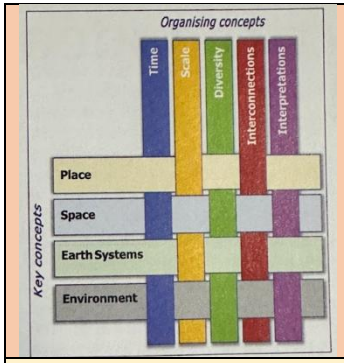


Geography

We use these key concepts to help shape our curriculum and help pupils develop a greater knowledge of the subject.
It is not necessary for pupils to know the concepts that underpin geography, these concepts help us to plan and consider how to approach teaching substantive and procedural knowledge.

Early Learning Goals: *Understanding the World – People Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. The Natural World: 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.*

<table>
<tr><td>Nursery</td><td colspan="2">Talk about who is in my family.
Remembers and talks about significant events in their own experience e.g. birthdays, Christmas.
Understand who is in my nursery class.
Know key adults in school.

GEOGRAPHY
Learn the Geography of the Nursery and outside area.

Know different types of weather.
Observe and talk about the weather.
Observe signs of winter.</td><td colspan="2">Know about different occupations through play and small world.
Talk about where I live.
Talk about what my home is like.
Tasting and comparing different breads

GEOGRAPHY
I recognise places that are familiar to me.

Select the right weather symbol to represent the days weather.
Observe signs of spring.</td><td colspan="2">Talk about my new class/school.

I can talk about things I like to do.

GEOGRAPHY
Become familiar with new parts of the school.

Learning the geography of the reception classrooms and playground
Looking back at our time in Nursery and how we have changed

Change the weather chart independently.

Observe signs of Summer.</td></tr>
<tr><td>Reception</td><td>Autumn 1 - Being me in my world
Geography of our learning environment
• To know how to navigate the learning environment independently including all 3 classrooms, outdoor area, dinner hall, playground and toilets.
• To know how to navigate the school e.g. from classroom to the dinner hall and playground to the toilet at lunch time.
• I can describe where I live and say if I live in a house or flat.</td><td>Autumn 2 - Celebrations
Geography of Collis school
• Be able to use key vocabulary to name parts of the school environment e.g. Classroom, school, playground, climbing frame, house, train station, sandpit, nature trail, road.
Geographical Map Work
• To draw a representation of our learning environment; the three Reception classrooms and outdoor area.</td><td>Spring 1 - Journeys
Geography of Teddington
• Understand and use positional language, across, around, over, past, through, under (Rosie's Walk).
• To know that Collis School is in Teddington
Geographical Map Work
• Be able to find Teddington Station on Google maps.
• Develop skills to draw a map of the route to Teddington station.
Geographical Fieldwork
• Explore our local area through a walk to Teddington Station.</td><td>Spring 2 - Once upon a time
Geography of contrasting locations.
• To know traditional tales come from all over the world.
• To learn about physical features, mountain, valley, river through the traditional tale of Patan's Pumpkin.
• To develop early understanding of scale. What is near to me and what is far away?
• Be able to describe a setting
• To know the names of countries with links to families.
Geographical Map Work
• To be able to find India, and the African countries, Ethiopia, Kenya and Somalia on the globe.</td><td>Summer 1 - Living things
Geography of contrasting locations
• To learn about physical features, beach, cliff, coast, through the story of The Snail and the Whale by Julia Dondalson</td><td>Summer 2 - Wild
Geography of contrasting locations
• Know the main differences between town and countryside.
• The countryside has farm animals and fields. Teddington has shops and houses
• Compare Teddington and Bocketts Farm
• Be able to describe where wild animals live using ideas from Wild by Emily Hughes
• Begin to talk about the impact of human activity on wild animals in the local environment.</td></tr>
<tr><td></td><td>TIER 3: /TIER 2: / TIER 1: house, flat</td><td>TIER 1: Classroom, school, playground, climbing frame, house, train station, sandpit, nature trail, road,
TIER 2: soil</td><td>TIER 1: across, around, over, past, through, under, sign
TIER 2: map
TIER 3: Teddington</td><td>TIER 2: country, near, far, river, valley, mountain
TIER 3: India, Ethiopia, Somalia, Kenya,</td><td>TIER 2: beach, cliff</td><td>TIER 2: town, countryside, farm, forest</td></tr>
</table>

Geography: Key Stage 1

Year 1

Where do I live and what is my local area like?

Locational Knowledge

- Know the names of the four countries that make up the UK : England, Scotland, Wales, Northern Ireland
- Know their address, including their house/flat number and road name

Human and Physical geography

- Know the main differences between rural and urban areas and know that I live in an urban area
- Human features of Teddington include a library, a hotel, a railway station, shops and a school
- Physical features of Teddington include the river, season, weather

Geographical Map Work

- Know and use the terminologies: left and right; below, next to
- Draw a simple maps and plans to record the features of our school grounds
- Follow and use simple maps and plans
- Use picture maps and globes

Geographical Fieldwork

- using small world play, model making, or the classroom role-play area to represent a visited place (e.g. a shop, the library or Health Centre)
- taking digital photos of things they see on their journey to the post box
- drawing a freehand map of the school grounds
- collecting and sorting natural objects (e.g. leaves, twigs, stones) to investigate their properties

TIER 1: England, country,
TIER 2: symbols, route, map, railway station, **City, town, village, river, shop, house**
TIER 3: Northern Ireland, Scotland, Wales, United Kingdom,

How does the weather affect me?

Locational Knowledge

- Know the names of the four countries that make up the UK: England, Scotland, Wales, Northern Ireland

Place Knowledge

- Know how each season in the UK is different
- In the UK there are four seasons: Autumn, Winter, Spring and Summer

Human and Physical geography

- Each season has different weather types
- To know Summer is the hottest season and winter is the coldest season
- Order the months of the year and recognise seasons
- Identify the types of clothing worn in different weather
- Identify the types of weather we have in the United Kingdom
- Explore how the weather affects different jobs

Geographical Fieldwork

- Use observational skills to study how the weather changes over the year
- observe and record seasonal changes (e.g. to flowering plants and deciduous trees) in the school grounds and local area
- record the daily weather in our area investigate different weather conditions through observation and by making and using simple measurement devices (e.g. to record wind direction, to measure rainfall)

TIER 2: **season, weather**
TIER 3: **office,**

Where in the world are the hottest and coldest places?

Locational Knowledge

- To locate Antarctica, Sahara desert and Teddington on a world map

Place knowledge

- To know which clothes to pack for a hot or cold holiday
- Compare similarities and differences between Teddington in the UK and Ouargla in Algeria
- Antarctica is the coldest and windiest place on earth
- The Sahara desert is one of the hottest and driest places on earth

Human and Physical geography

- To recognise the features of a hot and cold place
- Cold place – icebergs, sea ice, orca whales, emperor penguins
- Hot place – sand dunes, cacti, camels, desert fox
- People need to wear and use different things for hot places compared to cold places

Geographical Map Work

- To locate Antarctica and the Sahara desert on a globe

Geographical Fieldwork

- using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features

TIER 2: **sea, ocean**, icebergs, **mountain**
TIER 3: Antarctica, Sahara desert, **vegetation**

Year 2

What can we learn from the globe about our world?

Locational Knowledge

- Know the names of and locate the seven continents of the world
  North America South America Europe Asia Africa Antarctica Australasia
- Know the names of and locate the five oceans of the world
  Pacific Ocean Southern Ocean Arctic Ocean Indian Ocean

Place Knowledge

- To know the North and South Poles are the coldest places on earth
- To know that places are usually hot at the Equator

Human and Physical geography

Geographical Map Work

- Locate on a map the North Pole, South Pole and the Equator
- Use world maps, atlases and globes to identify the continents and the oceans
- Identify the location of hot and cold areas of the world in relation to the equator

Geographical Fieldwork

- collect quantitative data (e.g. to create a pictogram of continents visited – continue in home learning)

Where so we live and what is it like?

Locational Knowledge

- Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland: London - England; Cardiff – Wales; Edinburgh – Scotland; Belfast - Northern Ireland.
- Know the seas that surround the UK: English Channel, North Sea, Atlantic Ocean, Irish Sea

Link to British Values

Place Knowledge

Human and Physical geography

- Know some characteristics of the four countries of the UK
- To recognise physical landmarks from each country in the UK: NI: Giant's Causeway, W: Snowdonia, S: Loch Ness, E: River Thames
- To recognise human landmarks from each country in the UK: NI: Belfast harbour, W: Principality stadium, S: Edinburgh Castle , E: Big Ben
- Human features are made by people and physical features made by nature

Geographical Map Work

- use aerial photographs and plan perspectives
- use world maps and map of UK
- Locate the UK maps of differing scales, including a globe and in an atlas
- Know which is N, E, S and W, on a compass
- To plot a simple route on a map
- Draw a map of a real or imaginary place
- Look down on objects to make a plan view map

Geographical Fieldwork

- **Home learning** - use a questionnaire (e.g. to find out the most popular country in the UK to visit)

TIER 2: Physical features Human features, **mountain, coast, ocean, sea, river, hill**, loch, castle, direction, aerial, **town, city**, capital city, United Kingdom,

What is life like in Antarctica?

Locational Knowledge

- Locate Antarctica on a world map and globe and name the oceans that surround this continent

Place Knowledge

- To know what Antarctica sounds like
- To understand what makes Antarctica special; extreme weather, huge space, beautiful, wildlife, glaciers, fragile and must be protected from climate change, there is no permanent human population living in Antarctica

Human and Physical geography

- Know that the climate in Antarctica has 2 seasons summer and winter
- To start to understand that the ice in Antarctica is melting because it is getting hotter
- To know which animals live in Antarctica and how they are adapted
- Identify the human and physical features of Antarctica:
  Human: Research station, cruise ship, union glacier camp
  Physical: South Pole, Mountain, glacier, sea ice, iceberg

Geographical Map Work

- use aerial photographs and plan perspectives
- Use an infant atlas to locate places
- Begin to match places spatially (eg recognise UK and Antarctica on a small scale and larger scale map)
- On a world map, locate the hot and cold regions

Geographical Fieldwork

- To collect audio recordings from around our school site and compare them to the sounds from Antarctica

	TIER 1: England TIER 2: country, continent ocean Northern Ireland Scotland Wales English Channel North Sea Atlantic Ocean Irish Sea North America South America Europe Asia Africa Antarctica Australasia Tier 3: The equator, adapt, habitat, Artic circle, Antarctic circle ,Northern hemisphere, Southern hemisphere	England – London, Scotland – Edinburgh, Wales – Cardiff, Northern Ireland - Belfast TIER 3: compass, North, South, East, West, flag, landmark, North Sea, English Channel, North Atlantic Sea, Irish Sea,	TIER 2: **mountain, season**, physical features, human features, **port, ocean**, adaptation, environment TIER 3: peninsular, ice shelf, ice sheet, population, settlement, glacier, **harbour, ambassador**

Geography: Key Stage 2

Year 3

How has our local area changed and what impact has it had?

Locational Knowledge
- I know that when the train station was built, Teddington became a more popular place to live as people can commute to London
- Teddington is on the north bank of the River Thames

Place Knowledge
- Teddington is a suburb of London
- A suburb is an outlying part of a city, especially a residential one

Human and Physical Geography
- To describe the distinctive human and physical features of Teddington
- Teddington is home to St Mary's university, the National Physical Laboratory, Bushy Park and on the north bank of the river Thames
- **Settlements** are places where people live and sometimes work.

Geographical Map Work
- To use an aerial image to describe the key physical and human features of an area
- To record the features of the local area using a sketch map
- To use Ordnance survey maps to find out more about the local area
- Use four figure grid references to locate places on a map

Geographical Fieldwork
- To develop a simple method of recording their feelings about a place or site
- To draw freehand maps of routes (e.g. walking around Teddington)
- To take digital photos and annotating them with labels or captions
- making digital audio recordings for a specific purpose (e.g. traffic noise)
- To use simple sampling techniques appropriately (e.g. time sampling when conducting a traffic survey)

Tier 2: aerial view, key, map view, settlement, observe, land use, symbol
Tier 3: Landmark, scale bar, grid reference,

What is special about North Yorkshire and Malham and why do people visit?

Locational Knowledge
- Name and locate these cities of the UK: London, Birmingham, York, Edinburgh, Glasgow, Cardiff, Belfast, Londonderry, Swansea
- Name and locate these counties of the UK: Greater London, West Midlands, North Yorkshire

Place Knowledge
- Yorkshire and the Humber is a region in the North of the UK
- North Yorkshire is a county in the North East of England
- Malham, North Yorkshire, is popular with tourists because of its scenic physical features including Malham Cove, Gordale Scar and Janet's Foss Waterfall.
- Skipton is the nearest town to Malham.
- Malham's economy is supported through tourism

Human and Physical Geography
- Key physical features of the UK are: mountain ranges, rivers and coast lines

Geographical Map Work
- Use maps, atlases, globes and digital mapping to locate counties in England, including Greater London, North Yorkshire, West Midlands, Greater Manchester
- Know and name the eight points of a compass
- Use 4 compass points follow/give directions
- Begin to understand standard symbols on an OS and why a key is needed

Geographical Fieldwork
- To design and use a questionnaire to collect quantitative fieldwork data (e.g. to compare how far people travel to visit the tourist destination of Malham in North Yorkshire)

Tier 2:Land use, Direction , Symbol, London, Birmingham, Edinburgh, Glasgow, Cardiff, Swansea, Belfast, Londonderry, North, north-east, East, South-East, South, South-west, West, North west, North, settlement, village, town
Tier 3: rural, urban, gorge, cove, tourism

How and why is climate change affecting the world we live in?

Locational Knowledge
- To know the northern and southern hemispheres divide the world into two equal halves
- To know the position of lines of latitude and longitude
- To know that climate is the average weather patterns in one area over a long period of time, usually around 30 years.
- To know the main climate zones around the world including: polar, temperate, desert, Mediterranean and tropical

Place Knowledge
- Power is generated in the UK in different ways:
  Fossil fuels - Gas fired power stations, nuclear power and burning coal
  Renewable power is generated by using the wind, sun or water to generate energy

Human and Physical Geography
- To know that climate change means a long-term change in temperatures and weather patterns.
- To know that climate change is affecting the UK by causing extreme weather(droughts and floods)
- To identify a range of possible actions that could be taken against climate change.

Geographical Map Work
- To select and use atlases to locate countries and describe their lines of latitude and longitude.
- To locate and label the northern and southern hemispheres on a world map.
- To locate following counties in 6 continents: Asia (Russia, China, India, Turkey), Africa (Kenya, Algeria), North America (Mexico, Canada), South America (Brazil, Argentina), Europe (Italy, Ukraine) Australasia (Australia and New Zealand) (no permanent human population in Antarctica)
- Locate places on larger scale maps e.g. map of Europe.
- Begin to spatially match places eg recognise UK on a small scale and larger scale map

Tier2: Polar, temperate, desert (arid) equator, weather
Tier 3: Longitude, latitude, northern hemisphere, southern hemisphere, Mediterranean, tropical, climate zone, Gas fired power stations, nuclear power, renewable power, non-renewable energy

Year 4

Where is Europe and what are its countries like?

Locational knowledge
- To be able to locate Europe and know some key information about its countries and their capitals
- Italy- Rome, France – Paris, Spain – Madrid, Greece – Athens, Russia – Moscow

Link to British Values and note that other countries may have their own set of values

Place Knowledge
-

Human and Physical Geography
- To know why tourists visit the Mediterranean

What is the similar and different in life when comparing Bologna and Teddington?

Locational knowledge
- (Revisit)To be able to locate Italy and Rome using a variety of maps

Place Knowledge
- To compare and contrast life in Bologna and Teddington

Human and Physical Geography
- To know that the climate zone of the Emilia Romagna region is Mediterranean
- The Emilia Romagno is famous for: food (parma ham and pasta), leisure (skiing, beaches), historic cities (Bologna and Parma), the fault line running across the region

How do earthquakes and volcanoes affect people?

Locational knowledge
- (4) Be able to locate volcanoes and earthquakes across the world
- (5)To know the effects of volcanoes and earthquakes

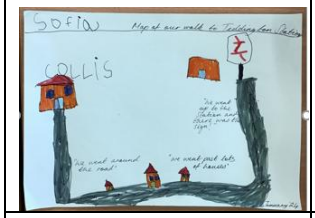
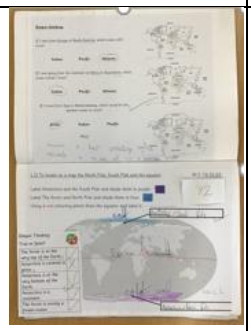
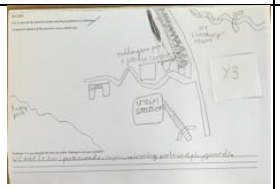
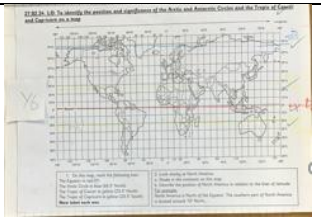
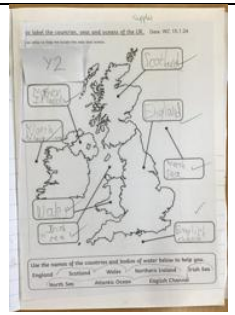
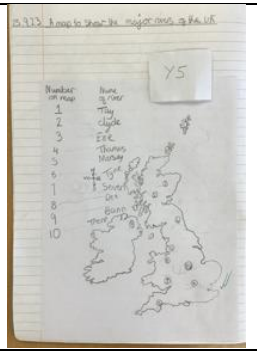
Place Knowledge
- (6) To understand why people choose to live near volcanoes

Human and Physical Geography
- (1) To know the structure of the Earth
- The earth is made up of layers
- The top layer, the earth's crust is made up of plates
- (2) To understand why earthquakes happen

	• To know some key physical features of Europe • Some Mountain ranges in Europe are the Alps, the Pyrenees and Caucasus Mountains. • The most active volcano in Europe is Mount Etna • To know the key human features of Europe • The most common currency in Europe is the Euro, • There are different popular meals around Europe **Geographical Map Work** • Use junior atlases • Use map sites on internet • Use maps to locate European countries and capitals. **Geographical Fieldwork** • Record selected geographical information on a map of Europe or large scale plan, using colour or symbols and a key To know what map symbols mean and use them	• To be able to describe and understand key aspects of human geography including types of settlements • Bologna is a city - the largest type of settlement, containing lots of buildings and lots of people. • A village is also small but may have houses, a primary school, a few shops, a Post Office and a village hall. • A town is larger than a village, with lots of houses, primary and secondary schools. • A lot of people migrate and move to this area from other countries **Geographical Map Work** • Identify features on aerial photographs • Begin to recognise symbols on an OS map • Use large and medium scale OS maps. • Locate places in the Emilia Romagno region on large scale maps • Begin to match boundaries. eg find same boundary of Italy or Emilia Romagno Region on different scale maps. • Begin to identify significant places and environments **Geographical Fieldwork** • Design and conduct interviews (e.g. to investigate which spaces/places local people value in Bologna)	• The plates move as the hot mantle flows beneath them. • The movement of the plates causes earthquakes and leads to volcanoes erupting. • (3) To know the features of a volcano • (6) To know what it is like to live near a volcano • (Explain the features of a water cycle – taught in Science) **Geographical Map Work** • (4) Be able to locate volcanoes across the world • To know why a key is needed • Use letter/no. coordinates to locate features on a map confidently **Geographical Fieldwork** • Collecting, analysing and presenting quantitative data in charts and graphs
	Tier 2: tourism, Capitals human and physical characteristics **Tier 3**: Euros, Brexit, Mediterranean, European Union, migrants, active volcano, currency	Tier 2: climate, Mediterranean, tourism, population, village, town, city, region, human and physical features Tier 3: occupation, capoluogo, Emilia Romagna region, Bologna	Tier 2: Plates, Earth's crust, devastating, lava, volcano, earthquake, disaster Tier 3: crater, dormant, eruption, mantle, magma, tsunami, epicentre, Richter scale, central/side vent, ash cloud, plate boundary, molten
Year 5	How are rivers used and managed in the UK? **Locational Knowledge** • Know, name and locate the main rivers in the UK, Thames, Severn, Trent, Forth, Shannon • The longest rivers in Britain are the Severn (220 miles long) and the Thames (215 miles long). **Place Knowledge** • The river Thames flows through Teddington **Human and Physical Geography** • To know and label the main features of a river • The start of a river is called the source and the end is called the mouth. • Many rivers and streams join together before they reach the mouth of the river. The smaller rivers and streams are called tributaries. • Revisit the water cycle • Identify processes and landforms along a river • Rivers erode their banks to create meanders this can sometimes result in oxbow lakes • To know how rivers are used around the world /UK? • Recognise and explain how flooding affects communities • Is flooding becoming more common as a result of climate change? • The Thames Barrier, the bridge and lock in Teddington was built to manage the transport and avoid flooding • Recognise and explain how human activity affects rivers **Geographical Map Work** • Use digital mapping to identify landforms along main rivers in the UK. • Know, name and locate the main rivers in the UK, Thames, Severn, Trent, Forth, Shannon **Geographical Fieldwork** • using standard field sampling techniques appropriately (e.g. taking water samples from Teddington Lock) • collecting, analysing and presenting quantitative data in charts and graphs	How is human activity changing the Amazon Basin? **Locational knowledge** • 1: To be able to locate some of the world's largest rainforests (Amazon, Congo, Australasia, Borneo (Sundaland). • The tropics are regions of the earth that lie roughly in the middle of the earth • 1: Know what is meant by the term 'tropics' and "equator" – to know the significance of lines of latitude. • Know where the Tropic of Capricorn is on a world map **Place Knowledge** • 2: To describe the layers of a rainforest and the flora and fauna found there. • 2: To be able to compare the climate and environment of the rainforest with a continental forest (eg: wooded area of UK). **Human and Physical Geography** • 1: To make links between the location of rainforested areas and surrounding physical geography (falling on or near the equator, between tropics, edged by deserts): Amazon, Congo and Borneo as prime examples. • 2: Know what is meant by the vegetation belt and biomes • **2: Biomes** A large, natural occurring community of plants and animals that have common characteristics for the environment they exist in. • **2: Vegetation** belt– Plants considered collectively, especially those found in a particular area or habitat • 5: 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. • 5: The impact of humans on the rainforest: Deforestation is occurring because areas of forest are cleared for **rearing livestock** and for growing crops to **feed livestock**, and **logging** **Geographical Map Work** • 1: Use digital mapping to investigate the equator, tropics of cancer and Capricorn. **Geographical Fieldwork**	What makes Brazil distinctive? Trade amazon revisit rivers **Locational knowledge** • 1: To be able to locate South America and the countries within it on a world map South America's biggest country is Brazil • 1: Use digital mapping to locate major cities in Brazil, and capital cities of neighbouring countries. **Place Knowledge** • 3: Brazil is the world's seventh largest economy • 2: Investigate climate and weather and compare with UK. • 5: Life in Rio – what is daily life like? Compare with Teddington. Favela vs wealthy **Human and Physical Geography** • 2-Understand geographical similarities and differences, through study of human and physical geography, of a region of the UK (Greater London) and Brazil (Rio de Janeiro) • Understand how my life is linked to Brazil (economy and trade) • 3:Brazil is rich in natural resources such as Iron ore 3: Brazil's biggest exports. Soybeans: Crude Petroleum: Iron Ore: Meat (Poultry and Beef): Sugarcane and Sugar • 4:To know how energy in produced in Brazil: **Brazil** generates 84 % of its electricity from **renewable** resources (UK 35.9%) • 4: Explore how deforestation affects Brazil; Human geography: Deforestation is affecting Brazil in relation to land use. **Geographical Map Work** • 1: Use digital mapping to locate major cities in Brazil, and capital cities of neighbouring countries **Geographical Fieldwork** • Compare the climate in Rio with the Climate in Teddington by creating small-scale weather investigation – microclimate / rain guage – acknowledge the difference between weather and climate. • Investigate the range and location of primary, secondary and tertiary businesses in the local area (parents and carers jobs) designing and using a questionnaire to collect qualitative data

		• 3 & 4: to use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions comparing biomes with temperate and rainforest: Flora and Fauna count, Vegetation (type, height, %cover),	
	Tier 3: Irrigation, Thames barrier, lock Estuary Mouth, Source, Meander, Waterfall	Tier 2: Rainforest Settlement Equator agriculture Tier 3: Peru, Bolivia, Venezuela, Colombia, Ecuador, and Brazil, biomes, Amazon, Tropic of Capricorn, , Vegetation belt, biodiversity, Deforestation	Tier 2: agriculture, resources Tier 3: Primary, secondary and tertiary businesses, economy, trade, exports, favela,

Year 6	What are the impacts of mountains, volcanoes and earthquakes? **Locational knowledge** • To be able to describe the topographical features of the UK • Generally mountains are higher than 600m, if they are less they are called hills. **Human and Physical Geography** • To know what is a mountain and how it is formed. • ***2023/4 – 2025/6*** • **The earth is made up of layers** • **The top layer, the earth's crust is made up of plates** • **The plates move as the hot mantle flows beneath them.** • **The movement of the plates causes earthquakes and leads to volcanoes erupting**. • Mountains are formed when two of the earth's plates collide and land is pushed upwards or folded. • Mountains have their own climates **Geographical Map Work** Mountain ranges across the world. Use google earth to examine mountain ranges. **Geographical Fieldwork**	How do Americans interact with their environment? **Locational Knowledge** • Locate North America on different maps and the countries within it (Key countries and capital cities: USA – Washington, Canada - Ottawa, Mexico - Mexico City, Greenland Nuuk, Pacific Ocean and Atlantic Ocean • Name US states including, California, Texas, Alaska, New York, Florida • Name US major cities – New York City, Los Angeles, Las Vegas, Houston and Anchorage • The lines running North to South are called "Meridians" or "lines of longitude" while the lines running East to West are called "Parallels" or "lines of latitude" **Place Knowledge** • Similarities and differences between population density in major US and UK cities • Similarities and differences between biomes in US and UK • The largest country in North America is Canada, but the USA has the largest population **Human and Physical Geography** • Erosion is the process where material such as sand and rock are worn away. Erosion can be caused by water (and ice), wind, chemicals • Population spread across US/types of settlements • Food grains are the USA's biggest export • The USA is the third largest producer of oil. • Distribution of oil across US and production of energy • Understand the location of different biomes of North America • to explore issues of sustainability, including how everyday goods (e.g. food or clothing) are produced and traded, as well as consumption, waste and recycling. **Geographical Map Work** • Confidently identify significant places and environments • Use a scale to measure distances. • Confidently use an atlas. Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. • Draw/use maps and plans at a range of scales. • analyse digital photos and annotate them with labels or captions • record selected geographical data on a map or large-scale plan, using colour or symbols and a key	How are coasts changing? **Locational knowledge** • To locate the UK's coastline and to name the bodies of water surrounding the British Isles. • A coast or coastline is the edge of the land where it meets the ocean. **Place Knowledge** • The British Coastline ranges from sandy beaches to steep cliff sides • The UK coastline is one of the longest in Europe **Human and Physical Geography** • Coasts have changed over millions of years. • Coasts are dynamic systems, which are constantly changing over time. • Continuous erosion and/or deposition will lead to formations such as headlands, sea caves, arches and stacks • Erosion can also cause the destruction of land and homes when cliffs fall into the sea (Happisburgh) **Geographical Map Work** • Know what most of the ordnance survey symbols stand for • Know how to use four and six-figure grid references • Use 8 compass points confidently and accurately • Draw a variety of thematic maps based on their own data. • Begin to draw plans of increasing complexity. • Compare maps with aerial photographs. • Follow a short route on an OS map. • Describe features shown on OS map. **Geographical Fieldwork** • making models, annotated drawings and field sketches to record observations • drawing freehand maps of the Jurassic coast • relating large-scale plans to the fieldwork site, identifying relevant features • making digital audio recordings (e.g. to create soundscapes) • collecting, analysing and presenting quantitative data in charts and graphs
	Tier 2: Slope, valley, height above sea level, Tier 3:alpine, avalanche, landform, summit, altitude, dome mountains, fault block mountains, fire mountains, fold mountains, scale bar	Tier 2: landscape, mountain range, rural, urban, Arctic and Antarctic Circle and the Tropic of Cancer/Capricorn, longitude, latitude, renewable/non-renewable energy, Erosion, , time zone Tier 3: State, Prime/Greenwich Meridian, Arable farming, Pastoral Farming, Canyon, Grand Canyon, Plateau, Gorge	Tier 2: arches, caves, beach, erosion, tourism, Tier 3: Stacks, stumps, erosion, deposition, weathering coast,

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To draw a map of the route to Teddington Station.	To draw simple maps and plans.	To locate on a map the poles and the equator.	To record features of the local area using a sketch map.	To locate places on large and smaller scale maps.		To use latitude and longitude on atlas maps
						
	To use picture maps.		Use maps to locate counties in England.		To locate the main rivers in the UK.	
						
	To draw a simple plan recording features of our school.	To use aerial photographs and maps. Begin to match places spatially and recognise the U.K	To use OS standard symbols to find out more about the local area	To use maps to locate volcanoes across the world.	To investigate features of the equator e.g. the prevalence of rainforests.	Use maps to identify key human and physical features.
	