves opinions, thoughts and feelings and is often subjective. • To know what a bar chart, pictogram and table are and when to use which one best to represent data.	• To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. • To know that an OS map shows human and physical features as symbols. • To know that grid references help us locate a particular square on a map. • To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. • To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). • To know an enquiry-based question has an open-ended answer found by research. • To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. • To know a Likert scale is used to record people's feelings and attitudes. • To know what a bar chart, pictogram and table are and when to use which one best to represent data.
Skills	• Locating some major cities of the countries studied. • Locating key physical features in countries studied including significant environmental regions. • Locating some key human features in countries studied. • Finding the position of the Equator and describing how this impacts our environmental regions.	• Locating some countries in Europe and North and South America using maps. • Locating key physical features in countries studied including significant environmental regions. • Locating some key human features in countries studied. • Locating some of the world's most significant rivers and identifying any patterns.	• Locating some countries in Europe and North and South America using maps. • Locating some major cities of the countries studied. • Locating key physical features in countries studied including significant environmental regions. • Locating the world's most significant mountain ranges on a map and identifying any patterns.

	• Identifying the position of the Tropics of Cancer and Capricorn and their significance. • Identifying the position and significance of both the Arctic and Antarctic Circle. • Describing and beginning to explain similarities between two regions studied. • Describing and beginning to explain differences between two regions studied. • Describing how and why humans have responded in different ways to their local environments. • Discussing climates and their impact on trade, land use and settlement. • Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. • Mapping and labelling the six biomes on a world map. • Understanding some of the causes of climate change. • Describing and understanding types of settlement and land use. • Explaining why a settlement and community has grown in a particular location. • Explaining why different locations have different human features. • Explaining why people might prefer to live in an urban or rural place. • Describing how humans can impact the environment both positively and negatively, using examples. • Beginning to use maps at more than one scale. • Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. • Using the scale bar on a map to estimate distances.	• Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. • Identifying how topographical features studied have changed over time using examples. • Describing how a locality has changed over time, giving examples of both physical and human features. • Finding the position of the Equator and describing how this impacts our environmental regions. • Finding lines of latitude and longitude on a globe and explaining why these are important. • Identifying the position of the Tropics of Cancer and Capricorn and their significance. • Describing and beginning to explain similarities between two regions studied. • Describing and beginning to explain differences between two regions studied. • Describing how and why humans have responded in different ways to their local environments. • Discussing climates and their impact on trade, land use and settlement. • Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. • Mapping and labelling the six biomes on a world map. • Understanding some of the causes of climate change. • Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. • Describing how humans use water in a variety of ways. • Describing and understanding types of settlement and land use. • Explaining why a settlement and community has grown in a particular location.	• Locating some of the world's most significant rivers and identifying any patterns. • Locating some cities in the UK (local to your school). • Beginning to locate the twelve geographical regions of the UK. • Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. • Describing how and why humans have responded in different ways to their local environments. • Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. • Describing where volcanoes, earthquakes and mountains are located globally. • Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. • Describing how humans use water in a variety of ways. • Describing and understanding types of settlement and land use. • Explaining why a settlement and community has grown in a particular location. • Explaining why different locations have different human features. • Beginning to use maps at more than one scale. • Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. • Finding countries and features of countries in an atlas using contents and index. • Zooming in and out of a digital map.

	• Finding countries and features of countries in an atlas using contents and index. • Beginning to choose the best approach to answer an enquiry question. • Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. • Asking and answering one-step and two-step geographical questions. • Making digital audio recordings for a specific purpose. • Designing a questionnaire/interviews to collect qualitative fieldwork data. • Using a questionnaire/interviews to collect quantitative fieldwork data. • Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. • Finding answers to geographical questions through data collection.	• Describing how humans can impact the environment both positively and negatively, using examples. • Beginning to use maps at more than one scale. • Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. • Finding countries and features of countries in an atlas using contents and index. • Making and using a simple route on a map. • Beginning to choose the best approach to answer an enquiry question. • Mapping land use in a small local area using maps and plans. • Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. • Asking and answering one-step and two-step geographical questions. • Observing, recording, and naming geographical features in their local environments. • Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. • Collecting quantitative data in charts and graphs. • Using a questionnaire/interviews to collect quantitative fieldwork data. • Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. • Suggesting different ways that a locality could be changed and improved. • Finding answers to geographical questions through data collection.	• Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using 4-figure grid references to locate features on a map in regions studied. • Beginning to locate features using the 8 points of a compass. • Using a simple key on their own map to show an example of both physical and human features. • Following a route on a map with some accuracy. • Saying which directions are N, S, E, W on an OS map. • Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. • Beginning to choose the best approach to answer an enquiry question. • Mapping land use in a small local area using maps and plans. • Asking and answering one-step and two-step geographical questions. • Observing, recording, and naming geographical features in their local environments. • Taking digital photos and labelling or captioning them. • Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. • Beginning to use a simplified Likert Scale to record their judgements of environmental quality. • Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. • Suggesting different ways that a locality could be changed and improved. • Finding answers to geographical questions through data collection.

	Autumn Term	Spring Term	Summer Term
Year 5	**What is life like in the Alps?**	**Why do oceans matter?**	**Would you like to live in the desert?**
Knowledge	• To know the name of many countries and major cities in Europe and North and South America. • To know some similarities and differences between the UK and a European mountain region. • To know the location of key physical features in countries studied. • To know why tourists visit mountain regions. • To know vegetation belts are areas of the world that are home to similar plant species. • To name and describe some of the world's vegetation belts. • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods.	• To know the location of key physical features in countries studied. • To know why the ocean is important. • To know some positive impacts of humans on the environment. • To know some negative impacts of humans on the environment. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To know that a pie chart can represent a fraction or percentage of a whole set of data. • To be aware of some issues in the local area • To know what a range of data collection methods look like. • To know how to use a range of data collection methods.	• To know the name of many countries and major cities in Europe and North and South America. • To know the location of key physical features in countries studied. • To name and describe some of the world's vegetation belts. • To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones. • To know vegetation belts are areas of the world that are home to similar plant species. • To name and describe some of the world's vegetation belts. • To know which factors are considered before people build settlements. • To know a line graph can represent variables over time. • To know that natural resources can be used to make energy. • To know some negative impacts of humans on the environment. • To know that contours on a map show height and slope. • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To know that a pie chart can represent a fraction or percentage of a whole set of data.

Skills	• Locating more countries in Europe and North and South America using maps. • Locating major cities of the countries studied. • Locating some key physical features in countries studied on a map. • Locating key human features in countries studied. • Identifying significant environmental regions on a map. • Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. • Explaining why a locality has changed over time, giving examples of both physical and human features. • Using longitude and latitude when referencing location in an atlas or on a globe. • Describing and explaining similarities between two environmental regions studied. • Describing and explaining differences between two environmental regions studied. • Understanding how climates impact on trade, land use and settlement. • Describing and understanding the key aspects of the six biomes. • Describing and understanding the key aspects of the six climate zones. • Understanding some of the impacts and causes of climate change. • Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples. • Confidently using and understanding maps at more than one scale.	• Locating major cities of the countries studied. • Locating some key physical features in countries studied on a map. • Locating key human features in countries studied. • Identifying significant environmental regions on a map. • Identifying key physical and human characteristics of the geographical regions in the UK. • Explaining why a locality has changed over time, giving examples of both physical and human features. • Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. • Understanding how climates impact on trade, land use and settlement. • Using maps to explore wider global trading routes. • Describing and understanding the key aspects of the six climate zones. • Understanding some of the impacts and causes of climate change. • Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. • Describing and understanding economic activity, including trade links. • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples. • Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied.	• Locating more countries in Europe and North and South America using maps. • Locating major cities of the countries studied. • Locating some key physical features in countries studied on a map. • Locating key human features in countries studied. • Identifying significant environmental regions on a map. • Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. • Confidently locating the twelve geographical regions of the UK. • Understanding how land use has changed over time using examples. • Explaining why a locality has changed over time, giving examples of both physical and human features. • Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance. • Using longitude and latitude when referencing location in an atlas or on a globe. • Describing and explaining similarities between two environmental regions studied. • Describing and explaining differences between two environmental regions studied. • Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. • Understanding how climates impact on trade, land use and settlement. • Explaining how humans have used desert environments. • Describing and understanding the key aspects of the six biomes. • Describing and understanding the key aspects of the six climate zones. • Understanding some of the impacts and causes of climate change.

	• Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Using the scale bar on a map to calculate distances. • Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. • Following a short pre-prepared route on an OS map. • Choosing the best approach to answering an enquiry question. • Making sketch maps of areas studied including labels and keys where necessary. • Selecting appropriate methods for data collection. • Designing interviews/questionnaires to collect qualitative data. • Conducting interviews/questionnaires to collect qualitative data. • Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.	• Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Using the scale bar on a map to calculate distances. • Beginning to use thematic maps to recognise and describe human and physical features studied. • Selecting a map for a specific purpose. • Choosing the best approach to answering an enquiry question. • Making sketch maps of areas studied including labels and keys where necessary. • Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. • Selecting appropriate methods for data collection. • Beginning to use standard field sampling techniques appropriately. • Using GIS (Geographical Information Systems) to plot data sets. • Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. • Evaluating evidence collected and suggesting ways to improve this. • Analysing quantitative data in pie charts, line graphs and graphs with two variables.	• • Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. • Describing and understanding economic activity, including trade links. • Describing the ‘push’ and ‘pull’ factors that people may consider when migrating. • Understanding the distribution of natural resources both globally and within a specific region or country studied. • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples. • Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). • Using models and maps to talk about contours and slopes. • Interpreting and using real-time/live data. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. • Analysing quantitative data in pie charts, line graphs and graphs with two variables.

	Autumn Term	Spring Term	Summer Term
Year 6	**Why does population change?**	**Where does energy come from?**	**Can I carry out an independent fieldwork enquiry?**
Knowledge	• To know that the global population has grown significantly since the 1950s. • To know which factors are considered before people build settlements. • To know migration is the movement of people from one country to another. • To know the name of many countries and major cities in Europe and North and South America. • To know the name of many counties in the UK. • To know the name of many cities in the UK. • To confidently name the twelve geographical regions of the UK. • To know that London and the South East regions have the largest population in the UK. • To know the global population has grown significantly since the 1950s. • To know which factors are considered before people build settlements. • To know migration is the movement of people from one country to another. • To know some negative impacts of humans on the environment. • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To know that a pie chart can represent a fraction or percentage of a whole set of data. • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods.	• To know the name of many countries and major cities in Europe and North and South America. • To know the name of many cities in the UK. • To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones. • To know that natural resources can be used to make energy. • To know some positive impacts of humans on the environment. • To know some negative impacts of humans on the environment. • To know that contours on a map show height and slope. • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods.	• To know the name of many countries and major cities in Europe and North and South America. • To know the name of many cities in the UK. • To confidently name the twelve geographical regions of the UK. • To know some positive impacts of humans on the environment. • To know some negative impacts of humans on the environment. • To know that contours on a map show height and slope. • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods.

Skills	• Locating more countries in Europe and North and South America using maps. • Locating key human features in countries studied. • Locating many counties in the UK. • Confidently locating the twelve geographical regions of the UK. • Identifying key physical and human characteristics of the geographical regions in the UK. • Explaining why a locality has changed over time, giving examples of both physical and human features. • Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. • Understanding how climates impact on trade, land use and settlement. • Understanding some of the impacts and causes of climate change. • Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. • Describing and understanding economic activity, including trade links. • Suggesting reasons why the global population has grown significantly in the last 70 years. • Describing the 'push' and 'pull' factors that people may consider when migrating. • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples. • Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.	• Locating more countries in Europe and North and South America using maps. • Locating major cities of the countries studied. • Locating some key physical features in countries studied on a map. • Locating key human features in countries studied. • Locating many cities in the UK. • Identifying key physical and human characteristics of the geographical regions in the UK. • Understanding how land use has changed over time using examples. • Explaining why a locality has changed over time, giving examples of both physical and human features. • Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance. • Using longitude and latitude when referencing location in an atlas or on a globe. • Describing and explaining similarities between two environmental regions studied. • Describing and explaining differences between two environmental regions studied. • Understanding how climates impact on trade, land use and settlement. • Using maps to explore wider global trading routes. • Understanding some of the impacts and causes of climate change. • Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. • Describing and understanding economic activity, including trade links. • Suggesting reasons why the global population has grown significantly in the last 70 years.	• Locating major cities of the countries studied. • Locating some key physical features in countries studied on a map. • Locating key human features in countries studied. • Locating many cities in the UK. • Confidently locating the twelve geographical regions of the UK. • Identifying key physical and human characteristics of the geographical regions in the UK. • Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples. • Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). • Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. • Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. • Selecting a map for a specific purpose. • Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.

	• Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references • Beginning to use thematic maps to recognise and describe human and physical features studied. • Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using four and six-figure grid references to locate features on a map in regions studied. • Confidently locating features using the 8 points of a compass. • Following a short pre-prepared route on an OS map. • Planning a journey to another part of the world using six-figure grid references and the eight points of a compass. • Developing their own enquiry questions. • Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. • Beginning to use standard field sampling techniques appropriately. • Using GIS (Geographical Information Systems) to plot data sets. • Using a simplified Likert Scale to record their judgements of environmental quality. • Conducting interviews/questionnaires to collect qualitative data. • Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. • Evaluating evidence collected and suggesting ways to improve this.	• Understanding the distribution of natural resources both globally and within a specific region or country studied. • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples. • Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). • Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. • Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. • Using models and maps to talk about contours and slopes. • Selecting a map for a specific purpose. • Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using four and six-figure grid references to locate features on a map in regions studied. • Making sketch maps of areas studied including labels and keys where necessary. • Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. • Selecting appropriate methods for data collection.	• Accurately using four and six-figure grid references to locate features on a map in regions studied. • Confidently locating features using the 8 points of a compass. • Following a short pre-prepared route on an OS map. • Identifying the eight compass points on an OS map. • Developing their own enquiry questions. • Choosing the best approach to answering an enquiry question. • Making sketch maps of areas studied including labels and keys where necessary. • Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. • Selecting appropriate methods for data collection. • Designing interviews/questionnaires to collect qualitative data. • Beginning to use standard field sampling techniques appropriately. • Using GIS (Geographical Information Systems) to plot data sets. • Using a simplified Likert Scale to record their judgements of environmental quality. • Conducting interviews/questionnaires to collect qualitative data. • Interpreting and using real-time/live data. • Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. • Evaluating evidence collected and suggesting ways to improve this. •

	• Analysing quantitative data in pie charts, line graphs and graphs with two variables.	• Designing interviews/questionnaires to collect qualitative data. • Conducting interviews/questionnaires to collect qualitative data. • Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.	