Griffin Primary School Geography Curriculum

Overview and Progression

Griffin Primary School Geography Curriculum Progression Narrative

This curriculum overview and progression document ensures full coverage of the National Curriculum requirements and aligns with the Ofsted framework. It consists of three geography units each year. Our curriculum provides pupils with the ability to develop a deeper focus on locational knowledge and geographical processes.

Core skills, knowledge, vocabulary, and concepts learned in the autumn and spring terms are applied through a place-based study towards the end of the academic year. The development of place knowledge is cumulative and comparative.

Students will have opportunities to engage in fieldwork at least once per year. Fieldwork will be conducted as an enquiry, emphasizing the application of geographical concepts and skills, including mapwork, data collection, analysis, and presentation. Opportunities for reinforcing geographical knowledge and vocabulary (such as locational knowledge, weather, and climate) through "Geography in the News" and other subjects are built into the curriculum.

EYFS Geography Curriculum

By the end of Early Years, children should know:

- Basic vocabulary to describe the weather, including words like sunny, rainy, cloudy, hot, and cold.
- Some key features of the local area, such as parks, streets, buildings, and other landmarks.

By the end of Year 1, children should be able to:

- Observe and discuss the weather each day, noticing how it changes and using simple language to describe it.
- Identify where they live on a simple map or globe, starting to understand the concept of different places, including the UK and their local area.
- Explore and talk about simple maps and pictures of the local area, noticing the features around them like homes, schools, parks, and roads.
- Work together to create simple maps of the classroom or local area, using symbols or drawings to represent key features.
- Ask questions about their local environment during walks or outdoor play, talking about what they see and hear in their surroundings.

- Begin to make connections between the weather and the local environment, such as noticing when it's sunny, they go outside to play, or when it rains, they use umbrellas.
- Use vocabulary related to the weather, environment, and simple locations, such as "cold," "near," "far," and "big.

Year 1 Geography Curriculum

By the end of Year 1, children should know:

- Basic vocabulary and concepts about weather and climate.
- The main nations and features of the UK, including their locations and key vocabulary.
- The location and features of the local area.

By the end of Year 1, children should be able to:

- Create a simple weather chart.
- Annotate a simple map of the UK with some of its key features.
- Look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the use of symbols.
- Work together to create a simple map of the local area.
- Observe, record, discuss, and ask questions about the main features of the local area based on direct experience.
- Make connections between their investigation of the local area and what they have learned about weather, climate, and the UK.
- Use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather.

Additionally, children should have had opportunities to develop their locational and place knowledge, geographical vocabulary, and skills of enquiry, fieldwork, and mapwork through incidental opportunities within other subjects and via "Geography in the News."

Year 2

By the end of Year 2, children should *know:*

- the names and locations of the world's continents and oceans, and some information about each of them;
- where the world's main hot and cold regions are, and some information about what they are like;

- the location and features of a contrasting locality in Zambia, comparing and contrasting it with their local area and situating it within the African continent;
- how their location within hot and cold regions might affect everyday life differently in the UK and Zambia.

By the end of Year 2, children should be *able to:*

- use globes and atlases – and annotate maps – to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa;
- use globes and atlases – and annotate maps – to identify the world's hot and cold regions, locating the UK and Zambia within them;
- look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK;
- use appropriate vocabulary for continents and oceans, for hot and cold regions and when describing and comparing a contrasting locality in Zambia with their local area;
- make use of the four main compass points when describing the location of these key locations and regions.

In addition, children should have had the opportunity to develop their locational and place knowledge, geographical vocabulary and skills of enquiry and fieldwork (including the use of data and mapwork), and to make regular use of globes and atlases, through incidental opportunities within other subjects, via 'geography in the news' and/or through dedicated fieldwork days.

Year 3

By the end of Year 3, children should *know:*

- where the world's main climate zones are (building on their prior understanding of hot and cold regions);
- the location and main human and physical features of North and South America;
- the location and human/physical features of Rio de Janeiro and South-East Brazil, as a region in The Americas, comparing and contrasting this region with places previously studied;
- how their location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied;
- the location of South-East Brazil and Rio de Janeiro within the South American continent;
- about processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro.

By the end of Year 3, children should be *able to:*

- use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil;
- use globes, atlases and maps to identify the main human and physical features of North and South America;
- interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied;
- use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).

In addition, children should have had the opportunity to further develop their locational and place knowledge, geographical vocabulary and skills of enquiry and fieldwork (including the use of data and mapwork), and to make regular use of globes and atlases, through incidental opportunities within other subjects, via 'geography in the news' and/or through dedicated fieldwork days.

Year 4
By the end of Year 4, children should know:

- the names and locations of the world's principal mountains, volcanoes, and areas at risk from earthquakes;
- the main features and types of mountains;
- how some people have adapted to life in mountainous areas;
- the main features and causes of volcanoes and earthquakes;
- the location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local;
- ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece, and Athens;
- ways in which the location and physical geography of the region impact on (and are impacted by) human activity – this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes, earthquakes, etc.;
- how people can respond to a natural disaster, such as an earthquake;
- ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare and contrast with those of other places studied;
- about place-specific patterns of continuity and change (including different perspectives on issues in the news, as well as ways in which modern-day Greece compares and contrasts with its past).

By the end of Year 4, children should be able to:

- interpret a range of maps and aerial views of Athens, Greece, and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean);
- look critically at a topical issue in this region, raising questions about it, considering the reliability of sources, and exploring and evaluating a range of viewpoints;

- use globes and atlases to identify the location of Greece and the Mediterranean;
- use and apply appropriate vocabulary when describing the location and distinctive features of mountains, volcanoes, earthquakes, the Mediterranean, Greece, and Athens.

In addition, children should have had the opportunity to further develop their locational and place knowledge, geographical vocabulary, and skills of enquiry (and to make regular use of globes and atlases), through incidental opportunities within other subjects, via 'geography in the news' and/or through dedicated fieldwork days.

Year 5
By the end of Year 5, children should know:

- the key elements and features of a river;
- the key elements of the water cycle;
- the names of – and key information on – the world's main rivers;
- basic ideas about flood management;
- the key elements of a rainforest biome, how these contrast with other biomes, and the main location of the world's rainforests (including the Congo);
- the location and principal features of the Amazon, situating it within the globe and the South American continent and comparing and contrasting it with South-East Brazil;
- how physical processes involving rivers, the water cycle, and rainforests distinctively apply to the Amazon;
- how some human beings have adapted to life in the rainforest and the Amazon.

By the end of Year 5, children should be able to:

- interpret and explain key information on rivers;
- evaluate a range of possible flood prevention measures;
- use globes, atlases, and maps to locate the world's principal rivers, rainforests (and other biomes), including the Amazon;
- interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it;
- use appropriate vocabulary when describing the Amazon; rainforest and other biomes; rivers and river features; and place locations.

In addition, children should have had the opportunity to further develop their locational and place knowledge, geographical vocabulary, and skills of enquiry and fieldwork (including the use of data and mapwork), and to make regular use of globes and atlases, through incidental opportunities within other subjects, via 'geography in the news' and/or through dedicated fieldwork days. For example, fieldwork in the autumn term observing and recording the features of a local river or waterway would strongly support learning that term, while subsequently feeding into work on the Amazon in the summer.

Year 6

By the end of Year 6, children should *know:*

- the location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local;
- ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region;
- ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region;
- ways in which the location and distinctive features of the UK and their local region compare and contrast with those of other places studied.

By the end of Year 6, children should be *able to:*

- interpret a range of maps of the UK and the local region and apply this information to their understanding of it;
- use maps and supporting information to route-plan a tourist trip around the capital cities of the UK;
- use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people's needs, and how it might change;
- use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region;
- use appropriate vocabulary when describing key information about the UK and the local region to external audiences.

In addition, children should have had the opportunity to further develop and secure their locational and place knowledge and geographical vocabulary. They should have had the opportunity to further develop, use and apply their skills of enquiry and fieldwork (including the use of data and mapwork), and to do so with a greater degree of confidence and independence. They should have continued to make regular use of globes and atlases, including considering some of the key questions and choices involved in their construction and creation. This should have taken place through opportunities within other subjects, via 'geography in the news' and/or through additional dedicated fieldwork days that include a degree of independent investigation.

Whole School Curriculum Learning Journey

National Curriculum	Scale	Geographical Threads
1. Locational knowledge	Local	ES - Earth systems (physical processes)
2. Place knowledge	Regional	E - Environment
3. Human geography	National	T - Time
4. Physical geography	Global	D - Diversity
5. Geographical skills and fieldwork		I - Interdependance & interconnections
		S - Sustainability
		C- Change

	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
Nursery	My local area - key features	Seasonal changes - signs of autumn and winter		Seasonal changes- what happens in spring?		Seasonal changes - summer
EYFS	My local area England and Africa	Seasonal changes - changes in our local area	England and China	Seasonal changes - changes in our local area	Maps	Seasonal changes - changes in our local area
Year 1		What will the weather be like today? 1, 2, 4 & 5		The United Kingdom		The Local Area
Year 2		Continents and Oceans		Hot and Cold Places		Mugumareno Village, Zambia
Year 3		Climate Zones		North America		Rio- Southeast Brazil

Year 4		**European Region**		**Rivers**		**Volcanoes and Earthquakes**
Year 5		**Mountains**		**Rainforests - geographical change**		**South America- The Amazon**
Year 6		**United Kingdom- Fieldwork opportunity**		**Break in the Spring Term**		**Local Area and Region**

EYFS

The Early Years Foundation Stage Framework states that through 'Understanding the World', 'children begin to make sense of their community and the world around them. They do this through exploration, observation and finding out about people, places, technology and the environment'. 'People and Communities' and 'the World' are particularly important for the foundation of geographical thinking.

Year Group: Nursery

Big ideas: Children in nursery will focus on their immediate locality, understanding their place in school and using positional language to describe tangible manipulatives. Learning and experiences are taught through quality texts, both fiction and nonfiction, fieldwork experiences (Forest School) and quality images. Links to other aspects of the EYFS curriculum are able to be utilised, including Maths, where directional and positional language will be a primary driver for Nursery children's positional understanding, and will form the basis for describing positions on maps, as the children progress in their Geography learning.

Linked Topics

Autumn: **Seasonal changes - signs of autumn and winter**	Spring 1: **Seasonal changes- what happens in spring?**	Summer 1: **Seasonal changes - signs of summer.**
Vocabulary: Positional: in front, below, behind, next to, under, journey, care, look after, natural, same, similar, different, weather, warm, hot, cold, sun, snow, rain.		
Fieldwork Opportunities / Map Skills: Familiarisation of immediate location (school grounds), visit to a local park and to the library. Forest School fieldwork opportunities provide opportunities for hands-on exploration of natural materials –	**Locational and Place Knowledge:** Understand and describe the position of an object, area or item within a setting, be it in 'real life' or within an image/text without pointing and	**Human and Physical Geography:** Describe features of the local area (shops, streets, park, houses etc)

How do trees feel? How is bark different to grass? Etc. Provide a very simple map of the Forest School area for the children to read and travel to different positions on the map. Journey stick activity to represent different locations on a journey to Forest School/other area of the school site.	begin to compare to the location of a different item (E.g. The flower is in front of the bush, next to the bench). - Describe a familiar route (eg. to/from school, Forest School or the classroom to the dinner hall) - Identify and describe differences and similarities between locations (including countries) as identified in images, photographs and texts. - Share individual experiences of different locations (holidays, family visits) and describe the differences in landscape, weather, and cultural occurrences.	

Year Group: Reception		
Big ideas and Linked Topics: Children will be observing seasonal changes throughout the year. Children will be exploring their local area, learning about their home city London as well as about other places in the world such as Africa (link to a key text) and China (link to Chinese New Year). They will read and create simple maps and learn that simple symbols are used to identify features on a map. **Autumn:** seasonal changes, local area, Africa **Spring:** seasonal changes, England and China **Summer:** seasonal changes, maps		**Prior Learning:** In Nursery, children will have begun learning about seasonal changes and using descriptive language to talk about weather conditions. They will have
Vocabulary: seasons, winter, spring, summer, autumn, cloudy, frosty, windy, country, town, city, village, map, route, man-made, natural, preserve		
Fieldwork Opportunities / Map Skills: Opportunities for hands-on exploration of natural materials – How do trees feel? How is bark different to grass? Etc. Familiarisation of immediate location (school grounds), visit to local parks and the library. Use a simple map of the school grounds for the children to read and travel to different locations. Images of locations	**Locational and Place Knowledge:** Identifying where they live and beginning to understand that their home and school are located in London, which is a city in England/The UK. - Understanding people might go on holidays and some people go abroad (to a different country). - Beginning to Identify similarities and differences in different locations (using	**Human and Physical Geography:** Describe features of towns and cities (eg, they have roads and buildings have different uses: school is different to a house, or a library). - Describe physical geographical features of parks – parks have grass, trees, wildlife (specific animals linked to key texts) and are visibly different to the streets around them (no roads). -

provided for children to 'make' or add to a map. Children are to be introduced to maps which clearly show land and water. These can include images from texts, animal/concept maps. Bus/tram ride to explore modes of transportation	quality images will suffice), exploring weather and cultures - Describe and discuss the different cultural experiences identified in texts/locations.	Understand people use different forms of transport – buses, cars, bicycles, trams, trains, aeroplanes and that transport allows people to move between locations – home to work, school to park, to go on holiday etc.

Year Group: 1			
Big Ideas for the Phase: In Key Stage 1 geography, pupils learn to identify the seven continents, five oceans, and the UK's countries and capitals. They compare the geography of a UK area with a contrasting non-European location, and understand weather patterns and climate zones relative to the Equator and Poles. Pupils use basic vocabulary to describe physical features like mountains and rivers, and human features such as cities and farms. They develop skills in using maps, atlases, and globes, as well as simple compass directions. Pupils also engage in fieldwork to study their school's geography, creating simple maps and recognizing key features. This helps build their understanding and observational skills in both local and global contexts.			**Prior Learning:** In the Early Years Foundation Stage (EYFS), children begin to explore their environment and understand the world through activities focused on their community, different cultures, and natural changes like weather and seasons. They develop basic concepts of time and place by observing and comparing their surroundings. This early learning helps them build foundational geographical knowledge and curiosity, which supports their progression to more detailed geography studies in Key Stage 1.
Unit/Theme	**Unit 1: Human and Physical Geography** **Where does our weather come from?** Geography Au2 Y1.docx	**Unit 2: Locational Knowledge** **The United Kingdom** Geography SP2 Y1.docx	**Unit 3: Locational Knowledge** **The Local Area** Geography SU2 Y1.docx
Key Question Link:	What's the difference between seasonal weather and daily weather? How does the weather change during each season in the United Kingdom?	Where is the UK? What countries make up the United Kingdom? What are the physical and human features of the UK? What are the capital cities of the United Kingdom? What can we see in different parts of the United Kingdom?	What can we see around Griffin Primary School? How do people use the land and buildings near our school? What physical features are there in our local area (e.g., parks, rivers, or green spaces)? How is our local area different from other places in London?
Big Ideas	Pupils will explore how the weather changes throughout the year and how these changes affect the world around them. They will learn about the four seasons and identify key characteristics of each, such as temperature, types of weather and how people adapt to the changes. Through hands-on activities, including tracking the weather over time, pupils will develop an understanding of the cyclical nature of seasons and how weather patterns vary in different parts of the world.	Chn will name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Chn will use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Chn will use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	In this unit, students will explore the local area around Griffin Primary School on Stewarts Road, London, to understand the geography of their immediate surroundings. They will learn to identify key human and physical features, such as roads, buildings, parks, and green spaces, and explore how people use and interact with the environment. Through this study, students will also compare their local area with other parts of London, developing an awareness of urban geography and the differences between various places. Using maps and simple fieldwork, they will gain skills in locating and identifying features on

		- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	maps, helping them connect their learning to the real world around them.
Key Vocab ***Unit Specific***	***Rain, season, snow, sunshine, temperature, wind, Arctic, inside, outside, polar, rain gauge, temperature, weather forecast***	***United Kingdom, Europe, England, Scotland, Wales, Northern Ireland, capital city, London, Edinburgh, Cardiff, Belfast, flag, Union Jack, island, surrounded, River Thames, North Sea, Firth of Forth, Bristol Channel, Celtic Sea, Belfast Lough, Irish Sea, human features, physical features, nature, made by people.***	***Local area, Human features, Physical features, Map, Landmark, Street, Building, Park, Transport, Neighborhood, Town, Compare, Urban, Rural***
Substantive Knowledge	In the UK, there are four different seasons. The months of the year: January, February, March, April, May, June, July, August, September, October, November, December. The seasons of the UK: autumn, winter, spring and summer Each season has different weather types. Winter is cold, wet and windy. It snows in some areas and gets dark early. Spring brings warmer weather. Flowers start to grow and baby lambs are born. In summer, the weather becomes hotter; there is often less rain, but there may be thunderstorms. The weather starts to get colder in autumn. Leaves change colour and fall off the trees.	1. Maps help us find places and show where things are. There are different types of maps such as: globes, atlases, and digital maps. 2. The United Kingdom is part of the continent of Europe and is made up of four countries, which all have their own capital city. *England- London, Scotland- Edinburgh, Wales -Cardiff and Northern Ireland- Belfast.* 3. Each country has its own capital city: **London** (England) - Surrounded by the River Thames; the nearest sea is the North Sea to the east; **Edinburgh** (Scotland) - Located near the Firth of Forth; the nearest sea is the North Sea to the northeast; **Cardiff** (Wales) - Situated near the Bristol Channel; the nearest sea is the Celtic Sea to the south; and **Belfast** (Northern Ireland) - Located near Belfast Lough; the nearest sea is the Irish Sea to the east. 4. The UK has human and physical features. Human features are made by people and physical features are made by nature. 5. Each city in the UK has special places. For example, London has the River Thames which is a physical feature. The Tower of London is a human feature because it's an important building.	A settlement is a place where people live, and it can be a city, town, or village. Rural areas are countryside areas with fewer buildings and more open land, while urban areas are cities or towns with many buildings, roads, and a higher population density. The school grounds have human features like buildings, paths, and playgrounds, and physical features like trees and gardens. The local area contains key human features like roads, buildings, and parks, and physical features like rivers, hills, and green spaces. A journey through the local area includes identifying landmarks, streets, and the various features encountered along the way. Ordnance Survey maps use specific symbols to represent physical and human features, such as roads, rivers, parks, and buildings. Aerial photography or plan views can show landmarks and geographical features, such as roads, parks, and schools, from above. A simple map of the local area can be created using symbols, and a key is used to explain what the symbols represent.

Progression of Maps Skills

Direction/Location	Drawing maps	Representation	Using maps	Scale/Distance	Perspective	Map knowledge
Follow directions (Up,down, left/right, forwards/backwards, near/far) Introduce children to simple compass directions (North, East, South and West).	Draw picture maps of imaginary places and those from stories, and of a known location (e.g. school). Based on their understanding of plan view, create a simple plan view map using own, basic symbols (e.g. shapes or pictorial representation)	Use your own symbols on an imaginary map.	Use a simple map to move around the school. Recognise that a map is about a place. Use map of school to locate areas and human/physical features	Use relative vocabulary (e.g. bigger/smaller, like/dislike)	Draw around objects to make a plan.	Learn names of some places within/around the UK. Use vocab such as beach, cliff, forest, hill, mountain, sea, ocean,river, soil, season and weather.

Year Group: 2

Big Ideas for the Phase: In Key Stage 1 geography, pupils learn to identify the seven continents, five oceans, and the UK's countries and capitals. They compare the geography of a UK area with a contrasting non-European location, and understand weather patterns and climate zones relative to the Equator and Poles. Pupils use basic vocabulary to describe physical features like mountains and rivers, and human features such as cities and farms. They develop skills in using maps, atlases, and globes, as well as simple compass directions. Pupils also engage in fieldwork to study their school's geography, creating simple maps and recognizing key features. This helps build their understanding and observational skills in both local and global contexts.

Prior Learning: In the Early Years Foundation Stage (EYFS), children begin to explore their environment and understand the world through activities focused on their community, different cultures, and natural changes like weather and seasons. They develop basic concepts of time and place by observing and comparing their surroundings. This early learning helps them build foundational geographical knowledge and curiosity, which supports their progression to more detailed geography studies in Key Stage 1.

Unit/Theme	**Unit 1: Locational Knowledge** **Continents and Oceans** Geography Au2 Y2.docx	**Unit 2: Human and Physical Geography** **Hot and Cold Places** Geography SPR2 Y2.docx	**Unit 3: Place Knowledge** **Mugumareno Village, Zambia**

Key Question Link:	How does the weather in each season affect plants, animals, and our daily activities? In what ways do people adapt their clothing and routines to match the different seasons and weather conditions?	Are all the places in the world like the UK? What is it like in Antarctica? Is it possible to survive in Antarctica?	Is Zambia like the UK? How are cultures and traditions represented? What is it like to live in Zambia?
Big Ideas	Children in this unit will learn about the continents and oceans of the world, exploring their unique characteristics and locations. They will understand how continents like Africa, Asia, and Europe have distinct physical features, such as mountains, rivers, and coastlines. Students will also learn about human features, including famous cities, landmarks, and cultural aspects of different regions. They will examine how geography influences climate, environment, and daily life, recognising the significance of natural landscapes and human-made structures across the world.	In this unit on Hot and Cold Places, pupils will explore the diversity of climates around the world, comparing hot and cold regions to the UK. They will focus on Antarctica as an extreme environment, learning about its freezing temperatures and minimal human population, and consider whether it is possible to survive there. Pupils will understand how climate affects daily life, including how people, animals, and plants adapt to their environments. They will also compare the geographical features of hot and cold places, learning why some regions are hot and others are cold based on their position relative to the equator.	In this unit on **Zambia**, pupils will learn about the location and features of Zambia, comparing and contrasting it with their local area. They will explore Zambia's position within the African continent and understand how its climate, being in a hot region, affects everyday life differently compared to the UK. Pupils will discover how climate influences daily activities, food, clothing, and shelter in both the UK and Zambia, fostering an understanding of global diversity and geography.
Key Vocab ***Unit Specific***	**Continent, Ocean, Map, Globe, Location, Physical features, Human features, Latitude, Longitude, Wildlife, Desert, Mountain, River, City, Country, Climate**	***Weather, hot, cold, world, Equator, temperature, Arctic, Antarctica, North Pole, South Pole, adapt desert, habitat, iceberg, rainforest, savanna***	***Africa, Lusaka, River Zambezi, Southern Africa, Victoria Falls, Zambia, crop, farm, flood, market, waterfall, wildlife, eastern, northern, southern, western***

Substantive Knowledge	There are seven continents: Africa, Antarctica, Asia, Europe, North America, South America, and Australia. There are five oceans: Atlantic, Pacific, Indian, Southern, and Arctic. North America is located north of South America. Africa is known for its wildlife and deserts. Antarctica is the coldest continent and is covered in ice. Asia has the highest mountain in the world, Mount Everest. **Physical Features**: ● Europe has tall mountains like the Alps. ● Important rivers include the Thames and the Danube. ● There are beautiful coastlines by the Mediterranean Sea. **Human Features**: ● Famous cities in Europe include London, Paris, and Rome. ● Each country has its own history, art, and food. ● Well-known landmarks are the Eiffel Tower and the Colosseum.	1. The Equator is an invisible line that runs around the centre of the Earth. The North and South Poles are the places furthest away from the Equator. 2. Rainforests and hot deserts are near the Equator and are very hot, while the North and South Poles, including Antarctica, are the coldest places with snow and ice. 3. Antarctica is located in the South Pole and it is known for its icy and snowy features. 4. Animals and plants adapt to their environment by changing how they look or behave to survive in different conditions, like how polar bears have thick fur to stay warm in cold climates or how cacti store water to survive in deserts. 5. You need different clothing when travelling to hot or cold places such as light clothes for hot places and warm clothes for cold places.	Zambia is a country in southern Africa. Zambia has a tropical climate, so it's warm for most of the year. There is a dry season and a wet season. Mugurameno is a village in rural Zambia. Mugurameno village is located right next to the River Zambezi and close to the Lower Zambezi National Park. People in Mugurameno use the river for many things: washing, fishing and watering crops. One of the main crops is maize, which is used for making nshima (a sort of porridge). People often build their own homes out of bricks made from local clay soil. While life is busy for the children of Mugurameno, they go to school and find time to play.
Progression of Maps Skills			

Direction/Location	Drawing maps	Representation	Using maps	Scale/Distance	Perspective	Map knowledge
Follow directions (as yr 1and inc'. NSEW)	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	Begin to understand the need for a key. Use class agreed symbols to make a simple key.	Follow a route on a map. Use a plan view effectively. Use an infant atlas to locate places, inc human/ physical features of the surrounding environment	Begin to spatially matchplaces (e.g. recognise UK on a small scale and larger scale map)	Look down on objects to make a plan view map.	Locate and name on UK map major features e.g. forests Begin using vocab such as coast, valley, city, town, village, factory, farm, house, port, shop, rural, urban and office

Year Group: 3

Big Ideas for the Phase: In Lower Key Stage 2 geography, pupils develop their understanding of the world by exploring the seven continents and five oceans. They learn about the countries and capitals of the UK, comparing geographical features and climate zones with locations in non-European countries. Students enhance their knowledge of physical features like mountains and rivers, as well as human features such as towns and roads. They improve their map skills by using simple maps and atlases and begin to understand basic compass directions. Through fieldwork, pupils investigate their local area, create simple maps, and identify key features, building their observational skills and connecting their learning to both local and global contexts.

Prior Learning : In Key Stage 1 geography, pupils learn to identify the seven continents, five oceans, and the UK's countries and capitals. They compare the geography of a UK area with a contrasting non-European location, and understand weather patterns and climate zones relative to the Equator and Poles. Pupils use basic vocabulary to describe physical features like mountains and rivers, and human features such as cities and farms. They develop skills in using maps, atlases, and globes, as well as simple compass directions. Pupils also engage in fieldwork to study their school's geography, creating simple maps and recognizing key features. This helps build their understanding and observational skills in both local and global contexts.

Unit/Theme			
	Climate Zones Geography Au2 Y3.docx	**North America** Geography Sp2 Y3.docx	**Rio- Southeast Brazil**

Key Question Link:	What are the characteristics of the various climate zones, and how do they influence the daily lives of people living in those areas? How do seasonal changes differ between the Northern and Southern Hemispheres, and what impact do these differences have on weather patterns?	How can we locate North America on a map, and which countries are part of it? What makes the Rocky Mountains unique, and how did the eruption of Mt. St. Helen's affect the landscape? How are the landscapes and cities of New York different from where we live?	What are the key geographical features and countries of South America, and how do they compare to our own country? How does daily life in Rio de Janeiro differ from life in our local area, and what factors influence these differences? What are the benefits and challenges Brazil faced when hosting the Olympic Games, and how did it impact the country's economy and global standing?
Big Ideas	This unit on climate and weather examines the different climate zones—tropical, temperate, polar, and arid—and their unique characteristics. Students learn how lines of latitude, especially the Equator, influence global climate and temperature. They explore seasonal differences between the Northern and Southern Hemispheres and understand that weather can vary within a climate zone, including the use of weather forecasts.	In this unit on North America, pupils will learn how to locate North America on a map and identify the countries that make up the continent. They will explore the Rocky Mountains, studying its features and significance. Pupils will also investigate the effects of the Mt. St. Helen's eruption, gaining insight into volcanic activity and its impact on the environment. Additionally, they will compare the landscapes of different US states, looking at geographical diversity. Finally, pupils will compare New York with their local area, examining similarities and differences in urban environments.	In this unit on South America, pupils will explore the location and key features of the continent, including identifying the countries of South America. They will examine the similarities and differences between Brazil and their own country, with a focus on daily life in Rio de Janeiro. Pupils will also study South East Brazil's trade links, understanding how the region connects with the rest of the world. Additionally, they will investigate the advantages and disadvantages Brazil faced when hosting the Olympic Games, linking their learning to global events and their impacts on local communities. Through this unit, pupils will develop a deeper understanding of South America's geography and its place in the world.
Key Vocab ***Unit Specific***	***Latitude, Equator, Climate, Climate zones, Tropical, Temperate, Polar, Arid, Weather patterns, Northern Hemisphere, Southern Hemisphere, Seasons, Rainfall, Weather forecast, Temperature, Desert, Ice, Snow, Moderate, High rainfall, Wet season, Dry season, Extreme temperatures.***	***The Caribbean, Central America, Denali, Great Lakes, Mississippi River, North America, landscape Location, mountain range, rural, state, urban, latitude, longitude, Northern Hemisphere, north-east, north-west, south-east, south-west, Western Hemisphere***	***Brasilia, Cerro Aconcagua, Lake Titicaca, La Paz, São Paulo, Ushuaia, equatorial, region, manufacturing, mining, population, trade, latitude, longitude, Northern Hemisphere, Southern Hemisphere, time zone, Tropic of Capricorn, Western Hemisphere***

Substantive Knowledge	Lines of latitude, like the Equator, help us understand climate; areas near the Equator are usually warmer. There are different climate zones, including tropical, temperate, polar, and arid, each with unique weather patterns. The Northern Hemisphere has different climates than the Southern Hemisphere; for example, summer in the Northern Hemisphere is winter in the Southern Hemisphere. Tropical climates are warm year-round and typically have high rainfall, with wet and dry seasons. Arid climates, like deserts, are very dry and receive little rain, often experiencing extreme temperatures. Temperate climates have four seasons (spring, summer, autumn, winter), with moderate temperatures and varying rainfall. Polar climates are very cold and have ice and snow, with long winters and short summers. Weather patterns, like rain and temperature, can vary within a climate zone, such as being sunny one day and rainy the next. A weather forecast tells us what the weather will be like in a specific climate zone for a day. Each climate zone has its own characteristics, like how hot or cold it is and how much rain it gets.	1. North America is a large continent that includes countries like the United States, Canada, and Mexico. 2. North America's climate depends on where it is located on the globe. Places closer to the equator are warmer, while places farther north or south are cooler. 3. The United States of America is named because it is made up of different states that come together as one country. 4. The Rocky Mountains are a large mountain range that stretches from Canada to New Mexico. 5. Mount St Helens is a volcano in the Cascade Mountains in Washington State, USA. Its eruption in 1980 was very powerful and changed the landscape. 6. The USA has 50 states. Each state has its own government, laws, and capital city. Each state also has different landscapes and geographical features. 7. Both New York City and London have large populations and are known for iconic landmarks.	1. The 12 independent countries of South America: Argentina, Brazil, Bolivia, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela. 2. South America's biggest country is Brazil. Here you'll find the Amazon Rainforest, home to a huge number of animals, plants and insects. 3. Brazil is the world's seventh largest economy. It is rich in natural resources such as Iron ore. They are also one of the largest exporters of coffee, beef, sugar and orange juice. 4. In the summer of 2016 Brazil hosted the Olympic Games.

Progression of Maps Skills

Direction/Location	Drawing maps	Representation	Using maps	Scale/Distance	Perspective	Map knowledge
Use 4 compass points to follow/give	Try to make a map of a short route	Know why a key is needed. Use	Locate places on larger scale maps	Begin to match boundaries(E.g. find	Begin to draw a sketch map from a	Begin to identify points on maps. Use

directions, introduce 8 points. Introduce 4-figure letter/no. coordinates to locate features on a map.	experienced, with features in correct order. Try to make a simple scale drawing.	standard symbols.	e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering or a route of invasion/migration – Romans).	same boundary of a country on different scale maps.)	high viewpoint.	vocabulary from KS1.

Year Group: 4

Big Ideas for the Phase: In Lower Key Stage 2 geography, pupils develop their understanding of the world by exploring the seven continents and five oceans. They learn about the countries and capitals of the UK, comparing geographical features and climate zones with locations in non-European countries. Students enhance their knowledge of physical features like mountains and rivers, as well as human features such as towns and roads. They improve their map skills by using simple maps and atlases and begin to understand basic compass directions. Through fieldwork, pupils investigate their local area, create simple maps, and identify key features, building their observational skills and connecting their learning to both local and global contexts.

Prior Learning : In Key Stage 1 geography, pupils learn to identify the seven continents, five oceans, and the UK's countries and capitals. They compare the geography of a UK area with a contrasting non-European location, and understand weather patterns and climate zones relative to the Equator and Poles. Pupils use basic vocabulary to describe physical features like mountains and rivers, and human features such as cities and farms. They develop skills in using maps, atlases, and globes, as well as simple compass directions. Pupils also engage in fieldwork to study their school's geography, creating simple maps and recognizing key features. This helps build their understanding and observational skills in both local and global contexts.

Unit/Theme	**European Regions** Geography Au2 Y4.docx	**Rivers** Geography Sp2 Y4.docx	**Volcanoes and Earthquakes**
Key Question Link:	What are some unique cultures and cuisines of different countries in Europe? How is life in Athens different from or similar to life in our local area?	What are the key features of a river, and how do they change as the river flows? How do humans use rivers for transport, agriculture, and energy? In what ways can human activities, such as pollution and dam construction, affect rivers? What causes flooding, and what are its effects on communities and the environment?	How does the structure of the Earth cause volcanoes and earthquakes? What are the effects of volcanoes and earthquakes on the environment and people? How can we prepare for and stay safe during an earthquake?

		What are some of the world's longest rivers, and why are they important to different countries?	What is it like to live near a volcano, and how do people adapt?
Big Ideas	This unit on Europe and the Mediterranean focuses on the continent's diversity, including its countries, cultures, and geographical features. Students explore the unique customs and cuisines of key nations, fostering appreciation for cultural diversity. They examine the Mediterranean as a popular holiday spot known for its warm climate and rich history.	In this unit, pupils will learn what a river is and explore its key features. They will investigate how rivers are used by humans for transport, agriculture, and energy. Pupils will examine the impact of human activity on rivers, including pollution and dam construction. The unit will also cover the causes and effects of flooding, helping pupils understand the consequences on communities and environments. Finally, pupils will learn facts about the world's longest rivers, gaining a global perspective on river systems. By the end of the unit, pupils will have a deeper understanding of the importance of rivers in both natural and human environments.	In this unit, pupils will explore the structure of the Earth and learn about the features of volcanoes. They will investigate famous volcanoes and earthquakes, studying their effects on the environment and communities. Pupils will also examine earthquake preparedness and safety measures. Finally, they will discover what it's like to live near a volcano, considering both the challenges and benefits. By the end of the unit, pupils will have a better understanding of how volcanoes and earthquakes shape the Earth's surface.
Key Vocab ***Unit Specific***	***Continent, Europe, Asia, Africa, Country, Culture, Capital city, France, Germany, Italy, Spain, Greece, Cuisine, Mediterranean, Climate, Beach, Holiday destination, Persuasive techniques, Emotions, Experiences, Customs, Traditions, Acropolis.***	***Egypt, Ethiopia, South Sudan, Sudan, Uganda, United States of America, confluence, flood plain, meander, mouth, source, tributary, altitude, estuary, lower course, middle course, upper course***	***Great African Rift Valley, Haiti, Iceland, Japan, Mauna Loa, Pacific Ring of Fire, crater, disaster, dormant, eruption, magma, tsunami, epicentre, plate boundary***

Substantive Knowledge	Europe is a continent located to the west of Asia and north of Africa, with a diverse range of countries and cultures. Key countries in Europe include France, Germany, Italy, Spain, and Greece, each with its own capital city (e.g., Paris, Berlin, Rome). European cuisine varies widely; popular dishes include pasta in Italy, tapas in Spain, and pastries in France. The Mediterranean region is known for its warm climate, beautiful beaches, and rich history, making it a popular holiday destination. Persuasive techniques, such as appealing to emotions and highlighting unique experiences, can be used to encourage others to visit the Mediterranean. Life in Athens, Greece, is different from life in my local area, with unique customs, traditions, and historical sites like the Acropolis.	1. The water cycle is the continuous movement of water around the Earth. It involves the process of evaporation, condensation and perspiration. 2. A river is a long, flowing stream of water which travels across the land. The source of a river is the starting point and the mouth of the river is where the river ends, and it flows into a larger body of water. 3. Five of the longest rivers in the world include: The Nile River, The Amazon River, The Yangtze River, The Mississippi-Missouri River System, The Yenisei River. 4. Rivers have many uses such as survival, food, transport, energy and fun. 5. There are three stages of a river: the upper course, middle course and lower course. 6. Features of a river include: The Mouth, Meander, Flood Plain, Source, Confluence and Tributary. 7. Human activity can have positive and negative effects on rivers. 8. There are many ways to help prevent floods, such as using sandbags to block water, building flood barriers and improving drainage systems.	Soufrière (St Lucia, North America), Eyjafjallajökul (Iceland, Europe), Popocatépetl (Mexico, North America), Vesuvius (Italy, Europe), St Helens (USA, North America), Etna (Italy, Europe). The Earth is made up of layers. The top layer, the Earth's crust, consists of large slabs of rocks, called plates. The plates move as the hot mantle flows beneath them. The movement of the plates causes earthquakes and leads to volcanoes erupting. Earthquakes are measured on the Richter scale, They can cause devastating damage to buildings, roads and land. When volcanoes erupt they spew out lava. This is a very hot liquid that destroys anything in its path.

Progression of Maps Skills

Direction/Location	Drawing maps	Representation	Using maps	Scale/Distance	Perspective	Map knowledge
Use 4 compass points well. Begin to use 8 compass points. Use letter/no. coordinates to locate features on a map confidently.	Make a map of a short route experienced, or studied (Viking invasion route, perhaps?) with	Know why a key is needed. Begin to recognise symbols on an OS map.	Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map. Begin to use	Begin to match boundaries(E.g. find the same boundary of a county on different scale maps.)	Draw a sketch map from a high viewpoint.	Begin to identify significant places and environments. Begin to identify locations which contain certain biomes, using

	features in correct order. Make a simple scale drawing.		medium scale OS maps.			knowledge of the equator and tropics

Year Group: 5			
Big Ideas for the Phase: In Upper Key Stage 2 geography, pupils deepen their understanding of the world by studying the seven continents and five oceans in greater detail. They explore the countries and capitals of the UK and analyse geographical features and climate zones, making comparisons with non-European regions. Students enhance their knowledge of physical features such as mountains, rivers, and ecosystems, as well as human features like cities, industries, and transportation networks. They develop advanced map skills, using various map types and applying compass directions for navigation. Through fieldwork, pupils conduct in-depth investigations of their local area, create detailed maps, and identify key features, strengthening their observational and analytical skills in both local and global contexts.		**Prior Learning :** In Lower Key Stage 2 geography, pupils develop their understanding of the world by exploring the seven continents and five oceans. They learn about the countries and capitals of the UK, comparing geographical features and climate zones with locations in non-European countries. Students enhance their knowledge of physical features like mountains and rivers, as well as human features such as towns and roads. They improve their map skills by using simple maps and atlases and begin to understand basic compass directions. Through fieldwork, pupils investigate their local area, create simple maps, and identify key features, building their observational skills and connecting their learning to both local and global contexts.	
Unit/Theme	**Mountains** Geography Au2 Y5.docx	**Rainforests** Geography Sp2 Y5.docx	**South America- The Amazon Basin**
Key Question Link:	What are the different types of mountains, and how are they formed? Why are mountains significant in different cultures, and what challenges do people face living in mountainous regions?	What are the different layers of a rainforest, and how do they support various plants and animals? How do tropical rainforests contribute to the global environment and human life? What is the impact of deforestation on rainforests and the species that live there?	What makes the Amazon Basin and Rainforest so important to the environment and the world? How do human activities, such as deforestation and agriculture, impact the Amazon Rainforest? What are the similarities and differences between the Amazon Basin and the region where we live, in terms of geography, climate, and human influence?

Big Ideas	This unit on mountains covers their types and features, including peaks and slopes. Students learn about the Seven Summits and major mountains around the world. They explore how fold, fault, and volcanic mountains are formed. The unit also discusses challenges in mountainous areas, like extreme weather. Finally, students learn about the cultural significance of mountains, such as the Himalayas in Hinduism.	In this unit, pupils will explore the Amazon Rainforest, learning what a rainforest is and identifying its key features. They will study the different layers of a rainforest, from the forest floor to the emergent layer, and understand the unique plants and animals that live in each. Pupils will also explore the characteristics of the Amazon, focusing on its size, climate, and biodiversity. The unit will highlight the critical issue of deforestation, examining its causes and the impact it has on the environment, wildlife, and local communities. By the end of the unit, pupils will gain a deeper understanding of the Amazon Rainforest's importance and the need for its protection.	In this unit, Year 5 pupils will explore the Amazon Basin, one of the most significant and biodiverse regions on Earth. They will learn about its location, the countries it spans, and its importance to both the environment and the global climate. Pupils will examine the Amazon Rainforest's vast biodiversity, understanding how it is home to countless species of plants and animals. They will also investigate the threats facing the Amazon, particularly deforestation caused by activities like cattle ranching. The unit will introduce Manaus, a major city in the heart of the Amazon, allowing students to explore its human and physical features.
Key Vocab ***Unit Specific***	***Mountain, Peak, Summit, Slope, Valley, Seven Summits, Mount Everest, Aconcagua, Denali, Mount Kilimanjaro, Mount Elbrus, Vinson Massif, Mount Kosciuszko, Fold mountains, Fault mountains, Volcano, Dome mountains, Himalayas, Ganges River, Ben Nevis, Snowdon, Scafell Pike, Elevation, Crust, Magma, Climate, Challenges, Extreme cold, Heavy snowfall.***	***Amazon River, Democratic Republic of the Congo, Lake Tanganyika, Indonesia, Manaus, River Niger, biodiversity, biome, canopy, deforestation, emergent layer, forest floor, understory, equatorial, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn***	***Amazon Basin, Bolivia, Brazil, Ecuador, Peru, Venezuela, agriculture, ecosystem, food chain, humidity, river basin, volume, equatorial, International Date Line, longitude, Prime Meridian, Tropic of Capricorn, Western Hemisphere***

Substantive Knowledge	A mountain is a steep landform with a peak or summit. The Seven Summits are: Mount Everest (Asia), Aconcagua (South America), Denali (North America), Mount Kilimanjaro (Africa), Mount Elbrus (Europe), Vinson Massif (Antarctica), and Mount Kosciuszko (Australia). The summit is the highest point. The slope is the inclined surface. The valley is the low area between mountains. Fold mountains are formed by folding the Earth's crust (e.g., Himalayas). Fault mountains are created by fault line movements (e.g., Sierra Nevada). Volcanoes are formed by erupting magma (e.g., Mount Fuji). Dome mountains are formed by upward-pushing magma (e.g., Black Hills). The highest peaks in the UK include Ben Nevis at 1,345 metres (4,413 feet) in Scotland, Snowdon at 1,085 metres (3,560 feet) in Wales, and Scafell Pike at 978 metres (3,209 feet) in England. The Himalayas are sacred in Hinduism; the Ganges River originates there. People face challenges like extreme cold and heavy snowfall.	1. Rainforests are found near the equator and have tropical climates. 2. Rainforests include: Amazon, Congo, Gunung Leuser, and St. Lucia. 3. There are four layers of a rainforest: the forest floor, the understory, the canopy, and the emergent layer. Each layer has its own ecosystem with different animals and plant life. 4. More than half of the world's species of plants and animals are found in the rainforests. 5. About 80% of all of the developed world's food originally came from the rainforests. 6. The Congo Rainforest is the second-largest area of rainforest in the world. 7. The Congo rainforest is under threat from local and international logging companies who ship the wood to Europe, the USA, and Asia. 8. The rainforests of the world are being cut down at an alarmingly fast rate.	The Amazon Basin is located primarily in Brazil and spans across several other South American countries, including Peru, Colombia, and Venezuela. The Amazon Rainforest is home to over half of the world's species of plants and animals, making it one of the most biodiverse places on Earth. Deforestation, mainly caused by cattle ranching and agriculture, is a major threat to the Amazon Rainforest, leading to habitat loss and increased carbon emissions. Manaus is a large city located in the heart of the Amazon Rainforest, situated on the Rio Negro, one of the major rivers that flows into the Amazon River. The Amazon Basin is a vital source of water, with the Amazon River and its tributaries draining an enormous area of land. The climate in the Amazon Basin is equatorial, characterized by high temperatures and heavy rainfall throughout the year.

Progression of Maps Skills

Direction/Location	Drawing maps	Representation	Using maps	Scale/Distance	Perspective	Map knowledge
Use 8 compass points; Use 4 and 6 figure co-ordinates to locate features on a map.	Begin to draw a variety of thematic maps based on their own data.	Draw a sketch map using symbols and a key; Use/recognise OS map symbols	Compare maps with aerial photographs. Select a map for a specific purpose. Begin to use atlases to find out about other features of places.	Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. seas and oceans.)	Draw a plan view map with some accuracy. Use Hobo-Dyer actual land mass size map.	Identify significant places and environments. Use mapping of currents to aid understanding.

			(e.g. find wettest/driest areas)			

Year Group: 6		
Big Ideas for the Phase: In Upper Key Stage 2 geography, pupils deepen their understanding of the world by studying the seven continents and five oceans in greater detail. They explore the countries and capitals of the UK and analyse geographical features and climate zones, making comparisons with non-European regions. Students enhance their knowledge of physical features such as mountains, rivers, and ecosystems, as well as human features like cities, industries, and transportation networks. They develop advanced map skills, using various map types and applying compass directions for navigation. Through fieldwork, pupils conduct in-depth investigations of their local area, create detailed maps, and identify key features, strengthening their observational and analytical skills in both local and global contexts.		**Prior Learning :** In Lower Key Stage 2 geography, pupils develop their understanding of the world by exploring the seven continents and five oceans. They learn about the countries and capitals of the UK, comparing geographical features and climate zones with locations in non-European countries. Students enhance their knowledge of physical features like mountains and rivers, as well as human features such as towns and roads. They improve their map skills by using simple maps and atlases and begin to understand basic compass directions. Through fieldwork, pupils investigate their local area, create simple maps, and identify key features, building their observational skills and connecting their learning to both local and global contexts.
Unit/Theme	**United Kingdom- Fieldwork opportunity** Geography Au2 Y6.docx	**Local Area and Region**
Key Question Link:	How do the physical features of the UK, such as mountains, rivers, and coastlines, influence the way people live and work? What are the main industries in the UK, and how do they contribute to the country's economy? How is the UK generating energy, and what are the benefits and challenges of using renewable energy sources?	How is Battersea connected to other areas in London, the UK, and the world? What are the key features of Battersea, and how do they meet the needs of its population? How can we use Ordnance Survey maps to understand the geography of our local area?
Big Ideas	In this Year 6 unit in the United Kingdom, pupils will explore the four countries that make up the UK: England, Scotland, Wales, and Northern Ireland. They will learn about the major cities of the UK, such as London, Edinburgh, Cardiff, and Belfast, and investigate the physical characteristics of the country, including its mountain ranges, rivers, and coastlines. Students will also examine the diverse landscapes and people of the UK, gaining an understanding of how geography has shaped the culture and economy. The unit will	In this Year 6 geography unit, pupils will explore Battersea, South London, by locating it on maps and understanding its connections to other areas locally, regionally, nationally, and internationally. They will identify key features of the area, such as landmarks and transport links, and carry out fieldwork to gather evidence of how the region meets the needs of its population. Pupils will learn how to read and label an Ordnance Survey map with local sites, developing skills in map reading and data collection. This unit will help students understand their local area within the broader context of London and beyond.

	cover key industries in the UK, such as manufacturing, tourism, and services, as well as the country's energy sources, including fossil fuels like coal and gas, and renewable energy options like wind and solar power. Pupils will also explore the concept of sustainable development and how the UK is working towards balancing progress with environmental responsibility.	
Key Vocab ***Unit Specific***	***Great Britain, Greater London, London Array, North Sea, UK – the main cities, counties and regions, coastline, development, economy, energy source, industry, landmark, sustainable development, offshore, onshore, scale bar***	***Landmarks and key features in my region and local area, aerial view, international, key, land use, local, national, grid reference, 16-point compass terms (e.g. north-north-west, west-north-west, etc)***
Substantive Knowledge	1. The United Kingdom is made up of four countries: England, Scotland, Wales, and Northern Ireland. 2. Each country in the UK has its own capital city: London for England, Edinburgh for Scotland, Cardiff for Wales, and Belfast for Northern Ireland. 3. The UK has many different types of landscapes, such as mountain ranges like the Scottish Highlands, rivers like the River Thames, coastlines like the White Cliffs of Dover, and forests like the New Forest. 4. The UK gets its energy in different ways, including using power stations that burn gas, coal, or use nuclear power. 5. The UK is also using renewable energy, like wind, solar, and water, to help create cleaner energy.	1. Battersea is located in the south of London, and it is an important part of the city's diverse urban landscape. 2. The local area includes key landmarks such as Battersea Park, Battersea Power Station, and the River Thames. 3. Local areas like Battersea are connected to regional, national, and international locations through transport links, trade, and communication networks. 4. Fieldwork in the local area helps us gather information about how the region meets the needs of its residents, such as housing, transport, and leisure. 5. An Ordnance Survey map provides detailed information about a location, including landmarks, roads, and natural features, and can be used to understand geographical relationships. 6. Land use in Battersea includes a mix of residential, commercial, and recreational areas, which serve the needs of its population. 7. A 16-point compass helps us describe directions more precisely, allowing us to identify locations and landmarks in relation to one another.

Progression of Maps Skills

Direction/Location	Drawing maps	Representation	Using maps	Scale/Distance	Perspective	Map knowledge
Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently	Draw a variety of thematic maps based on their own data. Begin to draw	Use/recognise OS map symbols; Use atlas symbols Use cross-section	Follow a short route on an OS map. Describe features shown on OS map. Locate places	Use a scale to measure distances. Draw/use maps and plans at a range of	Draw a plan view map accurately.	Confidently identify significant places and environments.

to locate features on a map. Begin to use 6 figure gridrefs; use latitude and longitude on atlas maps	plans of increasing complexity.	diagrams of Earth.	on a world map. Use atlases to find out about other features of places.	scales.		