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| **Learning Concepts** | **Class 1 – R / Y1** | | **Class 2 – Y1/Y2** | | **Class 3 – Y3/Y4** | | **Class 4 – Y4/Y5** | | **Class 5 – Y6** |
| **Investigate places**  This concept involves understanding the geographical location of places and their physical and human features.  Location  Physical features  Human features    Diversity | **Investigate places**  **ELGs and MS1**  • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).  • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.  • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.  • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.  • Use aerial images and plan perspectives to recognise landmarks and basic physical features.  • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  • Name and locate the world’s continents and oceans. | | **Investigate places**  **MS1 and MS2**  **Use Class 1 for MS1** | | **Investigate places**  **MS2**  • Ask and answer geographical questions about the physical and human characteristics of a location.  • Explain own views about locations, giving reasons.  • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.  • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.  • Use a range of resources to identify the key physical and human features of a location.  • Name and locate counties and cities of the United  Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.  • Name and locate the countries of Europe and identify their main physical and human characteristics. | | **Investigate places**  **MS2 and MS3**  **Use Class 3 for MS2 and Class 5 for MS3** | | **Investigate places**  **MS3**  • Collect and analyse statistics and other information in order to draw clear conclusions about locations.  • Identify and describe how the physical features affect the human activity within a location.  • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.  • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.  • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London’s Tube map).  • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.  • Name and locate the countries of North and South America and identify their main physical and human characteristics. |
| **Investigate patterns**  This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world’s natural resources are used and transported.  Physical processes    Human processes | **Class 1 – R / Y1**  **Investigate patterns**  **ELGs and MS1**  • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.  • 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.  • Identify land use around the school. | | **Class 2 – Y1/Y2**  **Investigate patterns**  **MS1**  **Use Class 1 for MS1** | | **Class 3 – Y3/Y4**  **Investigate patterns**  **MS2**  • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.  • Describe geographical similarities and differences between countries.  • Describe how the locality of the school has changed over time. | | **Class 4 – Y4/Y5**  **Investigate patterns**  **MS2 and MS3**  **Use Class 3 for MS2 and Class 5 for MS3** | | **Class 5 – Y6**  **Investigate patterns**  **MS3**  • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).  • Understand some of the reasons for geographical similarities and differences between countries.  • Describe how locations around the world are changing and explain some of the reasons for change.  • Describe geographical diversity across the world.  • Describe how countries and geographical regions are interconnected and interdependent. |
| **Communicate geographically**  This concept involves understanding geographical representations, vocabulary and techniques.  Techniques  Vocabulary | **Class 1 – R / Y1**  **Communicate geographically**  **ELGs and MS1**  • Use basic geographical vocabulary to refer to:  • **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.  • **key human features**, including: city, town, village, factory, farm, house, office and shop.  • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.  • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). | | **Class 2 – Y1/Y2**  **Communicate geographically**  **MS1**  **Use Class 1 for MS1** | | **Class 3 – Y3/Y4**  **Communicate**  **geographically**  **MS2**  • Describe key aspects of:  • **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle.  • **human geography**, including: settlements and land use.  • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. | | **Class 4 – Y4/Y5**  **Communicate geographically**  **MS2 and MS3**  **Use Class 3 for MS2 and Class 5 for MS3** | | **Class 5 – Y6**  **Communicate geographically**  **MS3**  • 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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.  • Use the eight points of a compass, four figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.  • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). |
| KS1 – illustrations for learning | United Kingdom:  England  Scotland  Wales  Northern Ireland | | The United Kingdom:  England - London  England - York  Wales - Cardiff  Scotland - Edinburgh  Ireland - Belfast | | Continents:  North America  South America  Europe  Africa  Asia  Australia  Antarctica | | Oceans:  Pacific  Atlantic  Indian  Arctic  The Southern (previously Antarctic) | | Compass points and direction |
| KS1 – illustrations for learning | Australia:  Aboriginal people  Animals  Great Barrier Reef  Sydney  Daintree Rainforest | | Nepal:  People  Animals  Everest  Himalayas | | Mapping the World:  Describing maps of the world 1 and 2 | | Climate and Poles | | Weather throughout the year:  Extreme Weather |
| Lower - KS2 – illustrations for learning | Describing maps of the world 1, 2 and 3 | | Europe:  Population  Rivers  Mountains | | Landscapes:  Weathering  Rivers  Mountains | | Erosion and deposition:  Rivers  Coasts  Management | | Transportation:  Cities  National  International |
| Lower - KS2  – illustrations for learning | International trade:  Food  Natural resources  Tourism | | Earthquakes and Volcanoes:  Plate tectonics  The Pacific Ring of Fire  Impact | | The Water Cycle:  The Cycle  Clouds and Precipitation | | Climate Change | |  |
| Upper – KS2 – illustrations for learning | Using Maps:  Features | | | Using Maps:  Four-figure grid references | Using Maps:  Six-figure grid references | | Ocean Currents | | Biomes and Climate Zones |
| Upper – KS2 – illustrations for learning | Tropical Rainforest Biome | | | Temperate Deciduous Forest Biome | Desert Biome | | Tundra Biome | | Taiga Biome |
| Upper – KS2 – illustrations for learning | Grassland Biome | | | Savannah Biome | Marine Biome | | Freshwater Biome | | Ice Biome |
| Upper – KS2 – illustrations for learning | North America:  Population  Rivers  Mountains | | | South America:  Population  Rivers  Mountains |  | |  | |  |
| Additional Vocabulary | | Milestone 1  Place Construct  Investigate symbol  Pertinent Locate  City Seasonal  Town Daily  Village Weather  Coastal Hot  Rural Cold  Continent Equator  Surrounding North Pole  Locate South Pole  Environment Beach  Characteristic Coast  Map Hill  Globe Mountain  Countries River  Ocean Soil  Human features Valley  Physical features  United Kingdom (UK)  Vegetation  Factory  Farm  House  Office  Shop  Compass  North  South  East  West  Construct  Symbol  Grid reference  Surrounding | | | | Milestone 2  Hemisphere  Tropic of Cancer  Tropic of Capricorn  Arctic  Antarctic  Time Zone  Topographical  Land Use  Volcano  Water Cycle  Earthquake | | Milestone 3  Sampling  Systematic  Analyse  Effectiveness  Aerial  London Tube map  Climate  Biome  Settlement  Economic  Trade  Distribution  Energy  Food  Minerals  Water Supply  Ordnance Survey (OS)  Population  Depict | |