

End of Year Framework

Subject: Geography



National Curriculum Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- 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
- are 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, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Geography Key Concepts

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Place							
Space							
Scale							
Human impact, Interdependence and interconnectedness							
Human processes							
Physical processes							
Communities, movement and settlements							
Environmental impact and sustainability							

Disciplinary Knowledge

Data analysis							
Fieldwork							
Geographical resources							
Human features & landmarks							
Maps							
Physical features							
Position							
World, settlements, space & land use							
Significant places							

	Knowledge	Skills	Key Vocabulary
EYFS	<ul style="list-style-type: none"> • I can name animals and plants and I know where they belong. • I know the key features of a range of different environments. • I know the difference between the seasons e.g. how a tree changes throughout the year. • I understand the change of state. e.g. water, ice, steam. • I know that different places have different environmental and cultural features. • I am beginning to understand the effect my behaviour can have on the environment. 	<ul style="list-style-type: none"> • I can make observational drawings of animals and plants. • I can compare different places based on their environments. • I can make observations of the world around me. • I can describe my immediate environment. • I can make comparisons between where I live and somewhere else. 	Geographical World Map Globe Atlas Near Far Place Address Animal Plant

	<ul style="list-style-type: none"> I know about similarities and differences between myself and others, and among families, communities, cultures and traditions. 		Seasons Family Community Culture Traditions Similarities Differences Observation Compare
Year 1 Continent UK Weather	<ul style="list-style-type: none"> I can name and locate the world's seven continents. I can name and locate the four countries and capital cities of the United Kingdom and its surrounding seas. I can identify characteristics of the four countries of the United Kingdom. I can identify seasonal and daily weather patterns in the United Kingdom. I can describe my local environment with focus on seasons and weather. I can use basic geographical vocabulary to refer to: key physical features (including: beach, forest, mountain, sea, river) and key human features (including: city, town, village). 	<ul style="list-style-type: none"> I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents studied at this key stage. I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. I can devise a simple map and use and construct basic symbols in a key. 	Physical feature Human feature Continent, Africa, Antarctica, Asia, Australia, Europe, North America and South America Country Capital city United Kingdom Surrounding Seas of UK Weather Weather patterns Landmark Map, symbols, key, routes, location physical features, beach, forest, mountain, sea, river human features, city, town, village
Year 2 Oceans Local area / Kenya	<ul style="list-style-type: none"> I can name and locate the world's five oceans. I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (local area), and of a small area in a contrasting non-European country (Kenya). I can describe my local environment and compare it to Kenya - identifying similarities and differences in environment and the impact on ways of life I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. I can use basic geographical vocabulary to refer to: key physical features (including: cliff, coast, hill, ocean, soil, valley, vegetation) and key human features (including: factory, farm, house, office, port, harbour and shop). 	<ul style="list-style-type: none"> I can use world maps, atlases and globes to identify the oceans studied at this key stage. I can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment (local area). 	Ocean, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Antarctic Ocean Kenya Equator North and South poles Compass directions (N, S, E, W) Directional language (near, far, left, right) Map routes Physical features, cliff, coast, hill, ocean, soil, valley, vegetation human features, factory, farm, house, office, port, harbour, shop

<p>Year 3</p> <p>Poles</p> <p>Europe</p> <p>Greece</p> <p>Climate Zones</p> <p>Rivers</p>	<ul style="list-style-type: none"> • I can identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle. • I can locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • I can understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Greece). • I know the countries that make up the European Union. • I can describe and understand key aspects of physical geography, including: climate zones and rivers. • I can describe different climate zones and the impact on life / adaptation in those environments. • I can name and locate many of the world's major rivers on maps. • I can describe some of the features of rivers. • I can describe and understand key aspects of human geography, including: types of land use. 	<ul style="list-style-type: none"> • I can use maps, atlases and globes to locate countries and describe features studied. • I can use fieldwork to observe the human and physical features in the local area. • I can use sketch maps to demonstrate my observations of the human and physical features in the local area. 	<p>equator position</p> <p>northern hemisphere</p> <p>southern hemisphere</p> <p>arctic circle</p> <p>antarctic circle</p> <p>European (and Russian) countries and major cities</p> <p>Greece</p> <p>European Union</p> <p>Climate zones</p> <p>Rivers (major)</p> <p>adaption</p> <p>mouth</p> <p>erosion</p> <p>currant</p> <p>source</p> <p>stream</p> <p>basin</p>
<p>Year 4</p> <p>UK - features</p> <p>Settlement and land use</p> <p>Coasts</p> <p>Kent</p> <p>Water Cycle</p> <p>Cities and Villages</p>	<ul style="list-style-type: none"> • I can name and locate key counties and cities of the United Kingdom, different geographical regions and key topographical features (including hills, mountains, coasts and rivers) and their identifying human and physical characteristics. • I can identify different land-use patterns and understand how some of these aspects have changed over time. • I can describe different environments making links to different uses of land e.g. evolving environments. • I can name some key coastal areas in the UK. • I can name some rivers in the UK. • I can describe some of the features of coasts. • I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Kent). • I can describe and understand key aspects of physical geography, including: the water cycle. • I can describe and understand key aspects of human geography, including: types of settlement and land use. • I know the difference between the British Isles, Great Britain and the UK. 	<ul style="list-style-type: none"> • I can use the eight points of a compass. • I can use four-figure grid references to build my knowledge of the United Kingdom. • I can use fieldwork to measure the human and physical features in the local area. • I can use graphs to show my measurements of the human and physical features in the local area. • I can describe, understand and map types of settlements and land use patterns. 	<p>hills</p> <p>mountains</p> <p>coasts</p> <p>rivers</p> <p>land-use patterns</p> <p>evolving environments</p> <p>Coastal areas (UK)</p> <p>rivers (UK)</p> <p>River Thames</p> <p>River Wye</p> <p>River Severn.</p> <p>Kent</p> <p>water cycle</p> <p>settlement</p> <p>land use</p> <p>British Isles</p> <p>Great Britain</p> <p>Islands (surrounding UK)</p> <p>8 compass points</p> <p>grid reference (4 figures)</p>

	<ul style="list-style-type: none"> I can locate and name some of the main islands that surround the UK. I can describe the main physical differences between cities and villages. 		
Year 5 N and S America - study Time zones Biomes and vegetation belts Trade	<ul style="list-style-type: none"> I can locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. I can identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night). I can understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. I can describe and understand key aspects of physical geography, including: biomes and vegetation belts. I can describe and understand key aspects of human geography, including: economic activity including trade links. 	<ul style="list-style-type: none"> I can use six-figure grid references to build my knowledge of the wider world. I can use fieldwork to record the human and physical features in the local area. I can use plans and a range of different types of graphs to show my recordings of the human and physical features in the local area. 	North America South America Latitude Longitude Tropic of Cancer and Capricorn Prime/Greenwich Meridian Northern Hemisphere Southern Hemisphere Time zones Biomes Vegetation belts economic activity trade links grid reference (6 figures)
Year 6 Mountains, volcanoes, earthquakes Natural Resources	<ul style="list-style-type: none"> I can describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes. I can locate and name some of the world's famous mountains and volcanoes. I can describe how volcanoes and earthquakes are created. I can describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water. I can describe how we can make changes to look after the planet e.g. sustainability. 	<ul style="list-style-type: none"> I can use digital/computer mapping to locate countries and describe features studied. I can use symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the wider world. I can use fieldwork to present the human and physical features in the local area. I can use digital technologies to present the human and physical features in the local area. 	Mountains Volcanoes Earthquakes Energy Food Minerals Water Sustainability Digital/computer mapping Map symbols and keys Ordnance survey maps Interdependent Interconnected

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Place	AUT 1 Describe how they can look after	AUT 1 Fieldwork includes	AUT 1 An ocean is a large	SUM 1 Countries in	SUM1/SUM 2 Major cities	AUT 2 The North American continent	SPRING 2 Geographical

	<p>their environment.</p> <p>AUT 1/ AUT2/ SPRING 1/SPRING 2/SUM 1/SUM 2 Class rules are there to keep everyone happy and safe. It is important to follow the rules.</p> <p>AUT 1 A place can be important because of its location, use buildings or landscape</p> <p>SUM 1 A habitat is a place where living things live. Living things, including plants and animals, live in the local environment.</p>	<p>going out in the environment to look, ask questions, take photographs, take measurements and collect samples.</p> <p>SPRING 1/SPRING 2 A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean.</p> <p>AUT 1 A location is a place or the position of something.</p>	<p>sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p>	<p>Europe include France, Greece and Italy. Russia is part of both Europe and Asia.</p>	<p>around the world include London in the UK, New York in the USA, Shanghai in China, Istanbul in Turkey, Moscow in Russia, Manila in the Philippines, Lagos in Nigeria, Nairobi in Kenya, Baghdad in Iraq, Damascus in Syria and Mecca in Saudi Arabia.</p>	<p>includes the countries of the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay.</p>	<p>interconnections are the ways in which people and things are connected.</p>
Space	<p>SPRING 1/SPRING 2 A map is a picture or drawing of an area of land or sea.</p>	<p>AUT 1/SPRING 1/SPRING 2 A map is a picture or drawing of an area of land or sea that can show human and physical features. A</p>	<p>SUM 1/SUM 2 A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key.</p>	<p>SUM 1/SUM 2 A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the</p>	<p>SPRING 1/ SUM 1 A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first three figures</p>	<p>AUT 2 The geographical term 'relief' describes the difference between the highest and lowest elevations of an area. Relief maps show the contours</p>	<p>SPRING 1 A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour</p>

		key is used to show features on a map. A map has symbols to show where things are located.	A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.	top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give specific information about locations on a map.	are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map. Six-figure grid references give detailed information about locations on a map.	of land based on shape and height. Contour lines show the elevation of the land, joining places of the same height above sea level. They are usually an orange or brown colour. Contour lines that are close together represent ground that is steep. Contour lines that are far apart show ground that is gently sloping or flat.	lines to identify height above sea level and map symbols to identify physical and human features.
Scale	SPRING 1 The local environment has changed over time. Photographs and first-hand experiences can be used as evidence.	SPRING 1 Hot places are close to the equator and cold places are far away from the equator.	AUT 1/SUM 1 Hot places are close to the equator and cold places are far away from the equator. Temperate places are between the hot and cold places. SUM 1 A temperate place is never extremely hot or extremely cold. The UK has a temperate climate.	SPRING 1 The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical.	SPRING 2 Climatic variation describes the changes in weather patterns or the average weather conditions of a country or continent.	AUT 2 North America is broadly categorised into six major biomes. These are the Tundra biome, Coniferous forest biome, Prairie biome, Deciduous forest biome, Desert biome, and the Tropical rainforest biome. AUT 2 South America includes a broad equatorial zone in the north to a narrow sub-Arctic zone in the south.	SPRING 1 A geographical pattern is the arrangement of objects on the Earth's surface in relation to one another.
Human impact, Interdependence and interconnectedness	AUT 1/AUT 2/SPRING 1/SPRING 2/SUM 1/	SPRING 1/SPRING 2 Places can be compared by size,	SUM 1 Human features have been made by people and	SPRING 2 Significant rivers of the UK include	SPRING 2 Rivers transport materials in four	SPRING 2 Changes to the weather and climate	SPRING 1 / SPRING 2 Climate and extreme weather can affect

	<p>SUM 2 A community is made up of a group of people who share or live in the same place. There are different types of communities, such as the family community, the school community and the local community. Schools are places where we come to learn and make new friends. Adults in school are there to help us and keep us safe. The adults at schools have different jobs.</p>	<p>amenities, transport, location, weather and climate.</p>	<p>include houses, bridges and roads. People use human features for work, travel, entertainment and living in.</p>	<p>the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines.</p>	<p>ways. Solution is when minerals are dissolved and carried in the water. Suspension is when fine, light material is carried. Saltation is when small pebbles and stones are carried along the riverbed. *Traction is when large boulders and rocks are rolled along the riverbed.</p>	<p>(temperature, weather patterns and precipitation) can affect land use. Farmers living in different countries adapt their farming practices to suit their local climate and landscape.</p>	<p>the size and nature of settlements, shelters and buildings, diet, lifestyle (settled or nomadic), jobs, clothing, transport and transportation links and the availability of natural resources.</p>
<p>Human processes</p>	<p>AUT 1 Human features of the immediate environment include the school, the playground, streets and houses.</p>	<p>SPRING 1 The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of</p>	<p>SUM1 The characteristics of countries include their size, landscape, capital city, language, currency and key landmarks. England is the biggest country in the United Kingdom.</p>	<p>SUM 1 Counties of the United Kingdom include Yorkshire, Suffolk, Pembrokeshire, Inverness-shire and County Armagh. Major cities of the United Kingdom include Edinburgh, Belfast, St Davids and Birmingham.</p>	<p>SUM 1 Geographical features created by humans are called human features. Human features include houses, factories and train stations.</p>	<p>SPRING 1 A motorway is a main road built for fast travel over long distances.</p> <p>SPRING 1 In the United Kingdom motorways run north to south and east to west across the country.</p> <p>SPRING 1 Motorways connect towns and cities and provide transport links between other</p>	<p>SPRING 2 Transport networks link places together and allow for the movement of people and goods.</p> <p>SPRING 2 Transport networks are usually built where there is a high demand for the movement of people or goods.</p> <p>SPRING 2 The journey that food travels from producer to consumer is</p>

		Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages.				transport networks. For example between airports or ferry ports. SPRING 1 Motorways allow people and goods to move quickly around the country.	measured in food miles.
Physical processes	<p>SPRING 1 / SPRING 2 Living things change over time. This includes growth and decay.</p> <p>AUT 2/SPRING 1/SPRING 2/SUM 1/SUM 2 The environment changes through the day and the year.</p> <p>SPRING 1 There are four seasons in the UK. They are spring, summer, autumn and winter. Each season has typical weather associated with it, including sun, rain, wind and snow.</p> <p>All types of weather can affect the environment and how we use it. For</p>	<p>SPRING 1 Data is information that can be collected and used to answer a geographical question.</p> <p>SPRING 2 There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used</p>	<p>AUT 1 A weather pattern is a type of weather that is repeated.</p> <p>SUM 1/SUM 2 Erosion is a physical process that involves the weathering and movement of natural materials, such as rock, sand and soil. Erosion is caused by wind and water, including waves, floods, rivers and rainfall.</p>	<p>SUM 1 Excessive precipitation includes thunderstorms, downbursts, tornadoes, waterspouts, tropical cyclones, extratropical cyclones, blizzards and ice storms.</p>	<p>SPRING 2 Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains.</p> <p>SPRING 2 Water cannot be made. It is constantly recycled through a process called the water cycle. The four stages of the water cycle are evaporation, condensation, precipitation and collection. During the water cycle, water changes state due to heating and cooling.</p>	<p>AUT 1 / SUM 1/ SUM 2 Relative location is where something is found in comparison with other features.</p> <p>SPRING 1 Soil fertility, drainage and climate influence the placement and success of agricultural land.</p>	<p>SPRING 1 Physical processes that can affect a landscape include erosion by wind, water or ice; the deposition of stone and silt by water and ice; land movement, such as landslides and tectonic activity, such as earthquakes or volcanic eruptions. Volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. The centre of an earthquake is called the epicentre.</p>

	example, on sunny days, people might go to the park or the coastline. On cold, icy days, roads and rivers can be frozen.	to show different types of weather. Weather is a physical process.					
Communities, movement and settlements	AUT 1 We are part of a community. A community is a group of people who live together or share a space.	SPRING 2 A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices.	SUM 1 Places can be significant because religious or historic events that have happened there in the past.	SPRING 2 A river is a natural flowing watercourse. A river can be used by humans for farming, leisure and transport. Rivers and lakes are used for leisure.	AUT 1/ AUT 2 The crust of the Earth is divided into tectonic plates that move. AUT 1/ AUT 2 Plates can push into each other, pull apart or slide against each other. These movements can create mountains, volcanoes, valleys and earthquakes.	AUT 2 Settlement hierarchy is a way of grouping and ranking settlements according to their type, significance, number and size. AUT 2 A hamlet is at the bottom of the hierarchy and a capital city at the top.	SPRING 2 Natural resources include food, minerals (aluminium, sandstone and oil) energy sources (water, coal and gas) and water.
Environmental impact and sustainability	SUM 2 Litter has a harmful effect on the areas where we live, work and play.	SPRING 2 Natural environments can be affected by the actions of humans, including cutting down trees or dropping litter. Humans can protect the environment by choosing to preserve woodlands and hedgerows, recycling where possible and disposing of waste	SUM 1 Conservation is the protection of living things and the environment from damage caused by human activity. Conservation activities include reducing, reusing and recycling, composting, saving water and saving energy. Conservation activities protect the environment for people in the	SUM 1 A person's carbon footprint is the amount of carbon dioxide released into the atmosphere from their activities. People can reduce their carbon footprint by driving less, eating less meat, flying less and wasting less food and products. SUM 2 Altitudinal zonation describes	AUT 1 The environment produces natural resources. Humans use some natural resources to make energy. Some natural resources cannot be replaced, like coal or oil. They are non-renewable. Some, like wind or flowing water, are renewable sources of energy.	SPRING 1 Industries can make their manufacturing processes more sustainable and better for the environment by using renewable energy sources, reducing, reusing and recycling and sharing resources. SUM 1 The Earth has five climate zones: desert, Mediterranean, polar, temperate	SPRING 2 Natural resource management (NRM) manages natural resources, including water, land, soil, plants and animals. It recognises that people rely on healthy landscapes to live and aims to create sustainable ways of using land now and in the future. SPRING 2 Climate change is the long-

		carefully. The local environment can be improved by picking up litter, planting flowers and improving amenities.	future. SUM 1 The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical.	the different climates and types of wildlife at different altitudes on mountains. Examples include forests that grow at low altitudes and support a wide variety of plants and animals, tundra that is found at higher altitudes and supports plants and animals that are adapted to harsher environments, and the summits of mountains, which are usually covered in ice and snow and don't support any life.	SPRING 2 The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical. Mountains have variable climates depending on altitude. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.	and tropical. Mountains have variable climates depending on altitude. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.	term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming.
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Disciplinary Knowledge

Data analysis	SPRING 1 Take photographs, draw simple picture maps and collect simple data during fieldwork activities. Geographical information can be collected by using simple tally charts and pictograms.	AUT 1 Collect simple data during fieldwork activities. Data is information that can be collected and used to answer a geographical question	SUM 1/SUM 2 Data can be recorded in different ways, including tables, charts and pictograms.	AUT 2 Primary data includes information gathered by observation and investigation.	SPRING 1 Secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet.	SPRING 1 Geographical data, such as demographics or economic statistics, can be used as evidence to support conclusions.	SPRING 2 Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained
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							anomalies).
Fieldwork	SPRING 1 Fieldwork includes going on walks and visits to collect information about the environment.	AUT 1 Carry out fieldwork tasks to identify characteristics of the school grounds or locality.	SUM 1/SUM 2 Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording.	AUT 2 The term geographical evidence relates to facts, information and numerical data.	SPRING 1 Fieldwork techniques, such as sketch maps, data collection and digital technologies, can provide evidence to support and answer a geographical hypothesis.	AUT 2 / SPRING 1 A geographical enquiry can help us to understand the physical geography (rivers, coasts, weather and rocks) or human geography (population changes, migration, land use, changes to inner city, urbanisation, developments and tourism) of an area and the impacts on the surrounding environment.	SPRING 1/ SPRING 2 Representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions.
Geographical resources	SPRING 1/SPRING 2/SUM 1/ SUM 2 Globes and maps can show us the location of different places around the world.	AUT 1/SPRING 1/SPRING 2 Google Earth is a computer program that accesses aerial images of the world via satellites. SPRING 1 An aerial photograph or plan perspective shows an area of land from above.	AUT 1 An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side).	AUT 2 Maps, globes and digital mapping tools can help to locate and describe significant geographical features.	AUT 1 An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area.	SUM 1 Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places.	SPRING 1 Satellite images are photographs of Earth taken by imaging satellites.
Human features & landmarks	SPRING 1 Human features are man-made and include	AUT 1 Human features are man-made and	SUM 1/SUM 2 Human features are man-made and	SUM 1/SUM 2 Services include banks, post	AUT 1 Human features can be interconnected by	AUT 2 Transport networks can be tangible, such as	SPRING 2 The distribution of and access to natural

	houses, shops, buildings, offices, parks, streets and places of worship.	include buildings, roads and bridges. SPRING 1 Identify features and landmarks on an aerial photograph or plan perspective. Human features are made by people. They include a city, town, village, factory, farm, road, bridge, house, office, port, harbour and shop. AUT 1 Direction is the way you travel to get somewhere. AUT 1/SPRING 1 Different types of landmarks in towns and cities can include memorials, entertainment venues, royal buildings, places of worship and engineering structures.	include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel.	offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture.	function, type and transport links.	rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. They run between places where journeys start or finish, such as airports, bus stations, ferry terminals or railway stations.	resources, cultural influences and economic activity are significant factors in community life in a settlement.
Maps	SUM 1 Maps and photographs can be used to show key features of the local	AUT 1 Draw or read a simple picture map.	AUT 1 Maps help people to plan a route from one place to	SUM 1 Europe is a continent in the Northern	SUM 1 In a four-figure grid reference, the two digit eastings	SUM 1 / SUM 2 The geographical term 'relief' describes the	SPRING 1 / SPRING 2 Ordnance survey maps use four and six grid references to

	environment.	<p>SPRING 1 Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.</p>	<p>another and to identify and locate physical and human features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</p>	<p>Hemisphere. It has over 50 countries, including transcontinental countries such as Russia. European countries include France, Greece, Italy, Romania and Russia.</p>	<p>come first, followed by the two-digit northing. A four-figure grid reference locates a square on a map. A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map.</p>	<p>difference between the highest and lowest elevations of an area. Relief maps show the contours of land based on shape and height. Contour lines show the elevation of the land, joining places of the same height above sea level. Contour lines that are close together represent ground that is steep. Contour lines that are far apart show ground that is gently sloping or flat.</p>	<p>locate a feature or place. Contour lines join points of equal height above sea level and show an area's terrain. Ordnance Survey symbols are used to represent different features on the landscape. This includes buildings, roads, rivers, lakes and forests. Understanding these symbols is essential for reading and using Ordnance Survey maps effectively.</p>
Physical features	<p>SPRING 1/SPRING 2 Some plants and trees change with the seasons. For example, new green leaves grow in the spring and some leaves change colour in autumn and fall from the trees.</p>	<p>SPRING 2 Physical features are naturally-created features of the Earth. Physical features include a beach, cliff, coastline, forest, hill, mountain, sea, ocean, river, soil, valley and lake.</p>	<p>SUM 1/SUM 2 A A non-European country is a country outside the continent of Europe. For example, the USA, Australia, China and Egypt are non-European countries. European countries include the United Kingdom, Germany, France and Spain.</p>	<p>SUM 1/SUM 2 Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. Geographical features created by humans are called human features. Human features include</p>	<p>SPRING 2 A A physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering. Physical features include rivers, forests, hills, mountains and cliffs. An aspect of a physical feature</p>	<p>SUM 1/SUM 2 The seven continents (Africa, Antarctica, Asia, Australia, Europe, North America and South America) vary in size, shape, location, population and climate.</p>	<p>SPRING 2 Climate is the long-term pattern of weather conditions found in a particular place. Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures.</p>

				houses, factories and train stations.	might be the type of mountain, such as dome or volcanic, or the type of forest, such as coniferous or broad-leaved.		
Position	<p>SUM 1 Positional language is used to describe where things are in relation to one another. Positional language includes in, on, next to, behind, in front of, in between, above, below and underneath.</p>	<p>AUT 1 Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn.</p> <p>SPRING 1/ SPRING 2 The compass points north, south, east and west can be used when giving directions.</p>	<p>AUT 1 The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.</p>	<p>SUM 1 The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west</p>	<p>SUM 1/SUM 2 The four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose. The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east (NE), south-east (SE), south-west (SW) and north-west (NW).</p>	<p>AUT 2 Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features.</p>	<p>SPRING 1 Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area.</p>
World, settlements, space & land use	<p>SUM 1 A habitat is a place where living things live. Local habitats include woodlands, gardens and ponds. Other habitats include hot places, such as deserts, and cold places, such as the Arctic.</p>	<p>SPRING 1 Places can be compared by size, amenities, transport, location, weather and climate.</p>	<p>SUM 1/SUM 2 An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as housebuilding.</p>	<p>SUM 1/SUM 2 Significant geographical activity includes earthquakes and volcanic eruptions. These are known as natural disasters because they are created by nature, affect many people and cause widespread</p>	<p>SPRING 2 Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation.</p>	<p>AUT 2 Settlements come in many different sizes and these can be ranked according to their population and the level of services available. A settlement hierarchy includes hamlet, village, town, city and large city.</p>	<p>SPRING 2 Tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental, social and economic impact on many regions and countries.</p> <p>Settlements come in many different sizes and these can be</p>

				damage.			ranked according to their population and the level of services available. A settlement hierarchy includes hamlet, village, town, city and large city.
Significant places	AUT 1 My school is in Ashford.	SPRING 1 / SPRING 2 Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there.	AUT 1 The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth. Locate the equator and the North and South Poles on a world map or globe.	SUM 2 Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian. Locate significant places using latitude and longitude.	AUT 1 The Tropic of Cancer is 23 degrees north of the equator and Tropic of Capricorn is 23 degrees south of the equator. Identify the location of the Tropics of Cancer and Capricorn on a world map.	SUM 2 The Prime Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone 15 degrees to the east is another hour later. The Tropic of Cancer is 23 degrees north of the equator and Tropic of Capricorn is 23 degrees south of the equator. Identify the location of the Tropics of Cancer and Capricorn on a world map.	SPRING 1 The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured. Skill Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic

							and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).
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