

St Breock School Geography Skills and Vocabulary Progression Map

Disciplinary Knowledge

Locational Knowledge

Place Knowledge

Human and Physical
Geography

Fieldwork Skills

Disciplinary Concepts

Place

Space

Scale

Interdependence

Physical and
Human Processes

Environmental
Impact

Sustainable
Development

Cultural Awareness
and Diversity

Curriculum Aims

- To develop contextual knowledge of the location of globally significant terrestrial and marine places, including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- To be competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs
 - communicate geographical information in various ways, including through maps, numerical and quantitative skills and writing at length

Foundation Stage One			
<ul style="list-style-type: none"> Talk about what they see using a wide vocabulary Begin to understand the need to respect and care for the natural environment and all living things Continue to develop positive attitudes about the differences in people Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs. 			
Foundation Stage Two			
Place Knowledge	Locational Knowledge	Physical and Human Geography	Geographical Skills and Fieldwork
<p>ELG: 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.</p> <p>Discuss how environments in stories and images are different to the environment in which they live.</p> <p>To know about home and school.</p> <p>Explore differences between their home and other homes.</p>	<p>Development Matters Draw information from a simple map. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand that some places are special to members of their community.</p> <p>Identify land and water on a map or globe</p> <p>Making observations about the characteristics of places (in stories, photographs or in the school grounds or local area)</p> <p>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>To know some vocabulary to describe different bodies of water, even if used inaccurately.</p> <p>To know that usually water is represented in blue on a map or globe.</p> <p>To know the name of their school and the place where they live.</p> <p>To know some vocabulary to describe the characteristics of different places, even if used inaccurately.</p>	<p>ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what been read in class;</p> <p>Observe weather across the seasons.</p> <p>Observing and discussing the effect the changing seasons have on the world around them,</p> <p>Begin to use the names of the seasons in the correct context. Making observations about the features of places (in stories, photographs or in the school grounds/ local area)</p> <p>Make observations about the characteristics of places (in stories, photographs or in the school grounds/ local area)</p> <p>Know that the terms Summer, Spring, Autumn and Winter are used to describe seasons.</p> <p>To know some characteristics of each season</p> <p>To know that there are 4 seasons in a year marked by different weather conditions.</p>	<p>Ask questions about the world around them.</p> <p>Comment on the features they see in their school and school grounds.</p> <p>Answer simple questions, guided by the teacher.</p> <p>Create some of the features they notice in their school grounds.</p> <p>Express their likes and dislikes about a specific place and its features, beginning to explain their reasoning.</p>

Key Stage One and Two

Unit/ Enquiry Question	Place Knowledge	Locational Knowledge		Physical and Human Geography	Geographical Skills and Fieldwork	Key Vocabulary
Year 1						General: aerial plan, aerial view, cardinal points, compass, investigation, maps, observation, position, human features, physical features.
Y1 The World and My School: <i>Where in the world do I live?</i>	Place	Space	Scale	Physical and Human Process		Locational & Place Knowledge: Address, capital city, continent, country, local, area, settlement, town, village. Human and Physical Geography: autumn, beach, cliff, coast, equator, factory, farm, forest, globe, harbour, hill, house, landmark, land use, mountains, North Pole, oceans, office, port, river, sea, seasons, shop, South Pole, spring, summer, temperate, temperature, valley, vegetation, winter Geographical Skills and Fieldwork: atlas, bird’s eye view, globe, messy map, perspective, plan
	<i>Understand that places can have meaning to people.</i>	<i>Understand that the world has seven continents.</i> <i>Understand that the UK is split into countries and surrounding seas.</i>	<i>Understand how my local area fits within the United Kingdom.</i> <i>Understand how the classroom fits within the school.</i> <i>Understand how the school fits within the local environment.</i>	<i>Identify seasonal and daily weather patterns in the United Kingdom.</i> <i>Identify how the weather varies around the world.</i> <i>Identify human and physical features.</i>		
Y1 Our Local Park: <i>What is our local park? How do people get there?</i>	<i>Understand that places can have meaning to people.</i>	<i>Identify some key human and physical features of the local area.</i>	<i>Understand how the local park fits within the local area.</i>	<i>Understand human processes in the local area, including settlements and varied land use.</i> <i>Identify human and physical geographical features in the local area.</i>	<i>Use simple fieldwork and observational skills to answer geographical questions.</i> <i>Use directional language to describe a route.</i> <i>Name and use cardinal directions.</i> <i>Devise a simple, messy map.</i>	Locational & Place Knowledge: journey, local, route Human and Physical Geography: facilities Geographical Skills and Fieldwork: Collection methods, data, directions, fieldwork, pictogram, record, symbols, tally chart.

					<p><i>Collect and record simple data.</i></p> <p><i>Present simple data in a chart.</i></p>	
<p>Y1</p> <p>Our School Grounds:</p> <p><i>Do our school grounds support plant life?</i></p>	<p><i>Understand that places can have meaning to people.</i></p>	<p><i>Identify some key human and physical features of my local area.</i></p>	<p><i>Understand how my local park fits within my local area.</i></p>	<p><i>Understand human processes in my local area, including settlements and varied land use.</i></p> <p><i>Identify human and physical geographical features in my local area.</i></p>	<p><i>Use simple fieldwork and observational skills to answer geographical questions.</i></p> <p><i>Use directional language to describe a route.</i></p> <p><i>Name and use cardinal directions.</i></p> <p><i>Devise a simple, messy map.</i></p> <p><i>Collect and record simple data.</i></p> <p><i>Present simple data in a chart.</i></p>	<p>Human and Physical Geography:</p> <p><i>plant life</i></p> <p>Geographical Skills and Fieldwork:</p> <p><i>Collection methods, data, directions, fieldwork, investigation, map, key, observation, record, sketch map, symbol, tally chart</i></p>

Unit/ Enquiry Question	Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork	Key Vocabulary
Year 2							
Y2 My Local Area and Tulum, Mexico: What are the similarities and differences between my town and Tulum, Mexico?	Place	Space	Scale	Physical and Human Process	Cultural Awareness & Diversity	Use atlases and globes to discover the continents and oceans of the world.	Locational & Place Knowledge: capital, city, continent, country, Earth, equator, landmark, locality, town, village Human and Physical Geography: Mexico, Tulum, Caribbean Sea, tropical, weather, climate, tradition, human feature, physical feature. Geographical Skills and Fieldwork: aerial photograph, aerial view, atlas, compare, compass, contents page, index page, key, map, page numbers, symbol
	Understand that places can have meaning to people.	Understand that the world has seven continents and five oceans. Understand that the UK is split into countries and surrounding seas.	Understand that England, Scotland, Wales and Northern Ireland are countries within the UK, each with a capital city. I understand that Mexico is a North American country.	Understand that the poles and equator impact the climate on Earth. Identify and compare some key human and physical features of my local area to a contrasting locality using key vocabulary.	Understand the similarities and differences between my country and other countries.	Use compass directions and locational and directional language to describe the location of features on a map. Use aerial photographs and plan perspectives to recognise landmarks and devise simple maps. Use a key. Use simple fieldwork and observational skills to study the school's geography.	
Y2 My Local Area: What is the geography of my local area?	Understand that places can have meaning to people.	Understand that the world has seven continents and five oceans. Understand that the UK is split into countries and surrounding seas.	Understand that England, Scotland, Wales and Northern Ireland are countries within the UK, each with a capital city. Understand how to create a map of a	Understand that the poles and equator impact the climate on Earth. Identify and compare some key human and physical features of my local area to a	Understand the UK's countries, capital cities and surrounding areas.	Use atlases and globes to discover the continents and oceans of the world. Use compass directions and locational and directional language	Locational & Place Knowledge: capital city, Continent, country, Earth, equator, landmark, location, town, village. Human and Physical Geography: characteristics, temperate, vegetation, weather

			<i>place in my local area.</i>	<i>contrasting locality using key vocabulary.</i>		<p><i>to describe the location of features on a map.</i></p> <p><i>Use aerial photographs and plan perspectives to recognise landmarks and devise simple maps.</i></p> <p><i>Use a key.</i></p> <p><i>Use simple fieldwork and observational skills to study the school's geography.</i></p>	<p>Geographical Skills and Fieldwork: aerial photograph, aerial view, atlas, compare, compass, contents page, index page, key, map, page numbers, symbol</p>
<p>Y2 Investigating Weather and Climate: <i>How can we record and measure weather phenomena?</i></p>				<p><i>Understand the differences between weather and climate.</i></p> <p><i>Understand that the poles and equator impact the climate on the Earth.</i></p> <p><i>Identify hot and cold areas of the world in relation to the poles and the equator.</i></p>		<p><i>Carry out a geographical enquiry using simple fieldwork and observational skills.</i></p> <p><i>Collect weather data using equipment.</i></p> <p><i>Record weather data.</i></p> <p><i>Present data.</i></p> <p><i>Analyse data.</i></p>	<p>Locational & Place Knowledge: equator, North Pole, poles, South Pole,</p> <p>Human and Physical Geography: atmosphere, climate, climate zone, forecast, meteorologist, mild, precipitation, season, temperate, weather</p> <p>Geographical Skills and Fieldwork: analyse, axes, bar chart, evaluate, fieldwork, investigate, monitor, observe, okta, pictogram, present, rain gauge, record, reflect, table, thermometer, weathervane.</p>

Unit/Enquiry Question	Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork	Key Vocabulary
Year 3							
Y3 The United Kingdom: What are the key geographical features of the UK, and my region?	Place	Space	Scale	Physical & Human Processes	Cultural Awareness and Diversity	Use compass points, four-figure grid references, symbols, and keys.	Location and Place Knowledge: capital, city, continent, country, county, landmark, land use, locality, location, region Human and Physical Geography: characteristics, elevation, harbour, human processes, landscape, moorland, mountain range, ocean, physical processes, population, river, rock formations, rural, topography, trade, urban, valley Geographical Skills and Fieldwork: aerial photographs, atlas, compass, compass rose, contour lines, eastings, key, map, northings, Ordnance Survey, pattern, scale, symbol
	Understand that places can have meaning to people. Understand that people can choose to use land differently, and I can give some examples.	Understand that the UK is split into countries and regions. Understand that regions are split into counties. Understand that counties contain settlements.	Understand that England, Scotland, Wales and Northern Ireland are countries in the UK. Understand how my region is an area within England. Differentiate between settlements of various sizes, including cities, towns, villages, and hamlets.	Understand that land has height. I can identify mountains, hills and rivers on maps. Understand human processes in the UK, including settlements and land use. Understand that land use patterns change over time. Identify some key human and physical features of the UK and my region.	Understand that England is made up of different regions and counties. Understand that people living in these regions and counties may have different senses of identity based on where they live.	Devise a sketch map of my local area. Identify physical features on a map. Locate settlements on a map. Use maps and atlases to discover the United Kingdom.	

Unit/Enquiry Question	Place Knowledge	Physical and Human Geography			Geographical Skills and Fieldwork		Key Vocabulary
Y3 Bee Conservation: <i>How can we make our school environment more bee friendly?</i>	Place	Human and Physical Processes	Environmental Impact	Sustainable Development	Carry out a geographical enquiry using fieldwork and observational skills.		Human and Physical Geography: biodegrade, conservation, conserve, domesticated, extinct, food chain, heathland, herbicides, insect, pollination, species Geographical Skills and Fieldwork: analyse, blueprint, cardinal directions, evaluate, line graph
	Understand that people can choose to use land differently, and can give some examples.	Understand how bees are involved in physical processes.	Understand how land use impacts the survival of bees. Understand how personal choices on how to use land impact the environment.	Suggest how to make the school locality more environmentally friendly.	Record data. Analyse data and evaluate fieldwork. Devise a simple map using information learnt from a geographical enquiry.		
Unit/Enquiry Question	Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork	Key Vocabulary
Y3 Land Use, Economic Activity and Travel: <i>What facilities are in my local area, and how do people travel there?</i>	Place	Space	Scale	Physical & Human Processes	Interdependence	Plan a geographical enquiry using fieldwork and observational skills.	Locational & Place Knowledge: city, hamlet, land use, rural, semi-rural, settlement, site, suburb, suburban, town, urban, village Human and Physical Geography: facilities, population, raw materials Geographical Skills and Fieldwork: analyse, bar chart, evaluate
	Understand that people can choose to use land in different ways depending on the physical geography of the landscape, and I can give some examples.	Understand that the UK is split into countries and regions. Understand that regions are split into counties. Understand that settlements are split into smaller areas of land use, e.g. agricultural, residential, industrial,	Understand that hamlets, villages, towns and cities are settlements of different sizes.	I understand human processes in the UK, including settlements and land use.	I understand that UK settlements rely on different areas of land use to thrive.	Use digital mapping to collect data. Record data using tables and questionnaires. Present collected data using bars and charts.	

		recreational and commercial.				Analyse data and explain what I have learnt.	
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Unit/Enquiry Question	Place Knowledge	Locational Knowledge	Physical and Human Geography	Geographical Skills and Fieldwork	Key Vocabulary
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Year 4

Y4 Italy: <i>What are the similarities and differences between my region and Campania, Italy?</i>	Place	Space	Scale	Physical & Human Processes	Cultural Awareness and Diversity	<i>Use atlases, maps and globes to locate places and describe features studied.</i>	Locational & Place Knowledge: Arctic Circle, capital, city, continent, country, county, equator, hemisphere, landmark, land use, latitude, longitude, poles, region, tropic of Cancer, tropic of Capricorn Human and Physical Geography: agriculture, bay, characteristics, climate, climate zone, continental drift, earthquake, economic activity, environmental, epicentre, eruption, flank, focus, geographic features, human feature, landform, landmark, lava, magma, magnitude, natural area, peninsula, physical feature, plain, plate tectonics, population, province, Richter Scale, river, rural, scenery, seismic waves, seismometer, tectonic plates, terraces, terrain, topography, tourism, UNESCO world heritage
	<i>Understand that places can have meaning to people and make some suggestions or examples.</i> <i>I understand that people can choose to use land in different ways, depending on the land's physical geography.</i>	<i>Identify the continents of the world.</i> <i>Use maps to identify some of the countries of Europe and their capital cities.</i>	<i>Understand how my region is an area within England with different-sized settlements.</i> <i>Understand that Campania is a region within Italy, with settlements of different sizes.</i>	<i>Understand that physical processes are the natural forces that change Earth's physical features.</i> <i>Understand how tectonic movement has shaped the Earth's surface.</i>	<i>Understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.</i>		
	<i>Understand the similarities and differences between my region and Campania and give some examples.</i>	<i>Identify some key physical features and settlements in Campania.</i> <i>Identify the location of my region in England and the key human and physical features.</i>	<i>Understand that England and Italy countries within the continent of Europe.</i>	<i>Understand how earthquakes and volcanoes happen and can identify some key events in Campania, Italy.</i> <i>Understand human processes in my region and Campania,</i>			

		Identify the position and significance of latitude, longitude, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the Prime/Greenwich Meridian.		including settlements and economic activity.			site, urban, volcano, weather Geographical Skills and Fieldwork: aerial photograph, atlas, fieldwork, observational skills, scale
Unit/Enquiry Question	Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork	Key Vocabulary
Y4 Coastal Erosion: <i>How do coasts vary and why?</i>	Place	Space	Scale	Physical & Human Processes	Cultural Awareness and Diversity	Use atlases, maps and globes to locate places and describe features studied.	Locational & Place Knowledge: Arctic Circle, capital, city, continent, country, county, equator, hemisphere, landmark, land use, latitude, longitude, poles, region, tropic of Cancer, tropic of Capricorn Human and Physical Geography: agriculture, archipelago, bay, caldera, characteristics, climate, climate zone, continental drift, earthquake, economic activity, environmental, epicentre, eruption, flank, focus, geographic features, human feature, island, islet, landform, landmark, lava, magma, magnitude, natural area, peninsula, physical feature, plain, plate tectonics, population, port, regional unit, Richter Scale, river, rural, scenery, seismic waves, seismometer,
	Understand that places can have meaning to people and make some suggestions or examples. I understand that people can choose to use land in different ways, depending on the land's physical geography. Understand the similarities and differences between my region and the south Aegean and give some examples.	Describe and understand key aspects of physical geography in the context of coastal features.	Understand how my region is an area within England with different-sized settlements. Understand that The South Aegean is a region within Greece, with settlements of different sizes. Understand that England and Greece are countries within the continent of Europe.	Understand that physical processes are the natural forces that change Earth's physical features. Understand how tectonic movement has shaped the Earth's surface. Understand how earthquakes and volcanoes happen and can identify some key events in the South Aegean, Greece.	Understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.		

				Understand human processes in my region and The South Aegean, including settlements and economic activity.			tectonic plates, terrain, thermal spring, topography, tourism, urban, volcano, weather Geographical Skills and Fieldwork: aerial photograph, atlas, fieldwork, observational skills, scale
Unit/Enquiry Question	Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork	Key Vocabulary
Y4 Locality Unit: How can I use map skills to learn about my locality?	Place	Space	Scale	Physical & Human Processes		Use atlases, maps and globes to locate places and describe features studied.	Locational & Place Knowledge: coasts, coastal. Human and Physical Geography: arch, bay, beach, beach nourishment, cliff stabilisation, cave, cliff, coasts, coastline, erosion, deposition, dune nourishment, groynes, headland, island, physical process, revetments, rock armour, sand dunes, sea, seaside, sea walls, sediment, shingle, spit, stack, stump, waterfront Geographical Skills and Fieldwork: locate, scale, observational skills.
	Describe and understand key aspects of physical geography in the context of coastal features. Name and locate the physical characteristics and key topographical features of coasts.	Name and locate the physical characteristics and key topographical features of coasts. Understand why features have changed over time. Understand erosion, deposition and weathering and how these effect coasts.	Identify ways in which people can protect coasts. Relate their knowledge to case studies of UK coasts. Understand why some physical characteristics have changed over time.	Understand and describe human and physical geography. Understand physical processes in some UK coasts.			
Unit/Enquiry Question	Locational Knowledge			Physical and Human Geography		Geographical Skills and Fieldwork	Key Vocabulary
Y4 Investigating Weather and Climate :	Space			Physical and Human Processes		Plan a geographical enquiry using fieldwork and observational skills.	Locational & Place Knowledge: equator, North Pole, poles South Pole Human and Physical Geography: climate, climate zone, forecast, meteorologist, mild,
	Identify climate zones worldwide and their relation to the equator and poles.			Understand the differences between weather and climate and give examples.			

How can we record and measure weather phenomena?		<p>Explain how the equator, poles, circles and tropics affect climate.</p> <p>Give reasons for the climate and weather in the United Kingdom.</p> <p>Identify climate zones worldwide and their relation to the equator and poles.</p>	<p>Collect weather data using a range of equipment.</p> <p>Record weather data in a variety of ways.</p> <p>Present my data using charts and graphs.</p> <p>Analyse data and explain what I have learnt.</p>	<p>precipitation, temperate, temperature, weather</p> <p>Geographical Skills and Fieldwork: analyse, anemometer, axes, bar chart, collaborate, evaluate, fieldwork, horizontal, investigate, key, line graph, monitor, observe, okta, record, reflect, pictogram, present, rain gauge, reflect, table, thermometer, vertical, weathervane</p>
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Unit/Enquiry Question	Place Knowledge	Locational Knowledge	Physical and Human Geography	Geographical Skills and Fieldwork	Key Vocabulary
Year 5					

Y5 The United States: What are the similarities differences between my region and the Western United States?	Place	Space	Scale	Physical & Human Processes	Cultural Awareness and Diversity	Use atlases, maps and globes to locate places and describe features studied.	Locational & Place Knowledge: Arctic Circle, capital, city, continent, conurbation, country, county, equator, global, hemisphere, landmark, land use, latitude, locality, location, longitude, megacity, metropolis, region, state, time zone, tropic of Cancer, tropic of Capricorn, village Human and Physical Geography: accumulation, biome, characteristic, climate, climate zone, condensation, desert, earthquake, economic activity, economy, environment, erosion, gross domestic product (GDP), industry, infiltrate, manufacturing, mineral, mining, mountain range, peak, physical processes, plateau, plate tectonics, population, population density, precipitation, quarrying, raw materials, real estate, river, run-off, rural, summit, tectonic plates, tectonics, temperate, topographical, trade, transpiration, urban, valley, vegetation, vegetation belt, volcano, water cycle, weather Geographical Skills and Fieldwork: aerial photograph, atlas, fieldwork, map, pattern, scale, significance, symbol, variation
	Understand that people can choose to use land in different ways and that this can depend on the land's physical geography and climate, and I can give some examples.	Identify the location of my region in England and the key human and physical features. Identify some of the countries of North America and their capital cities. Identify some key settlements in the Western USA. Give examples of how the landscape in the Western USA varies massively, e.g. climate zones, vegetation belts and biomes. Identify how physical geography and climate can affect the type and location of settlements in my region and the Western USA. Identify the Prime/Greenwich Meridian and time zones, including day and night.	I can understand how my region is an area within England, and there are counties, towns and cities within my region. Understand that England is a country within the continent of Europe. Understand that the USA is a country within the North American continent. Understand that Western USA is a region within the USA. Understand that there are states, cities, and towns within the West Region of the USA. Make comparisons between my country and the USA in terms of the size of the land and the population.	Understand that physical processes are the natural forces that change Earth's physical features, e.g. the water cycle. Understand and explain rivers and mountains and how they are formed and identify some key examples in the Western USA. Understand how tectonic movement has shaped the Earth's surface. Understand human processes in my region and Western USA, including settlements and economic activity.	Understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.		

Unit/Enquiry Question	Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork	Key Vocabulary
Y5 Brazil: What is the key human and physical geography in Brazil?	Place	Space	Scale	Physical & Human Processes	Cultural Awareness and Diversity	Use atlases, maps and globes to locate places and describe features studied.	Locational & Place Knowledge: Arctic Circle, capital, city, continent, conurbation, country, county, equator, global, hemisphere, landmark, land use, latitude, locality, location, longitude, megacity, metropolis, region, time zone, tropic of Cancer, tropic of Capricorn, village Human and Physical Geography: accumulation, biodiverse, biome, characteristic, climate, climate zone, condensation, desert, earthquake, ecologically diverse, economic activity, economy, environment, erosion, gross domestic product (GDP), industry, infiltrate, manufacturing, mineral, mining, mountain range, peak, physical processes, plateau, plate tectonics, population, population density, precipitation, quarrying, raw materials, river, run-off, rural, summit, tectonic plates, tectonics, temperate, topographical, trade, transpiration, urban, valley, vegetation, vegetation belt, water cycle, weather Geographical Skills and Fieldwork: aerial photograph, atlas, fieldwork, map, pattern,
	<i>Understand that people can choose to use land in different ways and that this can depend on the land's physical geography and climate, and I can give some examples.</i>	<i>Identify the location of my region in England and the key human and physical features.</i> <i>Identify some of the countries of North/South America and their capital cities. I can identify some key settlements in Northern Brazil.</i>	<i>I can understand how my region is an area within England, and there are counties, towns and cities within my region.</i> <i>Understand that England is a country within the continent of Europe.</i> <i>Understand that the USA/Brazil is a country within the North American/South American continent.</i> <i>Understand that Northern Brazil is a region within Brazil. Understand that there are states, cities, and towns within the the North Region of Brazil.</i>	<i>Understand that physical processes are the natural forces that change Earth's physical features, e.g. the water cycle.</i> <i>Understand and explain rivers and mountains and how they are formed and identify some key examples in Northern Brazil.</i> <i>Understand how tectonic movement has shaped the Earth's surface.</i> <i>Understand human processes in my region and Northern Brazil, including economic activity.</i>	<i>Understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.</i>		

						scale, significance, symbol, variation
Unit/Enquiry Question	Place Knowledge	Locational Knowledge		Physical and Human Geography	Geographical Skills and Fieldwork	Key Vocabulary
Y5 Rivers: <i>What are the features of my local river?</i>	Place	Space		Physical & Human Processes	<i>Plan a geographical enquiry using fieldwork and observational skills.</i> <i>Record data in a variety of ways. I can present my data using charts and graphs.</i> <i>Analyse data and explain what I have learnt.</i>	Human and Physical Geography: channel, confluence, course, delta, erosion, estuary, evaporation, floodplain, levee, lower course, meander, middle course, mouth, oxbow lake, river basin, river course, silt, source, spring, tributary, upper course, valley Geographical Skills and Fieldwork: analyse, data, evaluate, numerical, observe, Ordnance Survey maps, present, quantitative
	Understand that physical features are significant within the local area in which they are located.	Identify the names and locations of the five longest rivers in England.	Identify the location of a river in my region.	<i>Identify key features of the River Trent basin, including the source and the mouth.</i> <i>Understand what rivers are and how they are formed.</i> <i>Name and explain the different features of rivers.</i>		
Unit/Enquiry Question	Place Knowledge	Locational Knowledge		Physical and Human Geography	Geographical Skills and Fieldwork	Key Vocabulary
Y5 Biomes and Ecosystems: <i>What trees, plants and animals are in our local ecosystem?</i>	Place	Space	Scale	Physical & Human Processes	<i>Plan a geographical enquiry using fieldwork and observational skills.</i> <i>Collect data using a range of equipment.</i> <i>Record data in a variety of ways.</i>	Locational & Place Knowledge: latitude, longitude, Human and Physical Geography: biome, climate, ecosystem, habitat, species, vegetation, vegetation belt Geographical Skills and Fieldwork: analyse, classify, compass, data, eastings, fieldwork, grid references,
	Understand that physical features are significant within the local area in which they are located.	Name biomes and vegetation belts that are found across the world. Name the biomes and ecosystems found in the UK.	Understand that you can find different ecosystems, vegetation belts and biomes within countries.	<i>Understand how the climate impacts the landscape through biomes and vegetation belts.</i> <i>Understand what animals, plants and habitats can be found in a woodland ecosystem in the UK.</i>		

	<i>heritage of their region.</i>	<i>region's key human and physical geographical features and landmarks.</i>	<i>cities within my region.</i> <i>Understand how England is one country within the continent of Europe and the links it has with other countries in Europe.</i>	<i>waste management, automation, energy generation, water use and the global market.</i> <i>Explain how economic activity in the United Kingdom has changed over time.</i>	<i>Understand that events in other places can impact the UK.</i>			<i>economic activity, economy, element, energy, environment, export, finite, fossil fuel, generate, greenhouse gases, gross domestic product (GDP), hydrologist, implemented, import, industrial land, industry, job, landfill, manufacture, metallic elements, mining, population, process, radioactive, rare earth elements, raw materials, recycle, reduce, refuse, renewable energy, replenish, reservoir, reuse, rural, sector, sewage, shortfall, source, sustainable, tax, topography, urban, virtual water, waste</i> Geographical Skills and Fieldwork: <i>chart, controversial, efficient, hierarchy, interview</i>
Unit/ Enquiry Question	Place Knowledge			Physical and Human Geography				Key Vocabulary
Y6 Sustainability: <i>How can our school reduce its plastic waste?</i>	Place			Physical and Human Processes	Interdependence	Environmental Impact	Sustainable Development	Human and Physical Geography: <i>biodegradable, carbon emissions, durability, extracted, fossil fuel, incinerate, microplastics, pelletise, raw materials, refinery, synthetic</i>
	<i>Understand that the impact on the environment in an area has an impact on the people who live there and their feelings about their local area.</i>			<i>Understand that human actions can disrupt the natural physical processes on Earth.</i>	<i>Understand that what happens in the United Kingdom can impact other places.</i> <i>Understand that events in other</i>	<i>Explain the impact that plastic waste has on the environment.</i>	<i>Make suggestions on how the school can reduce the impact it is having on the environment.</i>	

			<p>places can impact the UK.</p> <p>Understand that the actions of individuals can have a large-scale impact.</p>			Geographical Skills and Fieldwork: audit, database, formulate, graph, implement, innovative, survey
Unit/ Enquiry Question	Place Knowledge	Locational Knowledge		Physical and Human Geography		Key Vocabulary
Y6 West Midlands Region: <i>What is the key human and physical geography in the West Midlands Region?</i>	Place	Space	Scale	Human and Physical Geography		Human and Physical Geography: abstract geographical features, artificial geographical features, brownfield, annotation, cardinal directions, commercial, compass, coordinates, grid code, grid reference, industrial, infrastructure, Geographical Skills and Fieldwork: key, land use, map symbols, National Grid, natural geographical features, open space, Ordnance Survey, Ordnance Survey map, recreational, residential, scale, transport, urban, visitor/tourist attraction
	<i>Understand how to use maps and digital/computer mapping to locate settlements and interpret the features studied.</i>	<i>Use the eight points of a compass, four and six-figure grid references, scale, symbols and keys to build their knowledge of their nearest large settlement.</i>	<i>Use digital maps (Digimap for Schools) to locate, identify and describe key geographical features, measuring distances between features.</i>	<i>Demonstrate how human and physical processes interact to influence and change landscapes.</i> <i>Use Digimap for Schools to explore historical maps and compare them to modern maps</i>	<i>Demonstrate how human and physical processes interact to influence and change landscapes.</i>	