Geography

Curriculum Map and Assessment Framework

Geography – EYFS

ELG	Pupil outcomes / Year 1 readiness Geographical knowledge and understanding	Other opportunities to develop geographical understanding
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.	- I can talk about my environment at school and home expressing an opinion about it. - I can talk about places I have visited and say how that place was similar or different to my usual environment. - I can talk about natural and built environments and listen to different points of view on the quality of an environment.	Stories that show different environments. Resources and stimuli to create maps and plans Design attractive environments e.g. gardens, playgrounds. Use appropriate vocabulary e.g. town, house, flat, path, temple, mosque, church. Visit local places.

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Geography Curriculum Expectations – KS1	Year 1			Year 2		
Locational knowledge	Autumn	Spring	Summer	Autumn	Spring	Summer
name and locate the world's seven continents and five oceans						
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas						
Place knowledge						
understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country						
Human and physical geography						
identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles						
use basic geographical vocabulary to refer to:						
key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather						
key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop						
Geographical skills and fieldwork						
use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage						
use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map						
use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key						
use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.						

Year 1

Substantive Concepts: **LOCATION –** where a place is found.

Term and Focus	NC objectives Pupils should be taught about:	Disciplinary Knowledge: Thinking as a Geographer	End Point Knowledge
Year 1 Autumn Term **Continents, oceans, countries, capital cities and seas**	**Locational knowledge:** - Name and locate the world's seven continents and five oceans. - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER **Place and Space:** Where is the continent of Africa, Antarctica, Asia, Australia Europe, North America South America? Where England, Scotland, Northern Ireland and Wales are on a map? Show me. What are the capital cities / oceans / seas of the United Kingdom? Show me. **Scale & Connection (Relationship and interdependence):** What is a continent? Which continents are closer to each other? Which continents are further apart? What's the difference between a sea and an ocean? What's the difference between a continent and a country? **Physical and human geography:** Is a city a physical or human feature? Is an ocean or sea a physical or human feature? **Environment and sustainability:** Why is it important to care for the oceans and sea? What is the environment like in London…? **Culture and diversity (Uniqueness):** What is unique about Africa? What is unique about Antarctica? What is unique about Australia…?	Pupils should know that: - There are seven continents in the world: Asia, Africa, Antarctica, Australia, Europe, North America and South America. - There are five oceans in the world: Atlantic Ocean, Arctic Ocean, Indian Ocean, Pacific Ocean (the biggest) and the Southern Ocean. - There are four countries in the United Kingdom: England, Northern Ireland, Scotland and Wales. - The capital city of England is London. - The capital city of Northern Ireland is Belfast. - The capital city of Scotland is Edinburgh. - The capital city of Wales is Cardiff. - The United Kingdom is surrounded by the North Sea, the Irish Sea, the English Channel and the Atlantic Ocean.

Curriculum Narrative	Previous learning: Curriculum Narrative	Tier 2 Vocabulary	Tier 3 Vocabulary
Previous Learning	**ELG: People, Culture and Communities** Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. **ELG: The Natural World** Exploring the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them, and contrasting environments, drawing on their experiences and what has been read to them in class.	vast azure rotated expanse	ocean continent polar atlas

Year 1

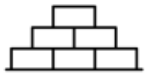
Substantive Concepts:

HUMAN FEATURES – The built environment that was made by humans.
PHYSICAL FEATURES – The natural environment and shaped by nature.

Term and Focus	NC objectives Pupils should be taught about:	Disciplinary Knowledge: Thinking as a Geographer	End Point Knowledge
Year 1 Spring Term **Hot and cold locations in the world**	**Human and physical geography:** - identify seasonal and daily weather patterns in the United Kingdom - identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER	Pupils should know that: - There are seven continents in the world: Asia, Africa, Antarctica, Australia, Europe, North America and South America. - There are five oceans in the world: Atlantic Ocean, Arctic Ocean, Indian Ocean, Pacific Ocean (the biggest) and the Southern Ocean. - The equator is an imaginary line that is exactly halfway between the North and South Poles. - Above the equator is the northern hemisphere and below is the southern hemisphere. - The climate on the equator is hot and wet all year round. - Areas directly north and south of the equator are called the tropics and are drier than areas on the equator. - The north and south poles are cold locations. - Areas between the poles and the tropics are warm. - The equator is hotter because these areas are exposed to more of the Sun's direct rays. - The poles are exposed to less of the Sun's direct rays, making them colder. - The North Pole (Arctic) is covered in sheets of ice that spread into the Arctic Ocean which is a polar zone. - Polar bears live in the Arctic. - The South Pole (Antarctic) is land covered in snow and ice. It has ice sheets that stretch into the Southern Ocean. - Penguins live in the Antarctic. - The hottest countries can be found along the line of the equator or within the tropics. - The Amazon rainforest can be found in part in Brazil. It is tropical with lots of rain and it is very hot. - Some African countries are sub-tropical (just above or below the equator). - Egypt is an example of a country that is mostly desert, with little rain and is very dry.

Place and Space	Scale & Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
Where is the North Pole? Where is the South Pole? Where is a hot place in the world? Where are the cold places in the world? What does Arctic mean? What does Antarctic mean?	Why are the North and South Poles similar? Why are the North and South Poles different? Is the UK bigger or smaller than the Arctic or Antarctic?	What do physical features look like in polar places? What do physical features look like in hot or tropical places? What do human features look like in polar places? What do human features look like in hot or tropical places? What is different?	What's the weather like in polar places? What's the weather like in hot places? How are polar places changing? Why is the Arctic and Antarctic changing? What are causing the Arctic and Antarctic to change?	What is life like for the people who live in very cold places, such as polar regions? What is life like for people who live in hot places, such as the tropics? What is similar? What is different?

Curriculum Narrative Previous Learning		Tier 2 Vocabulary	Tier 3 Vocabulary

	Previous learning **ELG: People, Culture and Communities** **Year 1** Introduce UK countries, capital cities, continents and oceans  **ELG: The Natural World** **Year 1** Revisit countries, capital cities, continents and oceans.	location moist misty scorched freezing tropical	continent ocean polar equator temperate compass

Year 1

Substantive Concepts:	
	GEOGRAPHICAL SKILLS - The use of maps, atlases and globes to know and explain more about location and a place. Identifying physical and human features to explain what places are like. **FIELDWORK -** Collecting and using information to know more and explain what a location or place is like.

Term and Focus	NC objectives Pupils should be taught about:	Disciplinary Knowledge: Thinking as a Geographer	End Point Knowledge
Year 1 Summer Term **Mapping and fieldwork**	**Human and physical geography:** - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER	Pupils should know that: - A map shows a place in a particular area. - Maps tell us what a place is like (e.g. is it a city, town or village). - Maps tell us how the space is used e.g. homes, schools etc.

Place and Space	Scale and Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
Where is our school? How is the space used in school?	How are spaces in the school connected? How is the indoor and outdoor space connected? How big is a place? How big is the space in the place?	What is built around here? (Human geography) What is natural around here? (Rivers or hills.) (Fields are a human feature as they were built by people)	How are we helping the environment? What is our school doing to help?	What is special about our school? What people live near the place we call school. How is the space around the school used?

Curriculum Narrative Previous Learning	Previous learning	Tier 2 Vocabulary	Tier 3 Vocabulary
	ELG: People, Culture and Communities **Year 1** Introduce UK countries, capital cities, continents and oceans. **ELG: The Natural World** **Year 1** Revisit countries, capital cities, continents and oceans.	map place space connect local far away	fieldwork

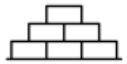
Year 2

Substantive Concepts:

HUMAN FEATURES – The built environment that was made by humans.
PHYSICAL FEATURES – The natural environment and shaped by nature.

Term and Focus	NC objectives Pupils should be taught about:	Disciplinary Knowledge: Thinking as a Geographer	End Point Knowledge
Year 2 Autumn Term **Local Area Study Human and Physical Features**	**Human and physical geography:** - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its	SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER	Pupils should know that: - A human feature is something built or put there by a person. - Factories, houses and play parks are examples of human features. - Ports are where boats unload cargo and passengers. - Harbours are where ships shelter from rough seas. - Physical features are natural and shaped by nature. - Forests, rivers, seas and valleys are examples of physical features. - Oceans are much larger than seas. - A rural area is a village or town in the countryside. - An urban area is a town or city. - A coastal area is a village, town or city near or by the sea.

Place and Space	Scale & Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
Where is this place? What is this place like? Where do people live in this place? What is unique about this place?	How does this place connect with other places locally? How is this place connected to other places? (Physical and human) How big is this place compared to other villages, towns and cities?	What physical features can you see in this place? What human features can you see in this place? Where and how do people live around here? Are local places similar or different?	In what ways does this place help the environment? In what ways do we recycle our waste? How does the place we live help recycling and sustainability?	Why is the place we live special to us? What physical features are special to us? What human features are special to us?

	surrounding environment			
Curriculum Narrative **Previous Learning**	**EYFS:** **People, Culture and Communities** **EYFS:** **The Natural World**		**Year 1** **Continents and oceans of the world, UK countries, capital cities and seas** **Year 1** **Hot and cold climates, including the equator**	**Tier 2 Vocabulary** contrast record surrounding natural shelter observe
				Tier 3 Vocabulary fieldwork settlement coastal worship location rural

Year 2

Substantive Concepts: **PLACE –** The study of what a location is like by looking and the human and physical features.

Term and Focus	NC objectives Pupils should be taught about:	Disciplinary Knowledge: Thinking as a Geographer	End Point Knowledge
Year 2 Spring Term **Study a small area of a contrasting non-European country (Yanomami people of the rainforest)**	**Place knowledge:** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER	Pupils should know that: - Areas on the equator are hot and humid. - Rainforests are the world's oldest living ecosystems. - The Amazon rainforest is full of life such as jaguars, spider monkeys and pink river dolphins. - The Yanomami tribe live in remote rainforests in northern Brazil and southern Venezuela in South America. - They live in the Amazon rainforest. - The Yanomami tribe have not advanced past the Stone Age (they have not discovered how to use metal) - Yanomami houses are circular and called 'yanos'. These are thatched with vine and leaves. - Their villages are semi-permanent as they move around (nomadic people). - The Yanomami are hunter-gatherers that collect plants (maize, plantain, seeds etc) and hunt monkeys, deer and fish. - Their transport is on foot and by canoe. - They believe all living and on-living things have a spirit. - The Yanomami are threatened by gold miners, deforestation and disease.

Place and Space	Scale & Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
Where is the Amazon Rainforest? What is the rainforest like? Where do the Yanomami people live? What is unique about the Amazon rainforest? Why is the Amazon Rainforest very important to us?	How does the Amazon rainforest connect countries in South America? How many times would the UK fit into the Amazon Rainforest? Why is the Amazon Rainforest very important to the world?	What physical features can you see in the Amazon Rainforest? What human features can you see in the Amazon Rainforest? How do the Yanomami live in the rainforest? How is this different to the way we live?	What significant things are affecting the Amazon Rainforest? What significant things are affecting the Yanomami people? Why should we worry about the damage caused to the rainforests?	How does the way the Yanomami people live help the rainforests? How do miners and loggers affect the rainforest and the lives of the Yanomami people? What is unique about the Yanomami?

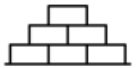
Curriculum Narrative Previous Learning	Tier 2 Vocabulary	Tier 3 Vocabulary
Previous learning: curriculum narrative Y1 Continents and oceans of the world + Y1 UK countries, capital cities and seas + Y1 Hot and cold climates, including the equator + Y2 Local fieldwork study	isolated thrive	Stone Age indigenous sustainable ecosystem deforestation

Year 2

Substantive Concepts:

GEOGRAPHICAL SKILLS - The use of maps, atlases and globes to know and explain more about location and a place. Identifying physical and human features to explain what places are like.
FIELDWORK - Collecting and using information to know more and explain what a location or place is like.

Term and Focus	NC objectives Pupils should be taught about:	Disciplinary Knowledge: Thinking as a Geographer	End Point Knowledge
Year 2 Spring Term **Fieldwork and Map skills**	**Fieldwork and map skills:** - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER **Place and Space:** Use a compass to locate cardinal points. **Scale and Connection (Relationship and interdependence):** Use large and small scale maps and explain their purpose. How is this place connected to other places? **Physical and human geography:** Notice and explain the difference between human and physical features. Why is this place like it is? **Environment and sustainability:** Become familiar with the locality through maps and fieldwork. Identify and notice how the environment is respected (or not). What sustainable features are present? Why are they there? **Culture and diversity (Uniqueness):** What is unique about this place? Who lives here? Understand, respect and tolerate beliefs and ethnicity in the locality.	Pupils should know that: - There are four cardinal points on a compass: North, East, South and West. - An aerial view is an image of a place from above, much like a photograph. Sometimes it can be called a birds-eye view. - A map is a representation of a place from above. - Physical features are natural features, such as valleys, lakes and rivers. = Human features are built by people, such as houses, train stations and bridges. - A key shows symbols and helps a map reader to understand them on a map. - Maps must have a title and a key. - Sketch maps must have a title, key, North compass direction and other cardinal points of the compass. - A map's scale is the difference between your map and the distance on the ground. - Large-scale maps make places appear larger, useful for looking at houses and roads. - Small-scale maps make places appear smaller, useful for looking at the wider area.
Curriculum Narrative **Previous Learning**			**Tier 2 Vocabulary** / **Tier 3 Vocabulary**

	Previous learning  Y1 Continents and oceans of the world, UK countries, capital cities and seas + Y1 Hot and cold climates, including the equator + Y2 Comparison study of small area and non-European location	Increase decrease align symbol observe sketch	aerial scale cardinal point valley port vegetation

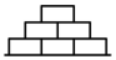
Year 2

Substantive Concepts:	**PLACE –** The study of what a location is like by looking and the human and physical features.

Term and Focus	NC objectives Pupils should be taught about:	Disciplinary Knowledge: Thinking as a Geographer	End Point Knowledge
Year 2 Summer Term **Compare a small part of the UK and a contrasting non-European country**	**Place knowledge:** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER	Pupils should know that: - The capital city of England is London. - The United Kingdom is in the continent of Europe. - An urban area is a city or a town. - The Tower of London and the London Eye are London landmarks. - The River Thames flows through London. - The capital city of Kenya is Nairobi. - Kenya is a country in the continent of Africa and can be found on the Equator. - Kenya has a coastline and is 2 ½ times bigger than the UK. - Some of Kenya's notable physical features include Mount Kenya, savannahs and Lake Victoria. - A savannah has dry grassland, is flat and spreads over a vast area and has few trees. - The Maasai tribe are the native people of Kenya who are proud and courageous warriors. They herd cattle and goats. - The colours of the Kenyan flag have significance (black – the people, blood – blood, green – wealth and white – peace) - Nairobi has a national park, is a bustling city, is an urban area and has fascinating wildlife. - Nairobi has slums, where more than half of the people in Nairobi live in poverty. - Like London's Big Ben, Nairobi has a Parliament Clock Tower. - Both London and Nairobi have landmarks, are urban places and busy cities. - Nairobi has slums and savannahs unlike London. - The climate in London and Nairobi is different due to their locations. - London and Nairobi both have rivers, landmarks and are urban places.

Place and Space	Scale & Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
Where is London? How is the space in that place used? Where is Nairobi? How is the space in that place used?	How could London connect to Nairobi? How is London or Nairobi connected to other places? (Physical and human) What's the difference in size between London and Nairobi? s there a difference in size between the U.K. and Kenya?	What physical features are in London / Nairobi? What human features are in London / Nairobi? Where and how do people live around here? Are local places similar or different?	Does London look after its environment? How does London look after its environment? Does Nairobi look after its environment? How does Nairobi look after its environment?	What is unique about London? What is unique about Kenya and Nairobi? Do these two capital cities have anything in common? What is very different?

Curriculum Narrative Previous Learning		Tier 2 Vocabulary	Tier 3 Vocabulary

	Curriculum Narrative  Y1 Continents and oceans of the world + Y1 UK countries, capital cities and seas + Y1 Hot and cold climates, including the equator + Y1 Map and fieldwork + Y2 Local fieldwork study	urban sprawling contrast horizon striking	landmark country capital climate feature savanna

Key Stage Two

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Geography National Curriculum Expectations Key stage 2	Year 3			Year 4			Year 5			Year 6		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum
Locational knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities												
name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time												
identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)												
Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America												
Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle												
human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water												
Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied												
use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world												
use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.												

Year 3

Substantive Concepts:	
	LOCATION – where a place is found. **PLACE –** The study of what a location is like by looking and the human and physical features. **HUMAN FEATURES –** The built environment that was made by humans. **PHYSICAL FEATURES** – The natural environment and shaped by nature. **GEOGRAPHICAL SKILLS -** The use of maps, atlases and globes to know and explain more about location and a place. Identifying physical and human features to explain what places are like. **FIELDWORK -** Collecting and using information to know more and explain what a location or place is like.

Term and Focus	NC objectives Pupils should be taught about:	Disciplinary Knowledge: Thinking as a Geographer	End Point Knowledge
Year 3 Autumn Term **Fieldwork and Map skills**	**Human and physical geography - describe and understand key aspects of:** - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork:** - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass (including the use of	SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER	Pupils should know that: - There are four cardinal points on a compass: North, East, South and West. - Cardinal points are the essential compass points. - Intercardinal points are points inbetween the cardinal points: North East, South East, South West and North West. - Intercardinal means between between essential. - Physical features are natural features such as fields and rivers. - Human features are man-made features such as cities and bridges. - A settlement in a location where many people live. - Trade means the marking, selling and buying of goods, or doing jobs to make money. - Recreation is when people relax or take part in sport. - Travel describes the movement or people and goods.

Place and Space	Scale & Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
Where is this place? How can you describe this place using the points of a compass? Where do people live in this place? What is unique about this place?	How does this place connect with other places locally? How is this place connected to other places? (Physical and human) How big is this place compared to other villages, towns and cities?	What physical features can you see in this place? Describe their location using a compass. What human features can you see in this place? Describe their location using a compass. Are local places similar or different?	In what ways does this place help the environment? Describe the waste recycling location using points of a compass. How does the place we live help recycling and sustainability?	Why is the place we live special to us? Where does the sun appear to rise in this place? What physical features are special to us? Describe their location using the points of a compass. What human features are special to us? Describe their location using the points of a compass

	Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies		
Curriculum Narrative **Previous Learning**	Y1 Name and locate continents, oceans, U.K. countries, capital cities and seas + Y2 U.K. and non-European location study + Y2 Local area fieldwork study	**Tier 2 Vocabulary** bisect precise accurate approximately relation align	**Tier 3 Vocabulary** cardinal point bearing settlement recreation harbour deciduous

Year 3

Substantive Concepts:

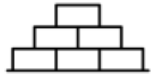
LOCATION – where a place is found.
HUMAN FEATURES – The built environment that was made by humans.
PHYSICAL FEATURES – The natural environment and shaped by nature.

Term and Focus	NC objectives Pupils should be taught about:	Disciplinary Knowledge: Thinking as a Geographer	End Point Knowledge
Year 3 Spring Term **United Kingdom Study**	**UK study:** - name and locate counties and cities of the United Kingdom - geographical regions and their identifying human and physical characteristics - key topographical features (including hills, mountains, coasts and rivers		Pupils should know that: - The UK is short for United Kingdom of Great Britain and Northern Ireland. - The four countries of the United Kingdom are Northern Ireland, England, Scotland and Wales. . Edinburgh is the capital city of Scotland; London is the capital of England; Belfast is the capital of Northern Ireland and Cardiff is the capital of Wales. - A region is a large area. - A county is an area with a local government, such as Suffolk. - Human features are man-made; physical features are natural. - Leeds, Manchester and Liverpool are cities north of Leicester. - Cambridge, London and Bristol are cities south of Leicester. - Mountains and hills are mostly found in western and northern areas of the UK. - Landmarks can be both human and physical features. - Physical landmarks include Ben Nevis and the White cliffs of Dover. - Human landmarks include Hadrian's Wall and Stonehenge. - Eastern England is mostly flat with few hills. - Mount Snowdon can be found in Wales. Ben Nevis can be found in Scotland. Scafell Pike can be found in England. Slieve Donard can be found in Northern Ireland. - The River Bann is a major river in Northern Ireland. - Topography means to describe a place. - Maps have symbols and colours to help us understand them. - Large scale maps are useful for showing buildings and roads' small-scale maps are useful for viewing larger areas.

SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER

Place and Space	Scale and Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
What are the countries, regions, and counties of the UK?	How is your locality connected to other areas of the UK and the world? What do you notice? What patterns can you see when you zoom in and zoom out to compare on your location using Digimap for Schools or Google Earth?	What are the differences between human and physical features across the UK? What do you notice? Why is that? What are the significant landmarks we can see in the UK? How is a place shaped by human and physical features?	What are the sustainable features of the environment that you live in, such as wind turbines or solar farms? How do wind farms and solar farms improve the environment?	What are the similarities and differences in the way that people live in the UK such as homes, travel, shopping, recreation and beliefs. Recognise the uniqueness of location – why is this place like it is?

Curriculum Narrative Previous Learning		Tier 2 Vocabulary	Tier 3 Vocabulary

	Y2 Geography Local area study of school Autumn 19  **Y2 Geography** UK countries and capital cities Hot and cold location Compass field skills	extensive sophisticated settlement terrain wilderness barren	topography landmarks region county scale contour line

Year 3

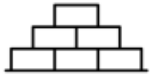
Substantive Concepts:

LOCATION – where a place is found.
HUMAN FEATURES – The built environment that was made by humans.
PHYSICAL FEATURES – The natural environment and shaped by nature.

Term and Focus	NC objectives Pupils should be taught about:	Disciplinary Knowledge: Thinking as a Geographer	End Point Knowledge
Year 3 Summer Term **United Kingdom Study (REVISIT)**	**UK study:** - name and locate counties and cities of the United Kingdom - geographical regions and their identifying human and physical characteristics - key topographical features (including hills, mountains, coasts and rivers	SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER	Pupils should know that: - The UK is short for United Kingdom of Great Britain and Northern Ireland. - The four countries of the United Kingdom are Northern Ireland, England, Scotland and Wales. . Edinburgh is the capital city of Scotland; London is the capital of England; Belfast is the capital of Northern Ireland and Cardiff is the capital of Wales. - A region is a large area. - A county is an area with a local government, such as Suffolk. - Human features are man-made; physical features are natural. - Leeds, Manchester and Liverpool are cities north of Leicester. - Cambridge, London and Bristol are cities south of Leicester. - Mountains and hills are mostly found in western and northern areas of the UK. - Landmarks can be both human and physical features. - Physical landmarks include Ben Nevis and the White cliffs of Dover. - Human landmarks include Hadrian's Wall and Stonehenge. - Eastern England is mostly flat with few hills. - Mount Snowdon can be found in Wales. Ben Nevis can be found in Scotland. Scafell Pike can be found in England. Slieve Donard can be found in Northern Ireland. - The River Bann is a major river in Northern Ireland.

Place and Space	Scale and Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
What are the countries, regions, and counties of the UK?	How is your locality connected to other areas of the UK and the world? What do you notice? What patterns can you see when you zoom in and zoom out to compare on your location using Digimap for Schools or Google Earth?	What are the differences between human and physical features across the UK? What do you notice? Why is that? What are the significant landmarks we can see in the UK? How is a place shaped by human and physical features?	What are the sustainable features of the environment that you live in, such as wind turbines or solar farms? How do wind farms and solar farms improve the environment?	What are the similarities and differences in the way that people live in the UK such as homes, travel, shopping, recreation and beliefs. Recognise the uniqueness of location – why is this place like it is?

Curriculum Narrative Previous Learning		Tier 2 Vocabulary	Tier 3 Vocabulary

	Geography Local area study of school	 **Geography** UK countries and capital cities Hot and cold location Compass field skills	**Geography** UK counties and cities Geographical regions Human and Physical characteristics Topographical features	extensive sophisticated settlement terrain wilderness barren	topography landmarks region county scale contour line

Year 3

Substantive Concepts:	
	GEOGRAPHICAL SKILLS - The use of maps, atlases and globes to know and explain more about location and a place. Identifying physical and human features to explain what places are like. **FIELDWORK -** Collecting and using information to know more and explain what a location or place is like. **HUMAN FEATURES –** The built environment that was made by humans. **PHYSICAL FEATURES** – The natural environment and shaped by nature.

Term and Focus	NC objectives Pupils should be taught about:	Disciplinary Knowledge: Thinking as a Geographer	End Point Knowledge
Year 3 Summer Term **OS Map Skills and Fieldwork**	**Map Skills and Fieldwork:** - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER	Pupils should know that: - OS stands for Ordnance Survey. - OS maps were firest drawn up in 1833 - Ordnance means cannons/gunners and survey means to look upon/notice. - Scale is the distance between your map and the distance on the ground. - Large-scale maps show the wider areas; small-scale maps show more detail. - A key unlocks the map's meaning using symbols to help us read a map.

Place and Space	Scale and Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
Describe the location of your school. What features are nearby?	What does a large-scale OS map tell you about your location? What features can't you see on a large-scale map? Why is that? What does a small-scale OS map tell you about your location? What features can't you see on a small-scale map? Why is that?	What physical and human features can you locate on a large-scale map? What physical and human features can you locate on a small-scale map? What differences do you notice? What is a key? How do you use it?	Are there any sustainable features nearby? | Windfarms Solar fields Recycling centres How are they shown on a map? Why do you think these sites have been chosen as good locations for renewable sources of energy?	What features make your location special? How are these features represented on large and small-scale Ordnance Survey maps?

Curriculum Narrative Previous Learning		Tier 2 Vocabulary	Tier 3 Vocabulary

	Y2 Fieldwork and map skills (compass) + Y3 Fieldwork and map skills + Y3 UK Study + Y3Revisit human and physical features	survey	scale ordnance

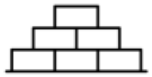
Year 4

Substantive Concepts:	
	PLACE – The study of what a location is like by looking and the human and physical features. **HUMAN FEATURES –** The built environment that was made by humans. **PHYSICAL FEATURES** – The natural environment and shaped by nature.

Term and Focus	NC objectives Pupils should be taught about:	Disciplinary Knowledge: Thinking as a Geographer	End Point Knowledge
Year 4 Autumn Term **Rivers**	**Human and physical geography - describe and understand key aspects of:** - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER	Pupils should know that: - There are three courses in a river: upper, middle and lower. - The upper course is where the river begins – this is called the source; it also has fast-flowing water, v-shaped valleys and rapids and waterfalls. - The middle course sees the river widen; the land flattens and meanders are found here. - The lower course is where the river ends – this is called the mouth; you can find a wide, open river channel, slower water and floodplains here. - A meander is a bend in the river. - All rivers flow into a sea or a lake. - A tributary is a river or stream that flows into a larger river. - Erosion describes how water shapes land over time; deposition describes how sediment in water is left behind. - Rivers flow through v-shaped valleys between hills and mountains. - The mouth of a river is where the river ends. - Floodplains are areas around a river that are flooded. - Confluence is the meeting of two rivers. - Oxbow lakes are formed when fast-flowing water on the outside of the river channel erodes the river bank, forming a new river channel. Sediment in slower moving waters cuts off the meander from the flow of the river. - The riverbed of the upper course contains mostly pebbles and rocks; the middle course mostly sand and mud' the lower course mostly mud. - The River Lagan runs through Belfast; the River Taff through Cardiff; the River Thames through London; the Water of Leith runs through Edinburgh.

Place and Space	Scale and Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
What are the courses of a river? How does the land look different at each river course? Agree or disagree? A river shapes the place they run through and influences the way the space is used by humans. Why do you say that?	True or False? All rivers flow towards the sea or lakes. Why do you say that? What do rivers share in common? What do you know is different between rivers? How do rivers connect places? Follow the course the River Nile and explain the way ancient Egyptians used it.	How do the courses of a river define its physical features? How did major rivers shape the way humans lived in the past? What pulls people to visit different courses of a river? Why could that be? Human features - what jobs do people do around rivers?	Agree or disagree? Rivers don't play a part in the climate of a place. How do rivers contribute towards the water cycle? If a river becomes polluted, what's the impact on the environment and animals in its habitat? How could large rivers and lakes be used to provide sustainable energy?	How do rivers shape the culture of a place? What makes the places around a river unique? Are there any similarities between different major rivers? What rivers shaped the ancient civilisations, such as Egypt, Sumer, Indus Valley or Shang Dynasty?

Curriculum Narrative Previous Learning		Tier 2 Vocabulary	Tier 3 Vocabulary

	Year 2 Human and physical features Fieldwork skills	 **Year 2** Compare small part of UK and a small part of a non-European region	**Year 3** Human and physical features	raging tumble cascading precipice iconic turbulent	rivulet estuary flood plain tributary confluence channel

Year 4

Substantive Concepts:	**LOCATION** – The place where something is found.

Term and Focus	NC objectives Pupils should be taught about:	Disciplinary Knowledge: Thinking as a Geographer	End Point Knowledge
Year 4 Autumn Term **Longitude and Latitude**	**Locational knowledge:** - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER	Pupils should know that: - Latitude measures location north and south of the Equator. - The Equator can be found at 0°latitude. - The Earth can be divided into two halves – the northern hemisphere and the southern hemisphere. - There are 5 major lines of latitude: the Arctic Circle (66.5° north of the equator), the Tropic of Cancer (23.5° north of the Equator), the Equator (0°), the Tropic of Capricorn (23.5° south of the Equator) and the Antarctic Circle (66.5° south of the Equator). - Areas within the Arctic and Antarctic Circle are extremely cold. - The Tropics have a hot and wet climate. - Longitude measures location east and west of the prime meridian (0° longitude). - The prime meridian runs from the North Pole to the South Pole, through Greenwich, London which is the basis for all of the world's time zones. - Greenwich Mean Time is known as GMT and is the name of the solar time on the longitude 0°. - We can use latitude to identify the climate of a location (climate if the weather of a region over a period of time). - There are several basic climate regions: polar, temperate or moderate, tropical, desert. - Countries to the east of the prime meridian are in front of UK time; countries to the left are behind UK time. - Earth rotates once every 24 hours in an anti-clockwise direction as it orbits the sun. This determines day and night on Earth. - Latitude is read before longitude.

Place and Space	Scale and Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
How does latitude tell us about what a place is like? How does longitude help identify a location?	How does latitude and longitude help us to locate places more accurately? How are latitude and longitude connected? How are world time zones and longitude connected? If you travel west, does time increase or decrease?	Explain why this is true - the climate of a location is defined by its latitude. Do you agree or disagree? Physical features are shaped by the latitude of a location. Do you agree or disagree? Human features are influenced by the latitude of a location.	What locations are most vulnerable to climate change? What latitude do these locations have? Does longitude affect the climate of a location?	Could locations that are culturally different, such as Asia and Europe, have similar latitude or longitude? Cambridge and Warsaw share near latitudes of 50°N. What's their longitude?

Curriculum Narrative Previous Learning	Previous learning			Tier 2 Vocabulary	Tier 3 Vocabulary
	Year 3	Year 3	Year 4	co-ordinate parallel determine circumnavigate constitutes straddle	latitude longitude horizontal vertical meridian equator
	Introduce and revisit UK Study	Human and Physical features OS map skills and fieldwork	Rivers		

Year 4

Substantive Concepts:

HUMAN FEATURES – The built environment that was made by humans.
PHYSICAL FEATURES – The natural environment and shaped by nature.

Term and Focus	NC objectives Pupils should be taught about:	Disciplinary Knowledge: Thinking as a Geographer	End Point Knowledge
Year 4 Spring Term **The Water Cycle**	**Human and physical geography – describe and understand key aspects of:** - physical geography, including the water cycle.	SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER	Pupils should know that: - Cycle means a series of repeat events. Its origin is from the Latin 'cyclus'. - The water cycle is powered by the sun. Heat from the sun's direct rays heats the water which evaporates. This rises and cools down, condensing to form clouds. The clouds produce precipitation which soaks into the ground (percolation). Ground water then moves into lakes/rivers, restarting the cycles. - Evaporation means water being heated up until it becomes water vapour and tiny particles in the air. - Condensation means water moisture cools and becomes denser to form clouds. - Precipitation means water falls from the clouds in the form of hail, sleet, rain or snow. - Percolation means water seeps into the ground and soil saturates rocks and soils. - Surface runoff means water collects in rivers and lakes and runs back to sea. - Groundwater means water makes its way underground to streams, rivers, lakes or the sea. - The water cycle is a continuous process. - All living things need water. - Changes to the water cycle can lead to more floods and droughts. - Trees and plants reduce floods by taking up water through transpiration and their roots keep soil from washing away. - The water cycle can be impacted by deforestation, urbanisation and increased evaporation due to climate change. - Pollutants impact the water cycle as they can trap greenhouse gases, in turn increasing global temperatures. Sulphur dioxide can cause acid rain which weakens soils.

Place and Space	Scale and Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
How does the water cycle define a place? What places in the world	How does the water cycle affect the place you live? What is like there? Why is life on Earth dependent on the water cycle? Are there places on Earth that are negatively affected by the water cycle? How does latitude affect the water cycle?	How are the physical features of a place defined by the water cycle? How are the human features of a place defined by the water cycle?	How is the climate affected the water cycle? How is global warming affecting the water cycle? What happens if one part of the water cycle changed? What could cause this? What are the consequences?	Does the water cycle affect the way we live and the things we build? Is there a connection between the water cycle, latitude and the way people live?

Curriculum Narrative Previous Learning		Tier 2 Vocabulary	Tier 3 Vocabulary

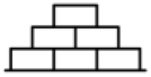
	Previous learning **Year 3 Science** Plants **Year 4** Rivers **Year 4** Latitude and longitude	infiltrate sequence reoccurring pollution consequence permeate	groundwater precipitation condensation transpiration percolation evaporate

Year 4

Substantive Concepts:		**HUMAN FEATURES –** The built environment that was made by humans. **PHYSICAL FEATURES** – The natural environment and shaped by nature.	
Term and Focus	**NC objectives Pupils should be taught about:**	**Disciplinary Knowledge: Thinking as a Geographer**	**End Point Knowledge**
Year 4 Spring Term **Rivers (REVISIT)**	**Human and physical geography - describe and understand key aspects of:** - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER	Pupils should know that: - There are three courses in a river: upper, middle and lower. - The upper course is where the river begins – this is called the source; it also has fast-flowing water, v-shaped valleys and rapids and waterfalls. - The middle course sees the river widen; the land flattens and meanders are found here. - The lower course is where the river ends – this is called the mouth; you can find a wide, open river channel, slower water and floodplains here. - A meander is a bend in the river. - All rivers flow into a sea or a lake. - A tributary is a river or stream that flows into a larger river. - Erosion describes how water shapes land over time; deposition describes how sediment in water is left behind. - Rivers flow through v-shaped valleys between hills and mountains. - The mouth of a river is where the river ends. - Floodplains are areas around a river that are flooded. - Confluence is the meeting of two rivers. - Oxbow lakes are formed when fast-flowing water on the outside of the river channel erodes the river bank, forming a new river channel. Sediment in slower moving waters cuts off the meander from the flow of the river. - The riverbed of the upper course contains mostly pebbles and rocks; the middle course mostly sand and mud; the lower course mostly mud. **Option 1:** - The River Nile is one of the world's longest rivers at about 6,700km. - The Nile has two river branches: the White Nile with a source in Rwanda and the Blue Nile with a source in the Ethiopian mountains. - The Blue and White Nile merge at Khartoum. - The Nile flows north through Egypt, Sudan, South Sudan and Ethiopia, through arid desert terrain. - The Nile has waterfalls, rapids, a confluence, meanders a delta and drains into the Mediterranean sea.

Place and Space	Scale and Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
What are the courses of a river? How does the land look different at each river course? Agree or disagree? A river shapes the place they run through and influences the way the space is used by humans. Why do you say that?	True or False? All rivers flow towards the sea or lakes. Why do you say that? What do rivers share in common? What do you know is different between rivers? How do rivers connect places? Follow the course the River Nile and explain the way ancient Egyptians used it.	How do the courses of a river define its physical features? How did major rivers shape the way humans lived in the past? What pulls people to visit different courses of a river? Why could that be? Human features - what jobs do people do around rivers?	Agree or disagree? Rivers don't play a part in the climate of a place. How do rivers contribute towards the water cycle? If a river becomes polluted, what's the impact on the environment and animals in its habitat? How could large rivers and lakes be used to provide sustainable energy?	How do rivers shape the culture of a place? What makes the places around a river unique? Are there any similarities between different major rivers? What rivers shaped the ancient civilisations, such as Egypt, Sumer, Indus Valley or Shang Dynasty?

			- Egypt is 96% desert, therefore approximately 50m people live by the River Nile. Today, it is used for fishing, irrigation, farming, tourism, transport and electrical power. - In Ancient Egypt, the Nile was used for fishing, irrigation, farming, transport and power. - Irrigation is the draining of water from rivers to supply water for plants and animals. This was done using ancient irrigation tools called a shaduf or and Archimedes Screw. - Hydro electric dams are used to power turbines and generate electricity. **Option 2:** - The Amazon River is one of the world's longest rivers at about 6,950km. Its source is in Peru. - It flows through Peru, Colombia and Brazil. = It has a waterfall, rapids a confluence, meanders and it drains into the Atlantic Ocean.

Curriculum Narrative **Previous Learning**	 **Year 2** Human and physical features Fieldwork skills **Year 2** Compare small part of UK and a small part of a non-European region **Year 3** Human and physical features	**Tier 2 Vocabulary**	**Tier 3 Vocabulary**
		raging tumble cascading precipice iconic turbulent	rivulet estuary flood plain tributary confluence channel

Year 4

Substantive Concepts:	**LOCATION** – The place where something is found. **GEOGRAPHICAL SKILLS -** The use of maps, atlases and globes to know and explain more about location and a place. Identifying physical and human features to explain what places are like. **FIELDWORK -** Collecting and using information to know more and explain what a location or place is like.

Term and Focus	NC objectives Pupils should be taught about:	Disciplinary Knowledge: Thinking as a Geographer	End Point Knowledge
Year 4 Summer Term **Study the environmental regions of Europe, Russia, North and South America.**	**Locational knowledge:** - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER	Pupils should know that: - There are 6 environmental regions on Earth: temperate, Mediterranean, snow, polar, Equatorial and arid. - Temperate regions have warm or hot summers and colder winters. - Mediterranean regions have a hot and dry summer. The winter is cooler with some rainfall, but barely any frost. - Snow regions have long and cold winters, short summers and rapid changes in the spring and autumn. - Polar regions are very, very cold (up to -60 degrees Celsius in the Arctic). - Equatorial regions are tropical (warm and wet). These are found between the Tropic of Cancer and the Tropic of Capricorn. - Arid regions are deserts which are the hottest and driest regions with no or little rainfall. - Europe has temperate, Mediterranean, snow and polar regions. - Russia is the largest country in the world and spans two continents. It has snow, polar and temperate regions. - North America has all 6 environmental regions. - South America has temperate, Mediterranean, arid, polar and equatorial regions.

Place and Space	Scale and Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
Describe the major environmental regions of: Europe Russia North and South America What regions are similar? What regions are different?	How does latitude define the major environmental regions of the world? What patterns do you notice between Europe Russia North and South America?	Physical features - how do the environmental regions define the physical features of a place? How do the environmental regions affect the way a place is used and lived in?	Are there some places in these environmental regions that are at risk of being destroyed? What could the effect be if environmental regions are changed?	Do environmental regions shape the way people live? What makes these places (environmental regions) and spaces (the way they are used) special to that locality? What is unique about each environmental region? Are there any similarities between different places, but similar regions?

Curriculum Narrative Previous Learning	Tier 2 Vocabulary	Tier 3 Vocabulary
Year 3 Introduce and revisit UK Study + **Year 4** Rivers + Year 4 Latitude and longitude + **Year 4** Water cycle + Year 4 Revisit rivers		temperate equatorial Mediterranean Polar Arid Environmental region

Year 5

Substantive Concepts:

LOCATION – The place where something is found.
PLACE – what a place is like and how it is connected to other places.
HUMAN FEATURES – The built environment that was made by humans.
PHYSICAL FEATURES – The natural environment and shaped by nature.

Term and Focus	NC objectives Pupils should be taught about:	Disciplinary Knowledge: Thinking as a Geographer	End Point Knowledge
Year 5 Autumn Term **World Countries, Biomes and Vegetation Belts**	**Locational knowledge:** - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER	Pupils should know that: - There are seven continents: Europe, Asia, Australia, Antarctica, North America, South America and Africa. - The world is divide into the northern and southern hemisphere. - Latitude and longitude can be used to locate places around the world. - There are 44 countries in Europe; 23 countries in North America and 12 in South America. - A city is a large urban settlement that is densely populated. - Washington DC is the capital of the USA; Moscow is the capital of Russia; Paris is the capital of France; Madrid is the capital of Spain; Buenos Aires is Argentina's capital; Berlin is Germany's. - The two main languages in South America are Portuguese and Spanish. - Europe has a greater population than North America and it has the most spoken languages. - A biome is a region with a specific climate and where animals and plants are adapted to live there. - There are 8 major biomes: tundra, taiga, steppe, desert, mixed forest. Tropical, savannah and montane. - Tundra biomes are treeless and cold. - Taiga biomes are cold conifer forests. - Steppe biomes have dry grassland further away from the equator. - Desert biomes are large, dry and sometimes arid. This also include Antarctica. - Mixed forest biomes have evergreen and deciduous trees. - Tropical biomes have a hot and wet climate. - Savanna biomes have dry grassland, with a few trees nearer the equator. - Montane biomes are colder with mountains and trees. - The greatest mountain range in Europe is the Alps; in North America it is the Rock Mountains and in South America it is the Andes.

Place and Space	Scale and Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
How does latitude tell us about what a place is like? How does longitude help identify a location? How does latitude and longitude help us to describe a place accurately?	Are all biomes found at the same latitude? How is latitude connected to a biome? Remember what you know about biomes - is there a biome that is more connected or dominant across the world than others?	True or false? The climate of a location is defined by its latitude. Do human features reflect the latitude or a location?	Which biomes do you think are the most vulnerable to climate change? Connecting with your knowledge of environments in science, how could climate change affect biomes?	Think about the Arctic - a biome changed becau of climate change, do yo think the uniqueness o that place would chang as well? Some people describe culture as the way of life a place. Would the cultu change if the biome changed? You could sta by thinking about the tropical rainforest to explain your thinking.

Curriculum Narrative Previous Learning	Previous learning Year 3 Human and physical study UK Study OS maps and skills Year 4 Latitude and longitude Rivers Water cycle Map skills using environmental regions	Tier 2 Vocabulary	Tier 3 Vocabulary
		arid fertile densely exceptional craggy scenery	continent latitudes longitude equator hemisphere biome

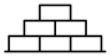
Year 5

Substantive Concepts:

GEOGRAPHICAL SKILLS – The use of maps, atlases and globes to know and explain more about location and a place. Use 4 and 6 figure grid references with precision and accuracy.
FIELDWORK – Collecting and using information to know more and explain what a location or place is like. Use 4 and 6 figure grid references to explain location and place.

Term and Focus	NC objectives Pupils should be taught about:	Disciplinary Knowledge: Thinking as a Geographer	End Point Knowledge
Year 5 Spring Term **4 and 6 Figure grid references**	**Locational knowledge** - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Geographical skills and fieldwork** - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER	Pupils should know that: - The Earth has two hemispheres@ north and south. - Latitude measures location north or south. - There are 90 lines of latitude in each hemisphere, each being 1 degree of latitude. - Latitude defines climate regions such as the Equator, Tropics, Arctic and Antarctic. - Longitude measures location east and west. There are 360 degrees of longitude called meridians. - We can find precise locations using the exact latitude and longitude. - 4 figure grid references give the location of a 1km x 1km square. They begin with a two letter reference, then have an Eastings number, followed by a Northings number. - 6 figure grid references give a more precise location within a 100m x 100m square. They begin with a two letter reference, followed by a 3-digit Eastings number and a 3-digit Northings number. - 4 figure grid references are useful for general locations e.g. woodlands; 6 figure grid references are useful for locating landmarks, buildings etc.

Place and Space	Scale and Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
How do 4 and 6 figure grid references tell us more about a place and the space that is used? Explain what the difference is between four and six figure grid references? For each system, explain what will you see more of and what would you see less of?	When you use a 6 figure grid reference, what can it tell you about the place and the way it connects? When you use a 4 figure grid reference, what can it tell you about the place and the way it connects? What differences can you explain? What does a 6 figure grid reference tell you more of?	How can grid references be used to help explain more about the human or physical features? For example – you could use a 4 figure grid reference to show a broad location of Lake Windermere, but if you wanted to meet precisely you would use a 6 figure grid reference.	Why could it be useful to use a 4 figure grid reference to accurately locate a wind or solar farm? If you discovered that a small rural river had become polluted, would it be better to use a 4 or 6 figure grid reference to help show the emergency services the precise location. Why?	Why would it be better to locate a sacred religious site, such as Mecca or a local mosque, using a 6 figure grid reference over a 4 figure grid reference? Which grid reference system would you use to show your friend where the ancient Maya city of Palenque was?

	- 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.			
Curriculum Narrative **Previous Learning**	**Previous learning: curriculum narrative**  Year 4 River study Latitude and longitude Water cycle Year 4 Revisit rivers Map skills Year 5 Biomes		**Tier 2 Vocabulary** parallel horizontal reference degrees co-ordinates intersect	**Tier 3 Vocabulary** latitude longitude meridian hemisphere northings eastings

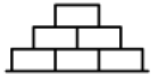
Year 5

Substantive Concepts:

LOCATION – The place where something is found.
PLACE – what a place is like and how it is connected to other places.
HUMAN FEATURES – The built environment that was made by humans.
PHYSICAL FEATURES – The natural environment and shaped by nature.

Term and Focus	NC objectives Pupils should be taught about:	Disciplinary Knowledge: Thinking as a Geographer	End Point Knowledge
Year 5 Summer Term **World Countries, Biomes and Vegetation Belts (REVISIT)**	**Locational knowledge:** - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER	Pupils should know that: - There are seven continents: Europe, Asia, Australia, Antarctica, North America, South America and Africa. - The world is divide into the northern and southern hemisphere. - Latitude and longitude can be used to locate places around the world. - There are 44 countries in Europe; 23 countries in North America and 12 in South America. - A city is a large urban settlement that is densely populated. - Washington DC is the capital of the USA; Moscow is the capital of Russia; Paris is the capital of France; Madrid is the capital of Spain; Buenos Aires is Argentina's capital; Berlin is Germany's. - The two main languages in South America are Portuguese and Spanish. - Europe has a greater population than North America and it has the most spoken languages. - A biome is a region with a specific climate and where animals and plants are adapted to live there. - There are 8 major biomes: tundra, taiga, steppe, desert, mixed forest. Tropical, savannah and montane. - Tundra biomes are treeless and cold. - Taiga biomes are cold conifer forests. - Steppe biomes have dry grassland further away from the equator. - Desert biomes are large, dry and sometimes arid. This also include Antarctica. - Mixed forest biomes have evergreen and deciduous trees. - Tropical biomes have a hot and wet climate. - Savanna biomes have dry grassland, with a few trees nearer the equator. - Montane biomes are colder with mountains and trees. - The greatest mountain range in Europe is the Alps; in North America it is the Rock Mountains and in South America it is the Andes.

Place and Space	Scale and Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
How does latitude tell us about what a place is like? How does longitude help identify a location? How does latitude and longitude help us to describe a place accurately?	Are all biomes found at the same latitude? How is latitude connected to a biome? Remember what you know about biomes - is there a biome that is more connected or dominant across the world than others?	True or false? The climate of a location is defined by its latitude. Do human features reflect the latitude or a location?	Which biomes do you think are the most vulnerable to climate change? Connecting with your knowledge of environments in science, how could climate change affect biomes?	Think about the Arctic - a biome changed becau of climate change, do yo think the uniqueness o that place would chang as well? Some people describe culture as the way of life a place. Would the cultu change if the biome changed? You could sta by thinking about the tropical rainforest to explain your thinking.

Curriculum Narrative Previous Learning	Previous learning  **Year 3** UK Study **Year 4** Latitude and longitude **Year 5** World countries and biomes	**Tier 2 Vocabulary**	**Tier 3 Vocabulary**
		arid fertile densely exceptional craggy scenery	continent latitudes longitude equator hemisphere biome

Year 5

Substantive Concepts:	**GEOGRAPHICAL SKILLS** – The use of maps, atlases and globes to know and explain more about location and a place. Use 4 and 6 figure grid references with precision and accuracy. **FIELDWORK** – Collecting and using information to know more and explain what a location or place is like. Use 4 and 6 figure grid references to explain location and place.

Term and Focus	NC objectives Pupils should be taught about:	Disciplinary Knowledge: Thinking as a Geographer	End Point Knowledge
Year 5 Summer Term **OS Maps and Fieldwork**	**Geographical skills and fieldwork** - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER **Place and Space** Where is your local area? What does your local area look like on a small scale map? What does your local area look like on a large scale map? **Scale and Connection (Relationship and interdependence)** What features can and can't you see on a large-scale map? Why is that? What features can and can't you see on a small-scale map? Why is that? **Physical and human geography** How do contour lines help us know about the shape of the land? When contour lines are very close together, are human features common? Why is that? How do map keys (legend) tell us the shape and use of the land? **Environment and sustainability** Are solar farms built on flat or steeply sloping land? How do you know? Which direction do solar farms face? Do you think the location of wind turbines is important, or can they be put up anywhere? **Culture and diversity (Uniqueness)** Why do people choose to go to the Lake District? What's the terrain like in unique places, such as the Lake District? What do OS maps help us know more of about places we want to visit?	Pupils should know that: - Ordnance Survey comes from 'cannon or great gun' and 'look upon or notice'. - Small scale OS maps provide a wider view and are useful for locating cities, towns, motorways, mountains and hails. - Large scale OS maps provide a close-up view, useful for locating houses, buildings, river etc. - A scale of 1:25000, shows 1cm on the map as 250m on the ground. - 4 figure grid references give the location of a 1km x 1km square. They begin with a two letter reference, then have an Eastings number, followed by a Northings number. - 6 figure grid references give a more precise location within a 100m x 100m square. They begin with a two letter reference, followed by a 3-digit Eastings number and a 3-digit Northings number. - 4 figure grid references are useful for general locations e.g. woodlands; 6 figure grid references are useful for locating landmarks, buildings etc. - Contour lines help us understand the shape of the ground from a map. The close these lines are, the sleeper the slope is. - Contour lines show height above sea level, measured in metres. - Terrain is the shape of the land or ground. - Plateau comes from the Greek work platys, meaning flat, wide and broad.

Curriculum Narrative Previous Learning	Previous learning	Tier 2 Vocabulary	Tier 3 Vocabulary
	Year 4 Water cycle and rivers + **Year 4** Latitude and longitude + **Year 4** Environmental regions of Europe, Russia N and S America + **Year 5** World countries and biomes + **Year 5** 4 and 6 figure grid references	terrain plateau	contour lines ordnance survey

Year 6

Substantive Concepts:

LOCATION – The locational position of a place in context to where it is found in the world, continent, country, region, country, city, town or village.
PLACE – What a place is like and how it is connected to other places.

Term and Focus	NC objectives Pupils should be taught about:	Disciplinary Knowledge: Thinking as a Geographer	End Point Knowledge
Year 6 Autumn Term Comparison Study – UK, Europe and North or South America	**Place knowledge** - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER	Pupils should know that: -- The Lake District is a region located in North-West England in Cumbria, 54-55 degrees north. - It has England's highest mountain, Scafell Pike, which stands at 978m. There is spectacular scenery which makes it popular to millions of tourists each year. Popular sites are Wast Water and Lake Windermere. - There is a large range of wildlife at the Lake District (e.g. red deer, oak and pine trees etc). - Tourism helps towns and villages like Keswick and Ambleside prosper. - The Lake District is one of the wettest places in England, as moist clouds roll in from the Atlantic and condense over the mountains. - The Lake District was initially south of the Equator 500 million years ago. Mountains were formed (orogeny) 400 million years ago. These mountains were once as tall at the Himalayas but were eroded down. 350 millions years ago, the land was covered by a tropical sea and another orogeny event saw the rocks resurface and move north towards the equator. 350 million years ago sand dunes formed as it passed the equator. When Earth's climate cooled, the Ice Age and glaciers shapes the valleys and lakes. - Poland is a European country, with a capital city named Warsaw. It is at a similar latitude to England. Its climate is temperate with cold and moderately severe winters. - The Tatra mountains are in southern Poland and form a border between Poland and Slovakia. They are a part of the Carpathian mountain range. They were formed 60 millions years ago and shaped by the Ice Age and glaciation. - Mount Rysy is the highest mountain in the Tatra mountains (2,499m). It can be found 49 degrees north. It is much wilder than the Lake District, with spectacular summits, lakes etc. A range of wildlife can be found here at different altitudes. - Jamaica is a country within the Caribbean Islands in North America. It has a lot of tourism due to its sandy beaches, coral reefs and tropical climate.

Place and Space	Scale and Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
Where is the the Caribbean located? Describe the location of the Lake District. What's it like there? Where exactly are the Tatra Mountains located?	How does the scale of Scafell Pike, Rysy and the Blue Mountain Peak compare? What is similar between the Lake District, Tatra Mountains and the Blue Mountains? What is different between the Lake District, Tatra Mountains and the Blue Mountains?	Be precise using physical features - describe the Lake District. Be precise using physical features - describe the Tatra Mountains. Be precise using physical features - describe the Blue Mountains. Is the human features different in these places? Explain your answer.	How is the environment of the Lake District, Tatra Mountains and the Blue Mountains being affected because of climate change or increased tourism? In these areas, what risks do animals face because of climate change or the increase in tourism?	What is unique about the Lake District? Explain why you think that. What is unique about the Tatra Mountains? Explain why you think that. What is unique about the Blue Mountains? Explain why you think that. Which location fascinates you the most? Why is that?

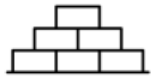
			- Jamaica was formed by volcanic eurptions 75-100 million years ago. - It is found 18 degrees north of the Equator. - Jamaica's capital city is Kingston. - Blue Mountain Peak is the tallest mountain in Jamaica (2.256m). Its mist has a blue shade at a high altitude. World famous Blue Mountain coffee is grown here. - North Atlantic currents carry warm water to Europe and Britain.

Curriculum Narrative **Previous Learning**	**Previous learning: Curriculum Narrative** **Year 4** Latitude and longitude Rivers Water cycle Fieldwork and mapping **Year 5** World cities, biomes Revisit environmental regions 4 and 6 figure grid references Year 5 Revisit world cities and biomes OS amp and fieldwork	**Tier 2 Vocabulary** equivalent contrast erosion inhospitable moderately prosper	**Tier 3 Vocabulary** orogeny glaciation temperate tectonic summit altitude

Year 6

Substantive Concepts:		**HUMAN FEATURES –** The built environment that was made by humans. **PHYSICAL FEATURES** – The natural environment and shaped by nature.	
Term and Focus	**NC objectives Pupils should be taught about:**	**Disciplinary Knowledge: Thinking as a Geographer**	**End Point Knowledge**
Year 6 Spring Term **Physical processes – earthquakes, mountains and volcanoes**	**Human and physical geography - Describe and understand key aspects of:** - physical geography, including: mountains, volcanoes and earthquakes	SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER **Place and Space:** What are the similarities and differences between places that have active earthquake zones? **Scale and Connection (Relationship and interdependence):** What do you notice about the locations and physical features of the places that have fault lines, mountains, earthquakes or volcanoes? What's the difference in the scale of eruptions, between a fissure volcano and stratovolcano? **Physical and human geography:** What's the process of volcanic eruption? Why can't human features withstand the force of volcanic eruption? You could use La Palma as an example. **Environment and sustainability:** What impact do earthquakes, mountain formation and volcanoes have on the environment? How is the landscape forged and shaped by physical processes? **Culture and diversity (Uniqueness):** Why do people live in the shadow of volcanoes? How do earthquakes affect the way people live their everyday lives? Why do mountains attract people to live near or visit them?	Pupils should know that: - The Earth is made of four layers: the crust, the mantle, the outer core and the inner core. - The crust is a cold, rocky outer layer that makes the surface of the Earth. The continents and sea floor are found here. - The mantle is the second-most outer layer made from liquid rock of varying viscosity. This molten rock is driven by heat from the core. - The outer core is extremely hot and mostly made of liquid iron. It rotates faster than the rest of the planet. - The inner core is hotter still, made of solid iron (due to pressure) as well as gold, platinum and silver. It is about the same size as the moon. - Tectonic plates make up the surface of the Earth. These are affected by the heat from the mantle, outer and inner core as the heat churns the molten rock. - All continents and oceans sit on tectonic plates. - Continents were once connected, forming a supercontinent named Pangaea 299 million years ago. Over time, tectonic plates moved, causing the continent to separate into our modern-day continents. - The major tectonic plates are the Australian Plate, Antarctic Plate, African Plate, Eurasian plate, Indian plate, Pacific Plate, North American Plate and South American Plate. - The Ring of Fire is where most of the Earth's volcanic eruptions and earthquakes happen. - Tectonic plates interact in several ways: they can pull apart (separate) causing volcanoes and earthquakes; scrape alongside each other, causing volcanoes and earthquakes; collide (bend and slide) causing volcanoes and earthquakes' collide (buckle), causing volcanoes, earthquakes and mountains. - The boundary between two tectonic plates can be known as a fault line. - The focus of an earthquake is where the earthquake occurs. Earthquakes produce shockwaves and vibrations travel as seismic waves. - The epicentre is the point of the earth's surface directly above the focus of an earthquake. - The strength of an earthquake can be measured using the Moment Magnitude Scale.

			- There are four main types of mountain: fold mountains formed when continental plates collide; dome mountains formed when molten rock pushes layers of rock up; fault-block mountains, which are, formed when rock drops below adjacent rock; volcanic mountains, formed when magma spills onto the Earth's crust and cools to form new layers. - Volcanoes erupt when magma rises: less viscous magma flows freely, leading to oozing magma, whereas more viscous magma flows slowly and leads to destructive explosions. - Fissure volcanoes involve magma rising through fractures or cracks. - Shield volcanoes involve thin, runny lava that travels down gentle slopes. - Stratovolcanoes/composite volcanoes are some of the largest with steep sides and a symmetrical cone. - Caldera volcanoes store lava in a magma chamber. Their eruptions are explosive and they have steep sides.

Curriculum Narrative **Previous Learning**	Previous learning  **Year 4** Latitude and longitude **Year 4** Water cycle **Year 5** Climate zones and biomes	**Tier 2 Vocabulary**	**Tier 3 Vocabulary**
		viscous churning buckle disaster devastation magnitude	epicentre fissure dormant magma molten mantle

Year 6

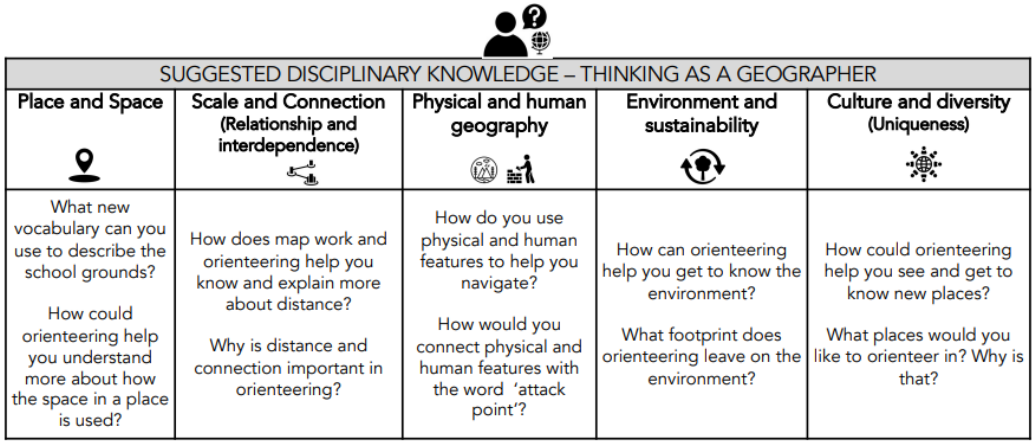
Substantive Concepts:		**HUMAN FEATURES –** The built environment that was made by humans. **PHYSICAL FEATURES** – The natural environment and shaped by nature. **PLACE –** What a place is like and how it is connected to other places.	
Term and Focus	**NC objectives Pupils should be taught about:**	**Disciplinary Knowledge: Thinking as a Geographer**	**End Point Knowledge**
Year 6 Summer Term **Settlements**	**Human and physical geography - Describe and understand key aspects of human geography, including:** - types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		Pupils should know that: - A settlement is a place where humans live. - A pattern in geography is information that can help to explain more about places. These include population patterns, trade route patterns and land use patterns. - All major cities of the world are mostly found on coasts or have navigable rivers for transport and have jobs, opportunities and excellent transport links. - Cities such as Mexico City and Delhi are known as megacities with a population exceeding 15 million. - Trade and transport links can influence where settlements are built. - Should an industry a settlement relies on decline, jobs can be lost and people can move away. - Natural resources are materials that can be exploited to make money. - The pull factors of a city are employment and access to facilities and transport. - The push factors of a city are the cost of living is too high, pollution and congestion. - Migration means many people moving at once. - Immigrants are people who come to live legally and permanently in a foreign country. - The Windrush movement was a geographical pattern - Slavery is when people are forced to move against their will and work for others. An example of this was the Transatlantic slave trade that ran from 1562-1807.
Curriculum Narrative **Previous Learning**	**Year 5** Climate zones and biomes	**Year 6** Comparison study UK I Europe I N America	**Year 6** Mountains, earthquakes and volcanoes

Tier 2 Vocabulary	Tier 3 Vocabulary
Pattern Migration Slavery trade commerce	settlement natural resources megacity pull factor push factor immigrant industry

Year 6

Substantive Concepts:

GEOGRAPHICAL SKILLS – The use of maps, atlases and globes to know and explain more about location and a place. Use 4 and 6 figure grid references with precision and accuracy.
FIELDWORK – Collecting and using information to know more and explain what a location or place is like. Use 4 and 6 figure grid references to explain location and place.

Term and Focus	NC objectives Pupils should be taught about:	Disciplinary Knowledge: Thinking as a Geographer	End Point Knowledge
Year 6 Summer Term **Maps and Orienteering**	**Geographical skills and fieldwork:** - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	 SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER **Place and Space**: What new vocabulary can you use to describe the school grounds? How could orienteering help you understand more about how the space in a place is used? **Scale and Connection (Relationship and interdependence)**: How does map work and orienteering help you know and explain more about distance? Why is distance and connection important in orienteering? **Physical and human geography**: How do you use physical and human features to help you navigate? How would you connect physical and human features with the word 'attack point'? **Environment and sustainability**: How can orienteering help you get to know the environment? What footprint does orienteering leave on the environment? **Culture and diversity (Uniqueness)**: How could orienteering help you see and get to know new places? What places would you like to orienteer in? Why is that?	Pupils should know that: - Ordnance Survey comes from 'cannon or great gun' and 'look upon or notice'. - Small scale OS maps provide a wider view and are useful for locating cities, towns, motorways, mountains and hails. - Large scale OS maps provide a close-up view, useful for locating houses, buildings, river etc. - A scale of 1:25000, shows 1cm on the map as 250m on the ground. - 4 figure grid references give the location of a 1km x 1km square. They begin with a two letter reference, then have an Eastings number, followed by a Northings number. - 6 figure grid references give a more precise location within a 100m x 100m square. They begin with a two letter reference, followed by a 3-digit Eastings number and a 3-digit Northings number. - 4 figure grid references are useful for general locations e.g. woodlands; 6 figure grid references are useful for locating landmarks, buildings etc. - Orienteering is using a map and compass to navigate around a set course. - Orientating the map means the turn the map to fit the ground. - Orienteering controls are markers that identify a precise location to navigate to. - A red triangle indicates the starting point in orienteering; a red circle indicates a finishing point. - An attack point is a large and obvious feature near a control marker.

Curriculum Narrative	Previous learning	Tier 2 Vocabulary	Tier 3 Vocabulary
Previous Learning	**Year 5** 4 and 6 figure grid references + **Year 5** OS map and fieldwork + **Year 6** Comparison study + **Year 6** Physical processes + **Year 6** Settlements		Ordnance Survey orienteering