Subject progression: GEOGRAPHY

Year & theme	Vocabulary	Objectives Procedural (I can . . .)	Objectives Declarative (I know . . .)
Nursery: Autumn	Cold Weather House Hill Forest School Town Grimsby Over Under Through Up Down In On Different	**LOCAL STUDY** • I can talk about what my home is like and how it is different to that of my friends. • I can explore the school building and its grounds and say what I like and dislike. • I can explore natural materials using all of my senses and say what is similar and different. **LET'S CELEBRATE** • I can explore and respond to different weather conditions. • I can talk about day and night plus routines.	• I know the types of rooms in my home and what they are used for and homes can be different. • I know the name of my school and key places inside and out. • I know that in the school grounds there are natural things for me to explore and compare. • I know that I need to wear different clothes for different weather conditions. • I know some animals are nocturnal. • I know that particular things happen at certain times of the day.
Nursery: Spring	Garden Park People Jobs Shop Earth	**WHO IS THAT?** • I can talk about jobs that people familiar to me do. • I can talk about jobs that people do in the wider community that interest me. **WHAT ON EARTH?** • I can talk about living things that can be found in the garden, school grounds plus the local park. • I can explore an environment outside of school and make comparisons.	• I know some types of jobs people have and the reasons that they have them. • I know the names of significant places that people work and where some of them are in the community. • I know that different living things have different habitats. • I know how to respect the natural environment and living things within it.

Nursery: Summer	Hot Map Sea Seaside Train Bus Aeroplane Cleethorpes.	**LIFE ON EARTH** • I can suggest ideas to improve the Early Years environment. • I can explain changes in the outdoor environment over the year. **WHERE IN THE WORLD?** • I can talk about places that I have been on day trips and holidays. • I can look at images and watch video clips to pick out similarities and differences between places. • I can follow a simple map.	• I know why planting happens at this time of year. • I know some of the ways to look after and respect the Early Years plus wider school grounds. • I know that people go to different places for different reasons and use a variety of transportation. • I know that I live in a town called Grimsby and a nearby seaside town is Cleethorpes. • I know that there is a world beyond my town and the UK.
Reception: Autumn	Season(s) Autumn Winter Similar Aerial view Street In front of Behind Besides Between Across Africa	**LOCAL STUDY** • I can look at an aerial map of my school and the local streets, recognising simple features. • I can identify key features and famous landmarks of the local environment. • I can recognise some similarities and differences between life in our town of Grimsby and life in an African village. **LET'S CELEBRATE** • I can understand the effect of changing seasons. • I can use street view and aerial view on Google Maps to identify features of their immediate environment and follow a simple route to the local church. • I can use simple positional and directional language.	• I know how to interpret a simple aerial map. • I know what road my school is located. • I know the purpose of key features in Grimsby and Cleethorpes I know that the weather conditions, environment, language, food can vary in different parts of the world. • I know what the weather is like in Autumn and Winter and how the environment changes. • I know that some animals hibernate and some birds migrate to different countries. • I know how to draw information from simple maps.

Reception: Spring	City London Near Far Spring Farm Village Countryside Soil Landmark Beach Cleethorpes	**WHO IS THAT?** • I can locate London on a map. • I can identify the countries of Great Britain on a simple map. • I can identify similarities and differences between Grimsby and London. • I can identify some of London's famous landmarks. **WHAT ON EARTH?** • I can recognise that some environments are different to the one in which I live. • I can follow a simple map to get to places on the farm. • I can draw a simple map and label.	• I know that Grimsby, Cleethorpes and London are in England. • I know that Grimsby and Cleethorpes are towns and that London is the capital city of England. • I know that a city is bigger, busier and has more features than a town. • I know that the Queen lives at Buckingham Palace. • I know some of the similarities and differences between town and city environments and rural ones, including a farm. • I know how to use a simple key.
Reception: Summer	Summer England Scotland Wales Great Britain Island	**LIFE ON EARTH?** • I can understand the effect of changing seasons. **WHERE IN THE WORLD** • I can talk about some of the famous landmarks, traditions and ways of life in Great Britain and identify some similarities and differences. • I can match some landmarks to the country in which they are located.	• I know what the weather is like in Spring and Summer and how the environment changes. • I know the location of the three countries of Great Britain and place some landmarks on each.
Year 1:	Environment Address Route Physical features Human features Left Right	**LOCAL STUDY** • I can identify and sort human and physical features of my school and the local environment. • I can locate the local park on a simple map plus plan and follow a route to it.	• I know the difference between human and physical features.

	Distance Direction Compass North East South West Travel River Valley River Thames	**WHO IS THAT?** • I can locate the River Thames using a range of simple maps and identify human features. **WHAT ON EARTH?** • I can talk about the differences between a large river and a smaller local one in terms of human and physical features. • I can respond and use locational and directional language.	I know the four compass directions.

	North Pole South Pole Mountain Office Factory Key Symbol Northern Ireland United Kingdom Europe Equator Capital Belfast Cardiff Edinburgh North Sea Irish Sea Atlantic Ocean Globe Atlas Country Brazil Amazon South America Salvador Rio De Janeiro Port Harbour Continent	**LIFE ON EARTH?** • I can use globes and atlases to identify the location of hot and cold areas in the world in relation to the equator and North and South Poles. **WHERE IN THE WORLD** • I can locate the 4 countries of the United Kingdom in an atlas and identify their capital cities and surrounding seas. • I can name and locate Brazil, South America and the Atlantic Ocean on a simple map and globe. • I can complete a simple key linked to a map of Brazil. • I can sort and compare the human and physical features of Grimsby and the port of Salvador plus Rio De Janeiro.	• I know the names of some countries in the world which are hot or cold and can explain why with reference to the equator. • I know that Antarctica is a continent at the South Pole . • I know that Africa is a continent. • I know the position of countries in relation to each other using compass directions. • I know that the United Kingdom is part of Europe and that Europe is one of seven continents in the world. • I know Brazil is part of the continent of South America. • I know the Amazon River runs through the rainforest in Brazil. • I know what the weather is like in the Amazon and why.

+Year 2:	Fieldwork Blizzard Hurricane Arctic Arctic Ocean Shore Coast Cliff Tally chart Bar graph Research	**LOCAL STUDY** • I can follow a map, understand a key and use directional language to describe the route. • I can identify human and physical features of a route in Cleethorpes and create a map with a key. • I can use fieldwork skills to find ways to improve parts of my community. **LET'S CELEBRATE** • I can name and locate the Arctic Ocean on a simple map, atlas and globe.	• I know that The North Sea is a sea of the Atlantic Ocean. • I know that creating a survey is one way of acquiring information. • I know in order to make improvements I have act on some of the suggestions listed. • I know what the weather is like in the Arctic and why.
	North America Asia Antarctica Southern Ocean Hemisphere Southern Hemisphere Plan view map.	**WHO IS THAT?** • I can locate Florence, Italy, Scutari, Turkey plus Crimea and Jamaica on a simple map, globe and atlas. • I can explain why some countries are hotter than the United Kingdom • I can locate and name the continents of North and South America and name the oceans to the east and west of them. • I can name and locate Europe, North America, South America and Asia on a simple map, atlas and globe. **WHAT ON EARTH?** • I can name and locate the continent of Antarctica and The Southern Ocean on a simple map, atlas and globe. • I can compare hot and cold habitats. • I can follow a simple plan view map.	. • I know that Italy is located on the continent of Europe. • I know that Turkey lies in both Asia and Europe but western Turkey is European. • I know that Jamaica is part of the continent of North America with the continent of South America nearby. • I know that to the East of America is the Atlantic Ocean and to the west is the Pacific Ocean. • I know some of the similarities and differences between habitats in hot and cold places.

Climate Australia Pacific Ocean Indian Ocean Inhabitants Vegetation Desert	**LIFE ON EARTH** **WHERE IN THE WORLD?** **Australia** • I can name and locate Australia, Africa and the Pacific and Indian Oceans on a simple map, atlas and globe. • I can compare a local beach in the UK to a beach in Australia. • I can read and interpret a range of maps that show the location of physical characteristics of Australia.	• I know that Australia is a continent. • I know some of the similarities and differences between a local beach in the UK and a beach in Australia. • I know that different parts of Australia experience varied weather and climate conditions. • I know some similarities and differences between ways of life in Australia and the UK.

Year 3:	Geographical regions Yorkshire and Humber Region County NE Lincolnshire Continent Europe South Bank of Humber Estuary Proximity North Sea Port North Sea Arctic Ocean Faroe Islands Grimsby.	**LOCAL STUDY** **Fishing (Autumn 1)** • I can interpret maps to describe the location of the town of Grimsby in terms of the county and geographical region that it lies in as well as some of its physical and human characteristics. • I can interpret keys in a map to ascertain the importance of Grimsby and Immingham as ports. • I can use an index/atlas and globe to locate and label the bodies of water where Grimsby trawler men from the past fished as well as Iceland, Faroe Islands and Grimsby.	• I know England is divided into 9 geographical regions. • I know how to describe Grimsby's location making reference to its region, county, country, continent plus size, position on the Humber Estuary, proximity to the North Sea. • I know that Grimsby is still a major port town and know what the main cargoes include in the present day. • I know how to use an index • I know how to create a simple key.
	Population	• I can understand some simple geographical similarities and differences through the study of a region of the UK and region in a European country (Iceland)	• I know some simple similarities and differences such as location and what this affects, size, population, languages spoken and more.
	Impact Industry Adapted	• I can explain the impact of the Cod Wars on Grimsby's fishing industry in terms of human geography.	• I know how the restrictions affected the economy, people, buildings linked to the docks and more and how Grimsby has adapted since.
	Gainsborough Lincolnshire East Midlands County of Greater London Boroughs of: Richmond Lambeth Southwark Germany Spain Europe 8 points of a compass	**WHO IS THAT?** **Henry VIII (Spring 1)** • I can locate Gainsborough on Google Maps and describe its location. • I can locate some of the London Boroughs where Henry VIII and three of his six wives were born. • I can use 8 points of a compass directions to describe these in relation to each other plus others on the map.	• I know that Gainsborough is a town in the county of Lincolnshire and in the East Midlands region. • I know that the 32 boroughs of London plus the City of London are located in the County of Greater London. • I know how to use 8 points of a compass.

Biome Climate Vegetation	**WHERE IN THE WORLD?** **Volcanoes/Earthquakes** **Iceland/UK Summer 2** • I can interpret maps using keys to identify the biome, climate and vegetation type of the UK and Iceland in simple terms.	• I know some simple similarities and differences between the Iceland and the UK in terms of biomes, climate and vegetation.
Earth's crust Mantle Inner core Outer core Molten Magma	• I can use/interpret maps and other sources to describe and understand key aspects of physical geography linked to volcanoes and earthquakes.	• I know the Earth is made up of layers and understand which form tectonic plates. • I know what tectonic plates are and understand how they move determines what is caused or formed.
Tectonic plates Earthquakes Volcanoes Mountains Plate boundaries Fault lines Hot spots	• I can identify and comment upon relationships to cement understanding of how earthquakes are caused and volcanoes are formed.	• I know that there is a link between plate boundaries /fault lines and the location of volcanoes/earthquakes. • I know that volcanoes can also occur away from plate boundaries due to hot spots.
Ring of Fire Mid–Atlantic Ridge		• I know why Iceland is one of the most active volcanic regions of the world. • I know the names and locations of some of the world's volcanoes including those nearest to the UK.
Hypothesise	• I can hypothesise why some of the UK's mountains were once volcanoes millions of years ago. • I can use an index to locate and plot some former volcanoes on a map located in each country of the UK.	• I know that parts of the UK were once located on tectonic boundaries hence volcanic activity.
Active Dormant Extinct		• I know the difference between dormant, extinct and active volcanoes and status of former UK ones.
Physical characteristics Human characteristics	• I can list some examples of physical and human characteristics to show my understanding of the terms.	• I know that an atlas contains some maps that focus on a specific characteristic allowing us to observe patterns/make links when comparing characteristics.
Geographical region Counties Boroughs Districts Topography	• I can use maps to name and locate some counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns using the plotted former volcano location as the starting point for each country.	• I know how to interpret a key to identify specifiic information. • I know how to use the 8 points of a compass to help describe relationships between two characteristics.

8 Points of a compass Shield volcano Composite volcano /stratovolcano Lava Magma Igneous Magma chamber Conduit Vent Crater Dome Ash cloud Metamorphic rock Eruption Fertile soil Richter Scale Magnitude Intensity Epicentre Shockwaves Tsunami	• I can compare and contrast the physical features and processes of the two main types of volcano. • I can suggest why people choose to live in volcanic regions despite the dangers posed, linking this to human and physical characteristics post eruption. • I can draw on a variety of sources to list some ways in which earthquakes impact upon humans, buildings, infrastructure and the economy and suggest ways in which damage could be limited. • I can draw upon a variety of sources and compare a variety of UK maps to suggest some reasons why earthquakes occur in places that are not located on plate boundaries.	• I can compare and contrast areas of the UK according to a chosen characteristic/s • I know some similarities and differences between shield and composite volcanoes and that Iceland has both. • I know some of the positive and negative characteristics linked to volcanic regions and that the economy can be boosted during/post eruption. • I know that earthquakes are measured against the Richter scale and they release energy as shockwaves. • I know why earthquakes occur. • I know that materials and building methods can help reduce • I know stresses of tectonic plate movement on old fault lines and human activity can cause earthquakes away from plate boundaries.
Geothermal energy Fracking Mining Infrastructure Fracking Natural resources focus: Food Energy Water Renewable Energy Clean Energy Green Energy Geothermal power Hydro-electric power Glaciers Glacial rivers Relief Catchment area	**Energy – Iceland/UK** • I can interpret simple pie charts to compare energy types in the UK/Iceland. • I can compare and contrast the use/scale of geothermal and hydro-electric power in the UK and Iceland in terms of physical and human characteristics. • I can interpret keys in an atlas to locate UK hydro-electric power stations and compare rainfall and relief maps to suggest some reasons Scotland and Wales are the UK's favoured locations. • I can hypothesise as to what makes Grimsby and	• I know why there is a shift towards renewable energy sources and can understand terms such as green, clean and renewable energy. • I know why geothermal energy plus hydro-electric power is harnessed in Iceland on a great scale and the benefits to both the population and economy. • I know, from viewing video clips, the basic concept of hydroelectric power stations and some of their benefits • I know some of the physical and human characteristics that determine the location of hydro-electric power stations.

Run off Dams Reservoirs Hypothesise Wind farms	surrounding areas a good location for windfarms. • I can watch video clips to understand the link between attracting global companies such as Orsted into the area and the impact on job opportunities/ the economy. • I can sum up why there are differences between types of energy used in Iceland, UK and Grimsby and why any similarities might be on different scales.	• I know that wind power is the UK's strongest source of renewable energy. • I know many offshore wind sites are operated from Grimsby and the world's largest windfarm is based off the coast of Yorkshire. • I know Grimsby produces almost 1/3 of the electricity it uses from green sources of renewable energy. • I know location and physical plus human characteristics are some factors which determine the energy type harnessed.
Tourism Lake District Scottish Lochs Reservoirs Seas/Coast Blue Lagoon Economy boost Scenery Survey	**Iceland/UK – Water** **A) Tourism** • I can compare and contrast Grimsby, UK and Iceland in terms of how they use water as a natural resource to boost tourism and the economy, referencing geographical factors too. • I can identify the Lake District and Scottish Highlands on a map. • I can use the 8 points of a compass to describe the position of some of the lakes in the Lake District in relation to one other.	• I know that tourism is Iceland's largest export and water pursuits benefit the economy. • I know the names of some famous water bodies in Iceland, UK plus locally and how they draw in the tourists /boost the economy. • I know how to create and carry out a survey linked to tourism in the UK and interpret findings. • I know some Scottish lochs were carved out by glacial rivers and Loch Ness has more water than all lakes in England/Wales combined.
Sketch Maps	• I can draw a sketch map from an aerial photo linked to a tourist water venue in the UK, Iceland or local area. **B) Food** • I can use a map to broadly compare the UK and Iceland in terms of farming and fishing. • I can suggest reasons how Iceland and Grimsby's location plus history might have helped each harness fishing as a key industry.	• I know the steps needed to draw a sketch map from an aerial photo. • I know it needs a title, key and frame. • I know that both islands are involved with the farming of crops and animals on large and small scale farms. • I know that fishing areas surround each island • I know that Iceland has good fishing grounds and processes as well as exports fish products.

	National International Imports Distribution Supply chains	• I can look at maps and suggest why Grimsby's location is well suited for local, national and international markets in terms of food imports and distribution.	• I know Grimsby is part of one of the main seafood processing hubs in the UK, has good road, air and sea networks and is in a good location for national and international supply chains. • I know Grimsby imports cod and haddock from Iceland.
		• I can suggest how Iceland's long, summer daylight hours and cool northern climate benefits crops. • I can hypothesise how geothermal energy has impacted Iceland's food economy.	• I know that the crops grow faster and the cool climate reduces the need for pesticides. • I know that geothermal energy allows Iceland to grow produce it wouldn't ordinarily be able to grow.
		• I can interpret maps to identify what is grown in Lincolnshire and compare this to hilly/mountainous regions of the UK suggesting reasons for both.	• I know that the local area is an agricultural one growing wheat, potatoes, sugar beet, oilseed rape and barley, mountainous areas in the west focus on sheep farming.
Year 4:	Lines of latitude Lines of longitude Equator Tropic of Cancer Tropic of Capricorn Prime Meridian Hemispheres Eastern Western Northern Southern	**LOCAL STUDY** **Vikings (Autumn 1)** • I can use an atlas to plot lines of latitude, longitude and hemispheres on a map of the world, spotting patterns and explaining terms in a simple way. • I can use an index in an atlas to locate and label Denmark, Norway and Sweden on a world map. • I can use Google Maps as well as local ones to identify and locate Viking settlements.	• I know that the equator separates the N and S hemispheres whilst the Prime Meridian separates the W and E hemispheres. • I know the direction lines of latitude/longitude run and their purpose - to describe the location of any place on Earth by measuring the distance from the Earth's equator. • I know why Denmark, Norway and Sweden have the climate they do in terms of lines of latitude/ hemispheres and why Vikings chose the UK to settle.

River Nlle Egypt Sahara Desert Border Silt Transportation Irrigation Fertile soil Desert Biome	**WHO IS THAT? (Spring 1)** **Howard Carter/Cleopatra** • I can use an atlas/ variety of maps to gain an understanding of the locational aspects of Egypt. • I can explain some of the geographical reasons that Ancient Egyptians settled along the River Nile linked to physical and human characteristics.	• I know the continent Egypt lies within, the hemispheres, its biome, capital city and countries plus seas bordering it. • I know that the River Nile runs through Egypt and the Sahara Desert lies within it. • I know the main reasons Ancient Egyptians settled along the Nile.
Tropical Rainforest Temperate Rainforest Climate Humid Tropics Tropic of Cancer Tropic of Capricorn Hot and wet all year Physical Features Layers of a rainforest: Emergent Canopy Under storey Shrub Forest floor Medicinal Deforestation Pros/Cons Geographical factors Water cycle Transpiration Evaporation Condensation Precipitation Greenhouse gases Carbon dioxide Global warming Climate change Climate regulation Sparsely populated	**WHAT ON EARTH? Spring2** **Rainforest – The Amazon** **Human/Physical Geog** • I can interpret maps/keys to describe the location of tropical rainforests with reference to significant lines of latitude. • I can analyse simple rainforest statistics to draw conclusions and use my locational knowledge to hypothesise why Antarctica doesn't have any. • I can describe the location of a given tropical rainforest, including the Amazon, using geographical vocabulary and 8 compass points when comparing two. • I can label a diagram to show the layers of a rain forest explaining where most animals/reptiles live. • I can describe the pros and cons of deforestation in terms of human/physical geographical factors and can suggest ways in which damage can be minimised. • I can view aerial maps/ videos of the Amazon over time and describe findings. • I can explain the importance of rainforests in terms of the water cycle and climate regulation.	• I know the position and significance of latitude and longitude in relation to the equator, explaining findings. • I know that a tropical rainforest is a biome and can sum up its climate. • I know that temperate rainforests exist too. • I know how to interpret tables, charts and graphs. • I know it is too cold/dry in Antarctica for trees to grow. • I know some facts about the Amazon rainforest. • I know name of the largest rainforests in the world. • I know what information is needed to provide an accurate description for a partner to guess. • I know that there is a great diversity of animals and plants within the rainforest. • I know plants play a vital role in more than one way. • I know what deforestation is and factors that drive it. • I know positive/ negative points linked to this process. • I know about some issues affecting the Amazon. • I know why it is important to protect the rainforests and know in simple terms the effect of deforestation on global warming.

	Water cycle Evaporation Condensation Precipitation Watershed Mountain Ranges Drainage basin/ Catchment area Source Upstream Gravity Bank Bed Channel Tributary Confluence Floodplain Mouth Downstream Upper course Middle course Lower course Gradient/ Steepness Speed Landforms: Upper course: Rapids Waterfalls Gorges V-shaped valleys Interlocking spurs Middle course: Meanders Ox-bow lakes Lower Course: Wider meanders Floodplains Deltas Braided Rivers Estuaries River Processes: Erosion Transportation Deposition OS map Northings Eastings Bar Graph Axes Scale Generalisation	**WHERE IN THE WORLD?** **Rivers - Egypt/UK Summer 2** • I can use video clips, simulations, diagrams and other sources to describe and understand key aspects of physical geography linked to rivers and the water cycle: • I can describe the parts of a river, landforms created and the physical processes at work during its journey from its source to its mouth, showing my understanding in a variety of ways. • I can interpret a 4-figure grid reference to locate a feature on a map and write one to describe the position of a feature. • I can research major rivers linked to a specific continent to collect information to feedback to the class. • I can construct a bar graph linked to an aspect of data collected. • I can interpret and make generalisations about the information shown on my graph. • I can compare my results with the wider class make further generalisations and pose questions linked to findings, maybe linked to hemispheres/latitude lines.	• I know how rivers are part of the water cycle and can explain this. • I know what a watershed is and how it determines which side precipitation will flow. • I know the role of a drainage basin and that drainage can be above/below ground. • I know that a river has a source and a mouth and that it flows downhill between these points. • I know the names of the basic parts of a river. • I know the 3 stages of a river and some of the landforms and river processes present at each. • I know that land gradient and river speed are linked and determine the river processes at work and transportation capability • I know how to combine eastings and northings to create a grid reference. • I know how to identify the name of a feature via a key • I know the names and useful information linked to some of the world's rivers including The River Humber and River Nile. • I know how to use an index to locate rivers using the letter-figure codes given. • I know how to construct a bar graph complete with a title and labelled axes. • I know that a suitable scale is required and that I might have to make adjustments to the original data via rounding in order to make plotting information easier.

4 figure grid reference	**River Nile/Humber Focus – Settlement/Economy and Tourism** • I can compare the climate, biome and vegetation of UK and Egypt and explain the differences, drawing upon locational knowledge linked to lines of latitude/longitude. • I can use an atlas to roughly locate Kingston Upon Hull and Cairo using lines of latitude/longitude, checking my accuracy digitally.	• I know how to compare the two localities using locational knowledge linked to latitude, longitude and associated hemispheres. • I know that latitude readings comes before longitude, • I know what the letters refer to post numbers. • I know how to roughly divide each square up if locations don't fall exactly on a line.
Water conflicts Environmental concerns Delta Subsiding Aswan Dam Grand Ethiopian Dam. Desalination Plants Irrigation Groundwater	• I can explain some of the water issues and conflicts linked to the River Nile and how this impacts upon land use and population and compare these to some of the issues and potential environmental concerns linked to the River Humber.	• I know about issues linked to the construction of the Aswan Dam such as fertility of land, the effect on the delta, water quality problems linked to industry, farming and the population. • I know that one of the main export sectors textiles/ clothing -requires a lot of water to produce the cotton.
Pollution	• I can respond to Ethiopia's suggestion that Egypt needs to improve its water management and invest in non-Nile water sources such as desalination plants on the coast as well as improving irrigation and drainage networks.	• I know that dependency on the Nile causes conflict with such as that with Ethiopia.
Emissions Carbon dioxide	• I can explain what plans are in place to reduce carbon dioxide emissions linked to industries/ some farmers located on the Humber. .	• I know that the Humber's large catchment area means pollution/sewage from tributaries can impact upon it plus industry along its banks leads to high carbon dioxide emissions and the potential for chemical leaks which could affect plants, wildlife, people
Megacities Proximity to	• I can compare and contrast reasons residents settle along the River Nile or River Humber having looked at a range of sources/data/maps	• I know that in Egypt, the river location is crucial and can explain why relating to geographical information • I know how aerial maps provide information.
Toschka Project New Administrative Capital City Motives Incentives Migration	• I can explain reasons why there are projects in place encourage people to move away from the Nile Valley and Delta regions and can list factors which might	• I know about projects such as Toschka and the New

		encourage or discourage migration.	Administrative capital city, why they exist and what their motives are. • I know that incentives could encourage movement but understand the reluctance to leave, based on physical and human characteristics.
	Imports Exports Market Links	• I can use a variety of sources, including tables and simple statistics to compare and contrast land-use along the River Nile and Humber inclusive of tourism and explain how the activities which take place boost the economy and why the river location is crucial to their success. • I can look at varied sources of information, such as aerial photos to see how land use has changed over time in one or both locations.	• I know both have industrial units along the rivers which provides access to water, market links/exports/imports and more and can compare the some of these, noting the strength of the Humber's industry. • I know both have a strong energy sector and can compare some of these. • I know both have tourist resorts/attractions along them and can compare some of these. • I know farming is important and can compare what is grown/exported. • I know that Egypt has access to precious metals of which gold is a major export.
	Open questions Closed questions.	• I can ask and answer geographical questions linked to information I want to find out when visiting the River Humber location and prepare resources to collect this beforehand. • I can use my findings to represent my results in an appropriate way or use further questions/create surveys to acquire further	• I know the steps needed to prepare for a fieldwork project so that required information can be collected. • I know that further questions might arise on the trip or after which may require me to create surveys and gain more data. • I know the benefits of open or closed questions and select the one that meets my needs.

Year 5:	Italy Rome	**LOCAL STUDY** **The Romans (Autumn 1)** • I can use an atlas and interpret keys to gain an understanding of the locational aspects of Italy and some physical features • I can identify countries that were invaded in Europe and the world during the spread of the Roman Empire. • I can use an atlas and interpret keys to explain geographical reasons why the Romans didn't invade Scotland.	• I know the country, continent and hemispheres Italy lies within, its capital city plus other major cities as well as surrounding seas and major mountains/ ranges plus volcanoes. • I know that Scotland's physical characteristics, including mountains and climate would have proven a deterrent.

	Plotting a journey	**WHO IS THAT? Spring 1** **Marconi – Titanic Link** • I can use an atlas/index to plot the planned route of Titanic on a map sailing from Europe to N. America. • I can describe the location of the doomed Titanic in relation to other countries/ continents using the 8 points of a compass directions with particular reference to N. / S. America.	• I know Titanic was due to sail from Belfast to Southampton to Cherbourg (France) to Queenstown (in County Cork Ireland) – all European locations - then across the North Atlantic to New York.
	Physical characteristics: Landforms eg mountain ranges Elevation Bodies of water Climate, Soil Natural vegetation Animal life Biomes	**WHAT ON EARTH?** **Space Race Spring 2** • I can locate the continents of North and South America in an atlas/on a globe and identify the main countries and cities within each, interpreting a variety of maps and keys to compare and contrast their physical and human characteristics. • I can make connections between geographical characteristics and location.	• I know what is meant by physical and human characteristics. • I know that physical and human characteristics can be affected by locational factors linked to lines of latitude as well as each other.
	Human characteristics population size/ density ethnic and religious make-up of the population language patterns manmade environment eg infrastructure, buildings. Temperate Permafrost Cultivated	• I can locate Russia on a world map/globe and identify the two continents it falls within and the physical feature which divides it. • I can interpret simple tables to gain information linked to population and area. • I can interpret maps/keys to suggest why most of the Russian population live in the European part of the country, comparing physical characteristics. • I can locate and plot on a map the following places - linked to space flight - using an index/atlas and plot on a map of the world: • Washington DC, Florida Houston, Moscow Kazakhstan (Baikonur)	• I know Russia falls within Asia and Europe and the Ural Mountains divide it. • I know that the capital city of Moscow is in Europe. • I know that Russia is the largest country by area on both continents with the largest population in Europe • I know that climate west of the Ural Mountains, is more temperate. • I know that Siberia to the east covers about ¾ of Russia's land area and about 66% of Russia is permafrost,

Landform Summit Peak Ridge Sea level Base level Diversity	**WHERE IN THE WORLD?** **Mountains – Canada/UK/** **Scotland (Summer 2)** • I can interpret maps using keys to identify the biome, climate and vegetation type of the UK/Canada in brief. • I can define a mountain and show diagrammatically the two main ways to measure one. • I can demonstrate my understanding of key vocabulary linked to physical features.	• I know some similarities and differences between the UK/ Canada in terms of biomes, climate and vegetation. • I know mountains exist on every continent, even under the sea and although a few mountains are isolated summits, most occur in mountain ranges. • I know the important difference between a tall and high mountain.
OS Map Contours	• I can look at contours on an OS map and make connections.	• I know that the closer the contours, the steeper the mountain,
6 figure grid reference	• I can interpret a 6-figure grid reference to locate a feature on a map and write one to describe the position of a feature.	• I know the steps needed to create a 6 figure grid reference. • I know how to identify the name of a feature via a key.
Fold Block Volcanic Mountain ranges Seismic activity	• I can compare and contrast the physical processes that form fold, block and volcanic mountains. • I can locate some mountain ranges in Europe via globes or atlases by interpreting written information that focuses on locational vocabulary.	• I know how the 3 types of mountain are formed linked to plate tectonics and can give some examples of each, focusing upon Europe (including Russia) plus North and South America. • I know brief key facts linked to significant mountains. • I know that the Himalayas are still growing.
Distribution of Relief map	• I can give a general over-view of the distribution/ location of the major mountain ranges in South and North America, (including Canada) using a relief map and identify the range running through Canada and the US.	• I know where the main mountain ranges are located making reference to plate tectonics/boundaries to explain volcanic and seismic activity.
Definition	• I can identify some mountain ranges within the UK and make form some	• I know that the official government's definition of a mountain is a summit of 600m (1,969feet) or higher.

	generalisations regarding location/distribution. • I can make a generalisation re the height differences between ranges in Scotland compared to the west coast of Canada/US being careful to read the correct relief key • I can suggest why the Canadian province of British Columbia and Yukon Territory experience most seismic and volcanic activity within the country using appropriate maps.	• I know the importance of reading keys carefully as the same colour on two maps could signify different amounts. • I know Yukon and British Columbia are part of the Pacific Ring of Fire and understand its significance. • I know the link between volcanic activity and formation of many of the UK's mountainous regions.
Province Territory Significance		
Precise	• I can read some short extracts linked to the formation of mountains in parts of the UK before identifying the areas on a map and creating a suitable key and completing the map • I can identify some of the Scottish Highland mountains on a map and order in terms of height. • I can explain how I would know which are the tallest without looking at the height	• I know how to create a key and can interpret the map to suggest which country and regions in the UK seemed to be affected most by volcanic activity in the past, like Yukon.. • I know what I need to include to create a precise description re the location of Ben Nevis. • I know that the darker colour orange on the relief map symbolises higher ground.
Scottish Highlands Symbolises		
Natural Resources Size factor Primary Industry Mining Diversified mining Quebec Metallic ores Mineral ores Petroleum	**CANADA/UK** **Natural resources/** **Minerals** **Canada** • I can read information linked to what is mined in Canada and where and present the information on a Canadian map, creating a key. • I can interpret findings and make connections.	• I know that Canada ranks high in the world with regard its natural resources and I know the main categories. • I know how to create a key with/without a size factor. • I know there's a link between volcanic environments and rich mineral/ metallic ore deposits. • I know the landform mining takes place in in Canada.
Remote	• I can suggest why mountains play a key role in providing renewable	• I know water is harnessed in hydro schemes and understand the link with mountains.

Agricultural Geological Natural Resources Categories Agricultural Crops/Livestock Geological Minerals Metals Fossil Fuels Water Gemstones Pie charts Quarries Symbolises Deep mines Surface mines Open cast mines Arable Farming Exports Imports Trade Destination Economy Trade Exchanged Plan Scale	energy via hydro power, solar power and wind power and how useful this proves for remote mountain communities. **UK** • I can view maps of coal mine areas and compare with relief maps to see if there are relationships between the two. • I can use and label maps showing counties/regions of the UK to identify areas where specific gemstones and gold have been located and compare against relief maps to see if any relationships exist. • I can interpret information in a variety of forms including maps and simple pie charts/graphs to gain information about the UKs natural resources **Economy/Trade Canada/UK/World** • I can interpret a variety of tables/charts linked to the UK and Canada's economy/ trade partnership as well as with other countries and arrive at findings. • I can draw a plan of something.	• I know the UK has a lot of natural resources including agricultural and geological and can name some of these. • I know how to read pie charts. • I know that in Lincolnshire quarries extract chalk, limestone, sand and gravel . • I know some of the goods that are exchanged inclusive of natural resources. • I know that a plan is a representation of an area with a reduced representation (scale) • Measurements are clearly mentioned as using a scale is needed for a plan.	

Year 6:	6 figure grid reference Eastings Horizontal lines Northings Vertical lines	**LOCAL STUDY** **WWII Autumn 1** • I can identify and locate some countries which were involved in WWII. • I can locate bombed sites in the United Kingdom and places that children were evacuated to in WWII (inclusive of the local area) using 6 figure grid references. • I can use OS maps.	• I know how to interpret 6-figure grid references as well as compose them to locate a specified place on a map. • I know that 6-figure grid references give a more precise location than 4 figure grid references. • I know that the prefix on a map relates to a unique part of Great Britain and when placed before the grid reference, it gives a precise location.
	Physical characteristics: Landforms eg mountain ranges Elevation Bodies of water Climate, Soil Natural vegetation Animal life Biomes Human characteristics population size/ density ethnic and religious make-up of the population language patterns manmade environment eg infrastructure, buildings	**WHO IS THAT? Spring 1** **Ancient Greek Link** • I can locate Greece in an atlas/on a globe and interpret a variety of maps and keys to extract information linked to locational, physical and human characteristics.	• I know some information linked to the physical and human characteristics of Greece. • I know locational information linked to lines of latitude, longitude and compass directions.

Climate Average weather	**WHERE IN THE WORLD? Climate, Biomes And Vegetation Belts-Antarctica focus Europe-UK-Scilly Isles Summer 2** • I can explain the difference between climate and weather.	• I know that climate is the average weather conditions expected in a particular location based on the average weather experienced there for 30years or more whereas weather is the day to day conditions of a place.
Climate zones: Equatorial Sub-equatorial Tropical Sub-tropical Temperate Sub-polar Polar	• I can interpret a climate zone world map in order to make generalisations linked to significant lines of latitude and create a simple glossary of terms.	• I know the names of the 7 zones of expected climate and the characteristics of each.
Ocean Currents Prevailing Dominant Altitude	• I can compare a climate and climate zone map to spot some differences. • I can hypothesise why places on the same latitude within the same climate zone may have different climates and research some of the factors that influence climate.	• I know some of the things that influence climate and why such as: ➤ Distance from the sea. ➤ Latitude. ➤ How high or low the ground is. (Altitude) ➤ Ocean Currents ➤ Prevailing winds (dominant wind direction in an area)
Biome Categorise Tropical rainforest Tundra Savannah Temperate Deciduous Forest Taiga Marine Desert Grasslands Freshwater Ice	• I can compare a climate zone and biome map to look for links between the two and make some generalisations. • I can draw on a variety of sources including digital ones plus climate zone/ biome maps in order to hypothesise as to what is meant by the term biome, explaining all that it encompasses.	• I know that biomes are directly linked to climate zones. • I know that Biomes are the way to categorise the Earth's surface according to: ➤ Climate ➤ Soil types and ➤ Plants and animals that inhabit an area. • I know that there are 10 biomes and can name them • I know that every part of the Earth's surface is a part of one or more biomes.
Terrestrial (land) Aquatic (water) Differentiating	• I can demonstrate my early understanding of these connections via sorting/ matching tasks inclusive of differentiating between terrestrial and aquatic.	• I know what is meant by a terrestrial or aquatic biome.
Ecosystem		• I know what factors determine an ecosystem and how a biome can be one.

Vegetation Belts Distinct plant types Digital mapping Computer mapping Location Continents Countries Oceans Regions Global position Physical Features (naturally occurring landforms of environments) Eg hills, mountains Bodies of water, vegetation, soil, weather, natural resources eg minerals. Human Processes (these influence and are influenced by the physical features of environments) Eg industry, pollution, trade, settlements, tourism. Geographical Diversity (how physical, human and cultural aspects differ from one another). Physical: Eg Climate, fauna, vegetation animals Human: Eg Language spoken, population density, ethnicity	• I can research what an ecosystem is and explain. • I can interpret maps to determine the types of vegetation belts and see if there are connections with biomes/climate. • I can use digital/computer mapping to locate countries and describe features studied throughout the unit • I can research a biome using a variety of sources including maps, digital resources/mapping in order to gain a broad understanding of it with the following categories listed only as an example. ➢ General Overview explaining what the biome is and some interesting facts to get people hooked. ➢ Location ➢ Climate zone ➢ Climate ➢ Physical Features ➢ Human Processes ➢ Diversity Within It ➢ Shocking/Bizarre Facts ➢ Glossary • I can present my work using digital technologies incorporating graphics and feed back to the class in a chosen manner: Eg • Power Point presentation; • Green screen use – choosing a vehicle to deliver the presentation through eg News Report/ documentary presenter. • Another vehicle. • I can devise some geographical quiz questions to test my peers'	• I know that vegetation belts are regions in the world that are home to distinct plant types determined by the climate, soil, drainage, elevation. • I know what digital mapping is,why is used and how/when to use it. • I know what information to search for based upon my knowledge of what a biome is. • I know that where there are two or more categories within a biome, I need to differentiate between these. Eg desert • I know that when I am collecting geographical information from digital sources, check validity. • I know a great deal of facts about all 10 biomes as I listened to the presentations and recorded my understanding using an agreed format.

Polar ice caps Landmass Herbivore	understanding of my biome fact presentation. • I can further show my understanding of biomes by comparing and contrasting specific aspects of at least two. **Antarctica** • I can describe the location of Antarctica and identify it as an ice biome and continent. • I can draw upon knowledge linked to class presentations to identify other biomes that Antarctica falls into by noticing links. • I can research as a class, Antarctic specific facts which fit the characteristics of each biome, especially ice and cold desert in order to create a class fact file and ensure characteristics of the biomes fit. • Consider:	• I know what is required to record an accurate location. • I know there are no countries on Antarctica but 7 nations claim part of it. • I know that it is the 5th largest continent, plus the highest and windiest and less than 2% of it is ice free. • I know 98% of Antarctica is covered by an ice sheet. • I know Antarctica belongs to the ice biome but as the polar ice caps contain the majority of the fresh water supply to earth, it also belongs to that ecosystem found on every continent. • Antarctica contains about 70% of the world's fresh water.
Climatic Region Peninsula Interior Maritime climate Permafrost Lichen Algae Vertebrate Migration	• **Why it is so cold?** – ➢ Link to sunlight, highest continent, a large land-mass, sea temperatures, windy/blizzards. • **What makes it a desert?** Link to precipitation (less than 254mm of rainfall/ precipitation a year) • **What is the landscape like?** Two main areas: East Antarctic and smaller West Antarctica split by Transarctic Mountains. Ice sheet, volcanoes • **What is it like in the 3 climatic regions?** ➢ Interior of the continent ➢ Coastal areas ➢ The Antarctic Peninsula region and why? • **What is vegetation like?**	• I know that Antarctica falls into the desert biome - an ecosystem - and is classified as a cold desert. • A desert biome is an ecosystem that is created due to a lack of annual rainfall and Antarctica has low levels of precipitation which is mainly snow. • I know there are 4 desert types but cold ones have only small amounts of vegetation. • I know the polar ice biome is the coldest place on Earth with temperatures below $0\,°C$, even in summer. • I know in winter, there is no sunshine so temperatures are even lower. • I know permafrost prevents vegetation growth which results in no herbivores. • At the South Pole, there are no natural land animals, only penguins.

	Lush beds of vegetation in some parts, lichens on mountains and bare rocks Dry valleys – algae grow in the rock due to conditions 2 species flowering plants. • **What are animals like?** No land based vertebrates all vertebrates in sea and migrate in winter. Largest land animals are mm in size - mites, ticks, nematode worms - tolerate cold temperatures being frozen in ice (Antarctic Peninsula) Ocean-seals, penguins. • **Why is the Antarctic Peninsula warming up?** How is climate change affecting different aspects: sea levels, penguins, krill, ice shelves? • I can draw on a range of sources including digital/computer to help me comprehend what climate warming entails before drawing my own diagram to show the extent of my understanding. • I can explain renewable energy sources used in Antarctica help reduce pollution and greenhouse gas emissions. • I can add my research section to the class body of work and present findings as a class or year group in a presentation of choice using digital technologies to share with other year groups and educate them. • I can investigate the biome, climate and vegetation of the UK by interpreting a variety of maps, graphs, diagrams and watching video clips plus animations	• It is the tallest, windiest continent. • I know that climate change is melting the polar ice caps and how this could affect sea levels causing environmental changes that affect people, plants and animals. • I know that the Antarctic Peninsula is near South America and it experiences a warmer maritime climate resulting in vegetation. • I know the islands and coasts support more life than inland Antarctica. • I know some of the factors which cause climate change and its effects and what can be done to help slow it. • I know the UK is a temperate deciduous forest biome – trees with broad leaves. • I know what the natural vegetation of the UK is and the 4 main ecosystems. • I know what gives the UK its diverse vegetation. • I know common trees and some types of wild flower. • I know the UK has a temperate climate that the sea affects the weather – temperate maritime climate. • I know the type of winters and summers the UK get. • I know that climate can change from place to place within the UK and with the seasons. • I know the factors that affect climate and how they do so. • I know which parts of the UK have which type of climate. • I know the Scilly Isles are the warmest place in the British Isles and has a lot of diversity.

Climate Change
Greenhouse gases
Carbon dioxide
Methane
Nitrous oxide
Water vapour
Global warming
Climate change

Archipelegos

	Oceanic climate	to cement understanding of factors that affect climate.	• I know that it has an oceanic climate, hardly gets frosts but are windy due to the Atlantic.
		• I can make links between different aspects such as climate and what is grown in different regions, forming relationships.	• I know its humid climate is linked to the Gulf Stream which means they are home to a huge variety of rare plants and flowers not seen on the UK mainland.
	Gulf Stream Mainland	• I can describe the location of the Isles of Scilly.	• I know why, on the island of Tresco, whilst exotic plants thrive in the sheltered southern end of the island, low heathers and bare rock exist in the exposed north.
	Exposed	• I can investigate the Scilly Isles, UK with its temperate oceanic climate closely bordering a sub-tropical one in terms of climate and vegetation.	
		• I can investigate why exotic plants and insects usually found in tropical and sub-tropical areas exist in Tresco Gardens on the Scilly Isles and elsewhere on the islands there are rich and diverse flowering plants, trees, lichens and ferns unseen on the mainland.	
		• I can compare and contrast The Scilly Isles in the UK Europe with Antarctica in terms of biomes, climate and vegetation and associated factors.	• I know that time zones are divided by imaginary lines called meridians which run from the North Pole to the South Pole.
		Time Zones • I can identify the position and significance of the Prime Greenwich Meridian and time zones including day and night.	• I know that the Prime Meridian line runs through Greenwich London and divides the eastern and western hemisphere.
		• I can label a map with lines of longitude and identify the Prime Meridian at zero degrees longitude.	• I know that time in countries to the east of the Prime Meridian is always in front of that of the UK and those in the west are behind that of the UK.
		• I can hypothesise why every country in the world couldn't have the same time using my science knowledge	• I know that time zones link to night and day.

		of night and day and give a reason why 24 time zones might have been chosen?	• I know that the world is divided into 24 time zones and why.

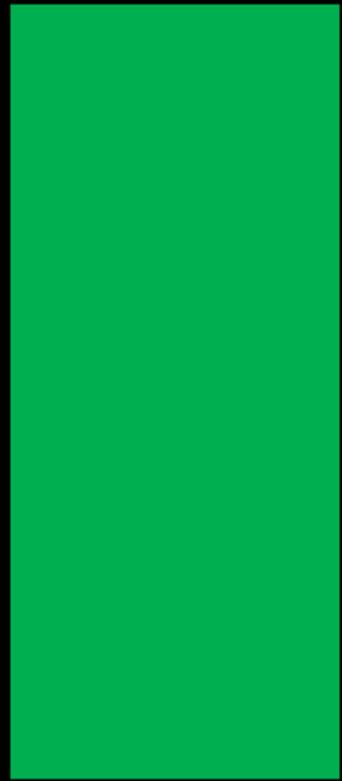| | Time Zones Converge | • I can consider why large countries have more than one time zone and explain this giving examples?

• I can investigate why there are no official time zones at the Poles and find out how researchers or tourists keep time | • I know how to find time zones of places.
• I know why large countries have more than one time zone.
• I know that as the lines of longitude converge at the Poles, technically this would mean they are in all time zones. |

Natural Resources/ Minerals Antarctica
- I can look at a variety of sources inclusive of maps to research and list natural sources and minerals found in the Antarctic and explain why mining of these is not possible, drawing upon the geography of the area too when explaining.
- I can propose why the full extent of Antarctica's natural resources and minerals aren't known, based upon the physical characteristics of the island.
- I can suggest ways in which the Antarctic's biggest resource – ice – could be used globally but suggest the factors that limit this.
- I can explain the relationship between Antarctica's natural resource - ice – plus geography of continent and tourism.
- I can suggest reasons why Antarctica uses wind and solar power.

- I know that whilst scientists have located valuable minerals and there are known quantities of coal and oil in Antarctica, The 47 Nation Antarctic Treaty declares Antarctica a reserve for science and peace.and the Protocol on Environmental Protection bans mining.
- I know that scientists have uncovered a rare, volcanic rock that brings diamond to the surface in rock which is present on all other continents.
- I know the harsh climate and thick ice would make mining difficult, dangerous and expensive and being so remote would make transportation of minerals expensive and hazardous.
- I know parts of Antarctica are unexplored and can give reasons why.
- I know why location and expense would limit movement of ice.
- I know that the sun doesn't set for half a year and doesn't rise for the other.

Natural Resources/ Minerals Isles of Scilly
- I can make links with nutrient rich soils and the

		flower production which provides London markets. • I can suggest the relationship between the Scilly Isle's natural resource nutrient rich soil to cultivate diverse fauna and flora, and tourism.	