

## YEAR 3

In addition to previous learning, pupils should learn to...

1. Earthquakes – why do some earthquakes cause more damage?
2. Settlement, North and South America – beyond the Magic Kingdom.
3. Settlement and cities – why do so many people in the world live in megacities?

<b>Locational knowledge</b>	<b>Place knowledge</b>	<b>Human and physical geography</b>	<b>Geographical skills and fieldwork</b>
<p>Locate some of the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America</p> <p>Use and interpret maps to identify the location of earthquake zones and major cities across the world</p> <p>Identify the position and significance of latitude and longitude.</p>	<p>Develop an awareness of the United Kingdom and its location in comparison to the rest of the world</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in North or South America and the United Kingdom</p>	<p>Identify key features of earthquakes</p> <p>Identify key features of major cities</p> <p>Describe and understand key aspects of human geography in relation to settlement and land use</p> <p>Use key geographical vocabulary relating to a specific topic e.g. megacity, population, epicentre, magnitude etc.</p>	<p>Make fieldwork sketches to present physical features using methods such as sketch maps, plans and graphs and digital technologies, including using field equipment such as taking measurements with a tape measure, using a camera, compass, log box or rain gauge.</p> <p>Ask and respond to geographical questions e.g. Why do some earthquakes cause more damage? Why do so many people in the world live in megacities?</p> <p>Use the 4 points of a compass</p>

## YEAR 4

In addition to previous learning, pupils should learn to...

1. Sustainability – how can we live more sustainably?
2. Climate zones – why are jungles so wet and deserts so dry?
3. Local area change- how and why is my local area changing?

<b>Locational knowledge</b>	<b>Place knowledge</b>	<b>Human and physical geography</b>	<b>Geographical skills and fieldwork</b>
<p>Name and locate a number of counties and cities of the United Kingdom using maps</p> <p>Name and locate geographical regions in the United Kingdom using maps</p> <p>Use and interpret maps including being able to identify the position and significance of the Arctic and Antarctic Circle</p> <p>Identify the position and significance of the Tropics of Cancer and Capricorn.</p> <p>Use and interpret maps, including identifying the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere</p>	<p>Know how the locality of the school is set within a wider geographical area</p> <p>Compare the human and physical features of a region of the United Kingdom with the local area.</p>	<p>Understand and describe the climate zones</p> <p>Understand and describe the biomes and vegetation belts</p> <p>Identify human and physical characteristics of key geographical regions in the United Kingdom.</p> <p>Use key geographical vocabulary relating to a specific topic e.g. sustainability, biomes, Tropics of Capricorn, Tropics of Cancer, equator, vegetation belt etc.</p>	<p>Make fieldwork sketches to present physical features using methods such as sketch maps, plans and graphs and digital technologies, including using field equipment such as taking measurements with a tape measure, using a camera, compass, log box or rain gauge.</p> <p>Ask and respond to geographical questions e.g. How and why is my local area changing? How can we live more sustainably? Why are jungles so wet and deserts so dry?</p> <p>Use 4 figure grid references, symbols and keys and the 8 points of a compass</p>

## YEAR 5

In addition to previous learning, pupils should learn to...

1. Volcanoes- how do volcanoes affect the lives of people?
2. Rivers – what is a river?
3. Mountains – why are mountains so important?

<b>Locational knowledge</b>	<b>Place knowledge</b>	<b>Human and physical geography</b>	<b>Geographical skills and fieldwork</b>
<p>Locate a growing number of the world’s countries focusing on key environmental regions using maps</p> <p>Name and locate a growing number of European countries and their capital cities.</p> <p>Identify the position and significance of the Prime/ Greenwich Meridian and time zones including day and night (science)</p>	<p>Recognise and examine geographical similarities and differences through the study of human and physical geography in a region of Europe and the United Kingdom</p>	<p>Recognise and examine the features of volcanoes</p> <p>Recognise and examine the features of rivers</p> <p>Describe and understand the water cycle</p> <p>Recognise and examine the features of mountains</p> <p>Use key geographical vocabulary relating to a specific topic e.g. tributaries, meander, magma, lava chamber, tectonic plates etc.</p>	<p>Make fieldwork sketches to present physical features using methods such as sketch maps, plans and graphs and digital technologies, including using field equipment such as taking measurements with a tape measure, using a camera, compass, log box or rain gauge.</p> <p>Ask and respond to geographical questions e.g. How do volcanoes affect the lives of people? What is a river? Why are mountains so important?</p> <p>Use 6 figure grid references, symbols and key and the 8 points of a compass</p>

## YEAR 6

In addition to previous learning, pupils should learn to...

1. Fair trade – why is fair trade fair?
2. Climate change – how is climate change affecting the world?
3. Human/physical geography –national parks – who are Britain’s National Parks for?

<b>Locational knowledge</b>	<b>Place knowledge</b>	<b>Human and physical geography</b>	<b>Geographical skills and fieldwork</b>
<p>Name and locate a number of counties and cities of the United Kingdom and be able to comment on how land-use patterns and topography has changed over time</p> <p>Name and locate key topographical features (including hills, mountains, coasts and rivers) in the United Kingdom</p>	<p>Recognise, examine and comment on geographical similarities and differences between different regions of the United Kingdom</p>	<p>Describe and understand key aspects of human geography including the distribution of natural resources including energy</p> <p>Comment on land-use patterns within the United Kingdom and understand how some of these aspects have changed over time.</p> <p>Describe and understand key aspects of human geography in relation to economic activity including trade links.</p> <p>Understand and use a wide range of geographical vocabulary relating to a specific topic e.g. fair trade, trade links, climate change etc.</p>	<p>Make fieldwork sketches to present physical features using methods such as sketch maps, plans and graphs and digital technologies, including using field equipment such as taking measurements with a tape measure, using a camera, compass, log box or rain gauge.</p> <p>Ask and respond to geographical questions e.g. How is climate change affecting the world? Why is fair trade fair? Who are Britain’s National Parks for?</p> <p>Use 6 figure grid references, symbols and key (including Ordnance Survey maps) and the 8 points of a compass</p>