

Module	Year	Sub module	Objective	Working Deeper
Developing knowledge about the locality	1	Location and Place Knowledge	Study and describe geography of the school and grounds	1
	1		MATHS: Compare, describe and solve practical problems using lengths and heights in the playground	WD
	1	Human and physical geography	Start to recognise the difference between natural and man-made features	1
	1		Use appropriate terms to identify human features in the local area: city, town, village, factory, farm, house, office, port, harbour and shop.	1
	1		Can begin to understand the interaction between physical and human processes	WD
	1		Start to predict what the weather will be like tomorrow	WD
	1		Explain how people adapt to cope with weather e.g. raincoats, windbreaks, greenhouses	WD
	1		Human and physical geography	Maths- describe, position, direction and movement, including whole, ½, 1/4 and 3/4 turns. Draw a route.
	1	English: Use maps to explain a route or tell a story		WD
	1	Geographical skills and Fieldwork: Map skills	Can talk about a map of the school	1
	1		Map skills: Draw simple picture maps and plans with labels of places I know e.g. school/ grounds or scenes made from small world play toys	WD
	1		Fieldwork: Begin to verbalise and justify opinions about what they like and dislike in the area.	WD
	1	Use simple compass directions and locational and directional language.	Understand and use simple compass directions (N S E W)	1
	1		Use directional language [e.g., near and far; left and right]	1
	1		Give/follow directions to direct a friend or move toy around using up/down, left/right and the 4 compass points.	1
	1	Use aerial photographs/ simple map etc.	Draw round objects 1:1 to show plan view	1
	1		Draw models from above to make a simple plan or map.	1
	1		Label a plan of classroom or school, identifying photographic locations	1
Developing knowledge about the UK	1	Location and Place Knowledge	Can recognise the United Kingdom on weather forecasts..	1
	1	Human and physical geography	Can explain why people talk so much about the weather.	1
	1		Know why we need weather forecasts.	1
	1		Use basic geographical vocabulary to refer to season weather and vegetation	1
	1		Describe different weather conditions in the school grounds in different seasons.	1
	1	Geographical skills and Fieldwork: Map skills	Use world maps, atlases and globes to identify and recognise the UK	1
	1		Use a range of secondary sources (maps, photographs, stories, websites, films, personal accounts) to further explore the place	WD
	1	Use simple compass directions and locational and directional language.	Explain the main direction of rain clouds on an online map e.g. www.raintoday.co.uk using simple language e.g. left to right	1
	1	Use aerial photographs/ simple map etc.	Start to interpret simple weather maps and symbols	1
	1		To use and construct basic symbols with a key on a simple weather map or chart	1
	1	Fieldwork	Make or use simple weather devices such as rain gauges/ weather vanes.	1

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	1		Record seasonal changes throughout the year in words, data, photographs etc.	1
	1	Communicate geographical information in a variety of ways.	Present orally or write a UK weather forecast using key geographical vocabulary	1
	1		Describe UK seasonal and daily weather patterns in words and numbers using simple outlines of UK maps	1
	1		Maths: Place photographs or statements from the WD different locations on WD overlapping hoops (to form a Venn diagram).	WD
	1		Use language of Maths to compare data from WD areas (equal to, more than, less than fewer, most, least)	WD
Understanding Geographical similarities and differences	1	Location and Place Knowledge	Begin to recognise that not all places are the same as the area in which they live.	1
	1		Can explain a few differences in places in different parts of the world	1
	1		Know that places can have things in common even though they are in different parts of the world.	1
	1	Human and physical geography	Annotate physical and human features on photographs using correct geographical vocabulary	1
	1		Use basic geographical vocabulary to refer to key physical and human features	1
	1	Geographical skills and Fieldwork: Map skills	use atlases and globes to identify their own locality in the UK and the area in contrasting non-European country	1
	1	Use aerial photographs/ simple map etc.	Find information from maps or aerial photographs.	1
	1		Use their own simple symbols to make a simple map with a key	1
	1	Fieldwork	Use simple fieldwork/observational skills to study local area to compare to images of the contrasting place.	1
	1	Communicate geographical information in a range of ways	Start to ask and answer their own questions about the place, using maps to help.	1
	1		Sequence sentences in short descriptions based on study of the two different areas.	1
	1		Give opinions and reasons on which area they would most like to live in	1
Developing knowledge about the UK	2	Location and Place Knowledge	Match 4 capital city names to countries.	1
	2		Name the seas around the UK (North, Irish and Celtic seas and English Channel)	1
	2		Place photographs of UK capital cities or main characteristics on a outline map.	1
	2		History/Science/Art links: Link significant people, scientists and events studied to their geographical location and places in the UK e.g. Fire of London, Gunpowder Plot and Remembrance Day Parade etc	WD
	2	Human and physical geography	Describe UK weather in general terms Use basic words to describe the characteristics e.g. beach, cliff, coast, forest, hill, mountain, sea, vegetation, season and weather ocean, river, soil, valley, city, town, village, factory, farm, shop, house, office, port and harbour, building on Y1	1
	2		Spoken English: Present oral guide to a country (gain, maintain, monitor the interest of the listeners).	WD
	2	Geographical skills and Fieldwork: Map skills	Use world maps, atlases and globes to identify the UK and its countries	1
	2		Locate countries on a plain base map	1

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	2		Able to place capital city names in the correct place on a plain base map	1
	2		Draw a freehand simple outline map of the UK	WD
	2		Use aerial photographs or Google Earth to recognise human and physical features of the 4 capital cities e.g. rivers and landmarks to annotate a printed map.	WD
	2		Construct basic symbols in a key to represent the characteristics of the UK. [1]	WD
	2		Extension for British Values/ SMSC: Make suggestions for A to Z for UK cities, physical or human geographical features or for elements of British Values – Acceptance, Bravery, Courage, Democracy, Diversity, Empathy, Faith etc.	WD
	2	Geographical skills and Fieldwork: Use simple compass directions etc.	Use 4 compass points to describe location of the cities e.g. Cardiff is to the west of London. Edinburgh is north etc.)	1
	2	Geographical skills and Fieldwork: Use aerial photographs, devise a simple map etc	Match famous buildings from an aerial photograph to oblique photographs	1
	2	Communicate geographical information in a variety of ways.	English: Write a guide book (with maps) for UK, applying geographical terms to describe each country's characteristics	1
Developing knowledge about the world - continents and oceans.	2	Location and Place Knowledge	Beginning to ask own relevant questions to extend knowledge and understanding	1
	2		Can name and locate the world's seven continents independently.	1
	2		Can name and locate the five oceans	1
	2		Show routes of explorers studied in History (e.g. Scott, Amundsen, Shackleton, Columbus, Armstrong) on a printed map of the world, naming continents/ oceans.	WD
	2		Apply knowledge of the world and hot/ cold areas when writing about explorers.	WD
	2	Human and physical geography	Study simplified temperature data for areas around the world.	1
	2		Compare the temperatures for the Arctic, Antarctic and places around the world lying on the equator.	1
	2	Geographical skills and Fieldwork: Map skills	Uses a variety of maps, atlases & globes to identify the continents and oceans.	1
	2		Can understand the purpose of maps.	1
	2		Can locate the equator on a globe and track it around the world.	1
	2		Uses secondary sources to investigate the world: websites photographs stories film	1
	2		Can make a globe from memory on a balloon [2]	WD
	2		Can draw and label rough outlines of the continents YWD Science unit link: "Living Things and their habitats" Locate pictures of animals/ plants in the correct locations on a map or globe.	WD
	2	Fieldwork (includes enquiry)	Use simple fieldwork and observational skills to study the key physical features of the surrounding environment.	1
	2		Take temperature readings in the locality	1
	2		Compare with weather readings around the world.	1
2	Use thermometer to take accurate readings.		WD	

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	2		Apply appropriate standard units to compare temperature (°C) with around the world. Record results using >, <, =	WD	
	2	Communicate geographical information in a variety of ways.	Make a table to compare temperatures	1	
	2		Show understanding of the differences	1	
Human and physical features of the school's surrounding environment	2	Location and Place Knowledge	Can demonstrate a developing knowledge about the UK or locality	1	
	2	Human and physical geography Use basic geographical vocabulary to describe key physical and human features	Uses and understands basic geographical vocabulary to describe key physical features.	1	
	2		Spoken English link: Actively participates in class discussions drawing on what is already known or new information and vocabulary	WD	
	2		Considers the opinions of others.	WD	
	2	Geographical skills and Fieldwork: Map skills Use maps, atlases and globes	Use simple letter/ number coordinates and simple grids to locate features	1	
	2	Use simple compass directions and locational and directional language.	Can use a simple compass Independently on a visit to locate N, S, E, W).	1	
	2		Use simple compass directions and locational and directional language to describe the location of features and routes on a map.	1	
	2		Observes and draws what can be seen in each direction from a central viewpoint.	1	
	2		Walk in different directions using compass as part of a game etc.	1	
	2		Use symbols (own design or Ordnance Survey) with key to show features	1	
	2		Maths link: Apply mathematical vocabulary to describe position, direction and movement	WD	
	2		Understand the need for a compass. Set clues for others to follow.	WD	
	2		Understand the need for a key and standard Ordnance Survey symbols to represent human and physical features.	WD	
	2		Use aerial photographs etc.	Annotate an aerial photograph with correct geographical vocabulary.	1
	2			Use an aerial photograph to draw a simple map (before a visit). P.T.O	1
	2			Follow route walked on aerial photograph (after the visit).	1
	2			Devise a simple map and use and construct basic symbols in a key	1
	2	Use aerial photographs/ plan perspectives to recognise landmarks and basic human and physical features.		1	
	2	Can make a simple map by transferring child's eye view to a bird's eye view.		1	
	2	Fieldwork (including enquiry)	Uses first hand observation to investigate a place	1	
	2		Asks and responds to questions on a visit to an area (different to that covered in Y1). N. B. Could be coastal or near a residential visit.	1	
	2		Uses simple fieldwork and observational skills to study the key physical features of the surrounding environment.	1	
	2		Can investigate a local area as part of a fieldwork enquiry	1	
	2		Raises own questions about aspects which interest them.	WD	
	2		Use first hand observation to investigate places linked to questions raised	WD	

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	2		Conduct a simple child-led enquiry, selecting from the list of questions about issues which interest or affects the class.	WD
	2	Communicate geographical information in a variety of ways.	Maths: record information in simple tables, pictograms, tally charts	1
	2		Plan writing or practise what they to write or express, including ideas from fieldwork.	1
	2		Extended Writing: Complete a piece of extended real-life writing to communicate knowledge gained through fieldwork experiences and enquiry, using key geographical vocabulary. (Could be a report, persuasion, explanation)	1
	2		Express opinions gained during Fieldwork, using vocabulary appropriately	WD
	2		English skills: Apply key words, including new vocabulary from their investigations and reading, discussing and clarifying the meanings of words.	WD
The UK: key topographical features & land-use patterns	3	Location and Place Knowledge	Can name regions of the UK e.g. SE, NW, Highlands, Lake District West Country etc.	1
	3		Develop knowledge about UK's geographical regions	1
	3		Name and locate some of the major hills, mountains, and rivers on a blank baseline map of the UK.	1
	3		Understand how types of coasts and mountains are linked to rocks in the area (link to Y3 Science unit)	1
	3		Maths link: Research and order lengths of the major rivers and heights of the mountains in the UK (compare and order numbers up to 1000)	WD
	3		(Science link - Y3 rocks) Identify rock types in landscapes around the UK and know how these determine the topography e.g. Dover-chalk Ben Nevis – granite, Cheshire - soft sandstone plain, Triassic sandstone ridge.	WD
	3		(Science link - Y3 rocks) Identify regions in UK of sedimentary, metamorphic and igneous rocks.	WD

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	3	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom	Can describe a region in detail, (N.B. this understanding will be applied when studying geographical similarities and differences with other regions studied later inKSWD).	1
	3	Human and physical geography	Understand processes that give rise to key physical and human geographical features of (UK examples only at this stage), how these are interdependent and how they bring about spatial variation and change over time	1
	3		Identify and discuss human and physical features of settlements, mountains, rivers and coasts shown on pictures and postcards	1
	3		Explain how humans changed landscapes over time from prehistoric times.	1
	3		History links: Describe the changes on UK settlements, up to the end of the Iron Age, explaining how humans changed or used the physical features e.g. Describe how settlements changed over time e.g. during the New Stone Age, permanent settlements were established, forests were cleared for farming, some of these developed over time into cities now.	WD
	3	Geographical skills and Fieldwork: Use maps, atlases etc.	Use atlases to locate postcards/ pictures of landscape features on UK map.	1
	3		Annotate blank maps of the UK, drawing and naming major regions, mountains, hills, rivers and some coastal types.	1
	3	Use Ordnance Survey maps etc.	Recognise landmarks and physical and human features on aerial photographs and corresponding OS maps e.g. Identify Iron Age Hill forts and explain why they would choose this location – advantages etc	1
	3		Use symbols within four figure grid references to identify physical and human features on Ordnance Survey maps 1:50000 and 1:WD5000	1
	3		Begin to understand scale on a map.	WD
	3		Use co-ordinates	WD
	3		Interpret and present data using bar charts, pictograms and tables on the regions, mountains or rivers.	WD

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	3	Fieldwork (includes enquiry)	Observe and record features in the local area using sketch maps and digital technologies.	1
	3		Conduct fieldwork at a site beyond the local area, in the region of study to focus on a river or coast or hills/ mountains.	1
	3		Observe, measure and record findings using appropriate methods.	1
	3	Communicate geographical information in a variety of ways including through maps, numerical and quantitative skills and writing at length	Show what they know about the UK on a blank maps or using play-dough. Show the position of the main UK rivers, hills or mountains and name them, referring to maps and aerial views, by manipulating the shape of the playdough (photograph as evidence).	1
	3		Describe one UK region in choice of extended writing e.g. tourist leaflet, guide, explanation.	1
Location and characteristics - the world's most significant human and physical features.	3	Location and Place Knowledge	Locate places studied in other subjects such as History (e.g. the four ancient civilisations) or Science (habitats around the world).	1
	3		Describe what places around the world are like in geographical terms.	1
	3		History link: Speculate why the first cities in the world may have grown up in these areas: Ancient Sumer (Iraq and Iran) Indus Valley, (N.E. Pakistan) Egypt (Nile valley) and Shang Dynasty of China.	WD
	3	Human and Physical geography	Identify the human and physical features on photographs of the earliest cities	1
	3		Label parts of the river with the appropriate terms e.g. source, tributary, mouth, delta etc.	1
	3		Explain the processes behind the growth of cities – the physical features (e.g. rivers and plains) which attracted the growth and the human processes in adapting the landscape for civilisations (e.g. irrigation)	1
	3		List the advantages of why cities grew up on the banks of a river (for easiest travel, trade, irrigating crops, fishing, water supply, waste disposal, spiritual reasons).	1
	3		Recognise the importance of rivers for the earliest settlements (both in the UK and across the world.)	1

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	3		History link: Compare these reasons for growth of cities with the earliest settlements in the UK during the Stone to Iron Age with the civilisations which grew up on the Rivers Tigris & Euphrates, Indus, Nile, Yellow and Yangtze	WD
	3		Can name other world cities which lie on a river	WD
	3	Geographical skills and Fieldwork	Find places in the world referred to in subjects	1
	3		Use a range of sources of geographical information maps, atlases, digital/ computer mapping to describe what places were like then and now.	1
	3	Communicate geographical information in a variety of ways including through maps, numerical and quantitative skills and writing at length	Explain the importance of the location of the four civilisations in relation to the equator using maps and facts and figures.	1
	3		Show understanding of the effects of this location on the development of the cities in writing.	1
	3		History link: Write an extended piece about the importance of rivers to all the earliest civilizations – and the impact of the river on the chosen depth study.	WD
Geographical skills and Fieldwork - school focus	3	Fieldwork (includes enquiry)	Can think of own questions to investigate before a fieldwork visit.	1
	3		Observe how hills, rivers or coastlines are formed by either erosion or deposition of rock during a visit and can explain orally.	1
	3		Collect appropriate information and data in order to answer the whole class enquiry question during the fieldwork visit.	1
	3		Knows how to conduct fieldwork safely e.g. measures depth or flow of a river at different points, from a bridge	WD
	3		Maths link: interpret and present data using bar charts, pictograms and table	WD

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	3	Location and Place Knowledge	Develop knowledge about a region of the UK by visiting to conduct a fieldwork enquiry.	1
	3		Makes connections of prior learning with what is seen in the field.	WD
	3		Applying Science work on Rocks: Be able to interpret the actions of water being poured down a slope in a simulation (in sand tray).	WD
	3	Human and physical geography	Identify and record physical and human features during fieldwork using sketches.	1
	3		Understand the processes that give rise to key physical & human geographical features seen	1
	3		Show how physical and human features seen in fieldwork are interdependent, how they bring about spatial variation/change over time (e.g. meanders change, floods, ox bow lake).	1
	3		Measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	1
	3		Describe and understand key aspects of physical geography (e.g. rivers, mountains) and human geography (e.g. types of settlement and land use, natural resources including energy, food, minerals and water)	1
	3		Applying science work on rocks: Be able to interpret the actions of water being poured down a slope in a simulation (in sand tray).	WD
	3		Describe the features in detail e.g. the course of a river from source to mouth, explaining river formation processes (how tributaries merge, meanders form due to deposition and erosion).	WD

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	3		Maths links: Collect/record data. Compare durations of events e.g river flow experiments, walking up/ down a mountain Understand contour measurements	WD
	3	Geographical skills and Fieldwork: Map skills	Use Ordnance Survey maps to study area.	1
	3		Understands the idea of using contour lines to show height on an OS map.	1
	3		Identify UK rivers/ mountain areas on a map	1
	3		Interpret OS symbols for mountains, coasts, rivers.	1
	3		Compare photographs with maps, label features on a map made of rope.	1
	3		Apply understanding of maps when using Mapzone GIS Missions on flood damage or wind farms as follow up to fieldwork visit	1
	3		Compare new with old maps to investigate change of river courses or features e.g. has the river been diverted or have coastal buildings disappeared with a receding coastline?	WD
	3		Use 8 points of a compass, four-figure grid references, symbols and key (O.S maps) etc.	Can use an Ordnance survey map to identify what a place is like before they visit using and understanding the symbols and key
	3	Can play games showing they understand four figure grid references		1
	3	Observe/ record landscape in all 8 compass directions whilst on the fieldwork site		1
	3	Describe the location of features in relation to each other in terms of the 8 compass points		1
	3	Use four figure grid references to locate specific features of rivers, coasts and mountains.		1

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	3		Maths links: Identify right angles, identify whether angles are greater than or less than a right angle – link to 8 compass points	WD
	3	Communicate geographical information in a variety of ways.	Annotate processes of erosion and deposition on the rocks and soils on coastlines and river courses on maps, diagrams or photographs	1
	3		Present the human and physical features in the area using a range of methods, e.g sketch maps, graphs, and written accounts	1
	3		English links: Write a news report on flooding/coastal erosion with geographical terms, data and diagrams Use organisational devices: headings and sub-headings to write an explanation Write a poem to describe the course of a river, coastal erosion or mountains. (Could be a shape poem).	WD
Locate the world's countries - continents	4	Location and Place Knowledge	Can name and locate all the countries of the chosen continent	1
	4		Can name and match the capital cities to each of the countries of the chosen continent.	1
	4		Can describe all the different environmental regions within the chosen continent.	1
	4		History links: Can apply knowledge of the modern countries to help describe the historical influences on chosen countries or continents (if appropriate).	WD
	4	Human and Physical geography	Can identify and describe the most significant physical and human features of the chosen continent.	1
	4		Identify how humans have adapted to the physical terrain	1
	4		Can describe and understand key aspects of physical geography of the continent, including: climate zones, vegetation belts, rivers, mountains, volcanoes and earthquakes etc.	1
	4		Can describe and understand key aspects of human geography, including: types of settlement, economic activity and trade links,	1
	4		Can list the main natural resources of the continent e.g. energy, food, minerals and water	1
	4		Can explain the main types of land use in the continental regions.	1
	4		Study the location of a certain city or human feature and explain why this location was chosen.	1
	4		History links: Can put the geographical context to a History focus if applicable.	WD
	4		Is able to make links to show understanding why trade and natural resources were important in Historical times for the growth of empires	WD

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	4	Geographical skills and Fieldwork: map skills	Can locate the continent on a map and globe.	1
	4		Uses an atlas efficiently to support recognition of all the countries and major rivers of the continent.	1
	4		Can name and locate countries and capital cities on an outline base map of the chosen continent.	1
	4		Uses atlases and digital/computer mapping to describe features studied of the chosen continent	1
	4		Can interpret aerial views and satellite images to describe the key physical and human characteristics e.g. all the different environmental regions and major cities.	1
	4	Communicate geographical information in a variety of ways.	Can research and present information on a variety of places in the continent.	1
	4		Is able to produce a fact file which includes maps, data and reports on countries or aspects of the chosen continent.	1
	4		Produces an in-depth research on a particular country in Europe and present to the rest of the class, along with relevant photographs, maps etc.	1
	4		Maths links: Collect data on the population size and area of each country and add to the annotated map.	WD
	4		Eng link: Evaluate information provided by each geographical source e.g. can explain how useful a sources is, in the absence of fieldwork in observing human/physical features	WD
	4		Eng link: Can present their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	WD
Knowledge and understanding of the UK	4	Location and Place Knowledge	Able to name and locate a few counties and cities of the UK.	1
	4		Can identify geographical regions of the UK and their identifying human and physical characteristics.	1
	4		Can name an increasing number of UK hills, mountains, coasts and rivers.	1
	4		Can identify land-use patterns; and understand how these have changed over time (linked to History study).	1
	4	Human and Physical geography	Can describe and understand key aspects of physical geography, (e.g. climate, vegetation belts, rivers, mountains and the water cycle)	1
	4		Can draw and annotate a diagram to explain the water cycle	1
	4		Understand the interaction between physical and human processes and the formation and use of landscapes and environments e.g. UK rivers	1
	4		Can describe how rivers can change over time.	1
	4		Can describe key aspects of the UK's human geography (e.g. distribution of natural resources including energy, food, minerals and water)	1
	4		Science links: Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	WD
	4		Geographical skills and Fieldwork: map skills	Can identify a chosen feature on a range of sources of information

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	4	Geographical skills and Fieldwork: Compass / grid references / OS symbols	Combine information from different sources to build up explanations	1
	4		Can apply map skills to one of the GIS missions on Mapzone website.	1
	4		Show good understanding and interpretation of maps, using one of the GIS missions on Mapzone website, to make choices on the best locations for flood barriers or wind farms etc	WD
	4		Interpret, understand and use O.S. symbols to identify key physical and human features on UK maps.	1
	4		Use and understand simple grids with letters and numbers and 4 figure grid references to locate specific features in games.	1
	4		Able to describe a place, which they have never visited, by interpreting symbols, contours etc., and drawing conclusions.	WD
Knowledge and understanding beyond the local area - comparison UK and abroad	4	Location and Place Knowledge	Apply knowledge from previous UK work to study, one region in depth.	1
	4		Can compare one UK region with one region abroad from the continental study.	1
	4		Recognise geographical features which are the same in the WD places.	1
	4		Able to describe geographical differences between the UK region and region overseas.	1
	4	Human and physical geography Describe and understand key aspects of physical and human geography.	Describe and understand a selected key aspect of physical geography in the chosen foreign region (e.g. rivers, mountains, volcanoes and earthquakes, and the water cycle)	1
	4		Can compare the two regions using the key aspects of physical geography e.g. climate, vegetation, rivers, mountains, volcanoes and earthquakes, and the water cycle.	1
	4		Can compare the two regions using the key aspects of human geography e.g. types of settlement, land use, economic activity, trade, natural resources (food, minerals and water)	1
	4		Describe how the two regions have changed over time using appropriate geographical vocabulary to describe the processes and features.	1
	4		Science links: If studying volcanoes, link to Y4 Science unit States of Matter Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C	WD
	4		History links: Can analyse how people in the past overcame problems or maximised the potential of their geographical sites	WD
	4	Geographical skills and fieldwork: Maps	Interpret a range of sources of geographical information (maps, diagrams, globes, aerial photographs to investigate two chosen regions..	1
	4		Compare the two regions using and drawing their own maps.	1
	4	To communicate geographical information in a variety of ways.	Show that they can apply knowledge from earlier continental and UK studies when comparing the two regions in an extended piece of writing.	1
	4		English links: Read guides and travel brochures for the regional studies. Discuss words and phrases that capture the reader's interest and imagination and use these together with geographical vocabulary to write own leaflets.	1
4	Produce persuasive travel brochures for the two chosen regions using geographical vocabulary.		1	

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	4		Maths Links: Compare the two regions using weather data, population size, area etc.	1
	4		Interpret and present data using bar charts, pictograms and tables, solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.	1
	4		Use data and research to argue which of the two regions studied is the best place to live. Justify argument with maps, photographs, facts and figures	WD
	4		English links: Retrieve and record information from non-fiction. Pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information	WD
	4		Maths links: Compare the weather data for the WD regions.	WD
Knowledge of the UK	5	Location and Place Knowledge	Can list the main cities of the UK.	1
	5		Investigate through a place name survey, the main cities where the invaders settled (during Roman, Anglo-Saxon and Viking times.)	1
	5		Explain why these groups wanted to invade Britain using geographical terms.	1
	5		Identify some counties of the UK on a map.	1
	5		Can name all the counties of the UK.	WD
	5		Able to match the cities to the correct counties of the UK.	WD
	5		History link: use geographical study to aid understanding of a History focus. (The Roman Empire and its impact on Britain, Britain's settlement by Anglo-Saxons and Scots combined with: The Viking and Anglo-Saxon struggle for the Kingdom of England). Notice the Anglo- Saxon influence on the county names. Study Saxon kingdoms on a map: which towns in each Kingdom etc.?	WD
	5	Human and physical geography	Can describe and understand how key aspects of physical and human geography influenced the location and growth of cities and other types of settlement in the past.	1
	5		Study how land use, economic activity, trade links and the distribution of natural resources including energy, food, minerals and water influenced the growth of cities over time.	1
	5		History link: Explain giving geographical reasons, why the Invaders selected certain settlements and how these changed over time.	WD
	5	Geographical skills and Fieldwork: Maps	Using a map of Europe, find out from which countries Romans, Anglo – Saxons, Scots, and the Vikings came.	1
	5		Transfer the names of the cities of the UK on a blank map from an atlas.	1
	5		Use a place name survey to colour code city names according to the appropriate invaders, so that it becomes apparent of which group settled where to influence the settlement name/pattern	1
	5		Draw and annotate their own sketch map of the area visited on a fieldwork visit.	1
	5		RE/ History link: Locate centres of Christian conversion on maps Canterbury, Iona, Lindisfarne	WD
	5	Geographical skills and Fieldwork: Fieldwork	Conduct a fieldwork activity on a local walk or linked to a museum visit or visit to an old village, town or city.	1
5	Observe human/ physical features in the area.		1	

Module	Year	Sub module	Objective	Working Deeper
	5		Can record observations in a variety of ways (annotated sketches, maps, plans, data collection, graphs, photographs etc.)	1
	5		Use and Interpret a range of sources of geographical information, including maps, diagrams, aerial photographs and Geographical Information Systems (GIS) to support the fieldwork	1
	5		Mapwork/ Maths links: Identify angles at a point and one whole turn (total 360°), angles at a point on a straight line and a turn (total 180°) and other multiples of 90°. Recognise that the 8 compass points are at intervals of 45°	WD
	5	Use 8 points of a compass 6-figure grid references, O.S. symbols, key etc.	Use a compass to observe and record human/ physical features in all 8 compass directions.	1
	5		Draw a sketch map using the 8 point observations	1
	5		Annotate a sketch map with recognised Ordnance Survey symbols.	1
	5		Use an Ordnance Survey map to located features using 6 figure grid references.	1
	5	To communicate geographical information in a variety of ways.	Present fieldwork findings in a variety of ways using and applying English and Maths skills.	1
	5		Use knowledge to answer an Enquiry Question in depth. E.g. Where did the invaders settle in the UK? Who got what in the Viking & Anglo-Saxon struggle for the Kingdom of	1
	5		History link: Use the produced place name map to write an account to analyse and explain the outcome the Viking and Anglo-Saxon struggle for the Kingdom of England.	WD
Continents. The location and characteristics of most significant human and physical features.	5	Location and Place Knowledge:	Name and locate all countries of the chosen continent.	1
	5		Can name and match the capital cities to each of the countries of the chosen continent.	1
	5		Can describe all the different environmental regions within the chosen continent.	1
	5		Shows a developing contextual knowledge of the location of globally significant places ... and how these provide a geographical context for understanding processes.	1
	5		Understand how the environmental conditions provided challenges or potential for settlements or a past society to overcome in order to thrive.	1
	5		History links: Could be linked to the geographical location of the setting of a non-European society that provides contrasts with British Mayan civilization c. AD 900. Compare the geographical setting of the Maya with England c900. Can describe the similarities and differences.	WD
	5	Human and Physical geography:	Can locate and describe the most significant physical and human features of the continent.	1
	5		Explain how humans adapt to physical landscape	1
	5		Describes and understands key aspects of physical geography of chosen continent, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes etc.	1
	5		Name and locate the main rivers and mountains on a blank base map of the whole continent.	1
	5		Can locate the capital cities of each country in continent.	1

Module	Year	Sub module	Objective	Working Deeper	
	5		Can describe and understand key aspects of human geography of the continent e.g. types of settlement, economic activity and trade links,	1	
	5		Can list the main natural resources of the continent e.g. energy, food, minerals and water	1	
	5		Can explain types of land use in the continent.	1	
	5		Explain how humans are influenced by the physical conditions and how in turn humans influence landscape.	WD	
	5		History links: e.g. Study the impact of environmental factors on the Maya people living in Central America.	WD	
	5		Give geographical reasons why some civilisations grew in power, but may later decline, disappear or re-located.	WD	
	5	Geographical skills and Fieldwork: Maps	Uses an atlas efficiently to identify all the countries and major rivers of the continent.	1	
	5		Can locate and label all the countries of the chosen continent on an outline blank base map.	1	
	5		Can interpret aerial views and satellite images to describe the key physical and human characteristics e.g. all the different environmental regions and major cities.	1	
	5		Uses atlases and digital/computer mapping to investigate and describe features studied of the chosen continent.	1	
	5		Can add annotations about features to their own map.	1	
	5		Can evaluate the usefulness of a variety of geographical sources in helping to explore a place, in the absence of fieldwork, as unable to visit it personally.	1	
	5	To communicate geographical information in a variety of ways	Can demonstrate growing knowledge about diverse places, people, resources and natural and human environments in extended writing..	1	
	5		Has deep understanding of the Earth's key physical and human processes and how these are inter-related in the formation and use of landscapes and environments.	1	
	5		Can explain how the continent's features at different scales are shaped, interconnected and change over time.	1	
	5		Can collect, analyse and communicate with a range of data for the chosen continent	1	
	5		Can produce a fact file to given success criteria for a chosen city or physical feature.	WD	
	5		Present orally to the class, for them to take notes on.	WD	
	Location knowledge - latitude, logitude, equator etc.	5	Location knowledge:	Can draw lines in approximately the correct place for the equator and Arctic/ Antarctic circles on a flat map of the world or on a balloon globe.	1
		5		Aware of other "imaginary lines" and label Tropics of Cancer and Capricorn in the correct hemisphere.	1
5		Can draw the approximate position of the Prime Greenwich meridian on a baseline map of the world (without using an atlas) and know how significant this is for the rest of the world.		1	
5		Can self assess accuracy with a published version.		WD	
5		Science links: Earth & Space. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky		WD	

Module	Year	Sub module	Objective	Working Deeper	
	5		Maths Link: Analyse the data and locations of earthquakes – is there a pattern?	WD	
	5		Maths Link: Complete, read and interpret information in tables/ timetables around the world	WD	
	5		Maths Link: solve problems involving converting between units of time	WD	
	5	Human & Physical geography	Explain how volcanoes form and locate sites of recent earthquakes on a map of the continent using http://earthquaketrack.com	1	
	5		Use maps and photographs to identify the different environmental regions of the continent, its biomes and vegetation belts and refer to the lines of latitude.	1	
	5		Research where the main resources, minerals and energy supplies are found. Add details to blank map.	1	
	5	Geographical skills and Fieldwork: Maps	Use globes and atlases to check the position of the lines drawn on their own map or globe	1	
	5		Use maps to locate the exact position of the Tropics of Capricorn and Cancer and Prime/Greenwich Meridan line	1	
	5		Can explain the difference and significance of lines of latitude and longitude.	1	
	5	To communicate geographical information in a variety of ways	Can interpret time zones and use in calculations	1	
	5		Explain the significance of latitude/longitude in writing.	1	
	Place knowledge - comparison	5	Place knowledge	Study one region of one of the continents listed.	1
		5		Compare with a region in the UK and in Europe: Recognise geographical features which are the same in the 3 places.	1
5		Can describe geographical differences between the UK region, the European region and region in the Americas.		1	
5		Describe any issues or challenges facing the three regions.		WD	
5		Are these the same or different?		WD	
5		Human and Physical Geography	Describe and understand differences and similarities in physical geography (e.g. climate, vegetation, rivers, mountains, volcanoes and earthquakes etc.)	1	
5			Can compare the three regions using the key aspects of human geography e.g. types of settlement, land use, economic activity, trade, natural resources (food, minerals and water) etc.	1	
5			Describe how the regions have changed over time using appropriate geographical vocabulary to describe the processes and features.	1	
5			Explain how humans have altered the physical environment	WD	
5			Maths links: Use data to practise Maths skills when comparing numerical facts on the 3 regions	WD	
5			Analyse mathematically if small scale study is different/replicates the whole of the continent.	WD	

Module	Year	Sub module	Objective	Working Deeper
	5		Read, write, order and compare numbers to at least 1 000 000 add and subtract numbers mentally with increasingly large numbers, use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	WD
	5	Geographical skills and Fieldwork: Maps	Interpret a range of sources of geographical information (maps, diagrams, globes, aerial photographs) to investigate three regions..	1
	5		Compare the three regions using and drawing their own maps, adding annotations e.g. facts, figures, drawings.	1
	5	To communicate geographical information in a variety of ways including through maps, numerical and quantitative skills and writing at length	Compare one region with a chosen, well know region of the UK using words, statistics and maps.	1
	5		Write a persuasive tourist brochure for one of the regions, which includes weather data characteristics, maps, advice for travellers, where to visit etc	1
	5		Can take part in a debate, based on presented tourist information, to decide which is the best region to visit, justifying with geographical language and reasons.	1
Knowledge and understanding of the UK	6	Location and Place Knowledge:	I can name and locate all the cities & counties of the UK	1
	6		I know more about the geographical regions of the UK & their identifying physical and human characteristics and greater detail of the key topographical features including hills, mountains & rivers or types of coasts in the UK	1
	6		I can explain how aspects have changed over time.	1
	6		History links: Can use geographical studies, concepts, skills, knowledge and vocabulary to support a History unit of work on change over time in the UK.	WD
	6		Understands geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within N. or S. America.	1
	6		Gives reasons for differences between the regions.	1
	6		Can describe and make links between places & features.	WD
	6	Human and physical geography	Uses precise geographical words when describing geographical places, features & processes such as erosion, deposition, mouth source tributary, cliff, bay, headland relief, resort, port, derelict, distribution, industry, network, region raw material, energy, fuel, power natural resource labour.	1
	6		Confidently uses and applies vocabulary from other subjects such as Maths, English and Science when describing geographical features or processes.	1
	6		Supports discussion of Physical and Human Geography drawing on in depth knowledge	WD
	6	To communicate geographical information in a variety of ways.	Regularly uses and applies maths skills in geography.	1
	6		Uses computing skills to enhance learning & present.	1
	6		Makes notes during research to make oral presentations.	1
	6		Present findings in writing, choosing appropriate genre.	1
	6		Maths links: Can give reasons for differences, using mathematical statistics to support answers.	WD
6		Draws on knowledge & understanding beyond local area, to suggest suitable questions.	WD	

Module	Year	Sub module	Objective	Working Deeper
	6		Makes judgements and decisions based on knowledge, statistics, and understanding.	WD
Geographical skills and Fieldwork - school focus	6	Using Maps	Uses atlases to find out more about the UK.	1
	6		Uses atlases to locate all counties & cities of the UK.	1
	6		Interprets a range of geographical sources e.g. maps and aerial photographs to find information about the UK.	1
	6		I can use maps, atlases, globes and digital/computer mapping to describe features studied.	1
	6		Confidently uses Geographical Information Systems (GIS)	1
	6		Applies map skills when using Mapzone's GIS Missions linked to a study of the UK.	1
	6		Can follow route on 1:50.000 OS map on a visit	1
	6		Can select appropriate maps resources to find and show detailed information.	WD
	6		I can interpret relief..	WD
	6		I appreciate different map projections.	WD
	6		I can interpret distribution & thematic maps for information.	WD
	6	Use the 8 points of a compass, six-figure grid references, symbols etc.	Confidently uses OS symbols on maps to describe what a place is like before it is visited in person.	1
	6		Uses 6 figure grid references to interpret OS maps.	1
	6		Can use 1:10.000 and 1:50.000 Ordnance Survey maps and understands uses/ who might use each type etc..	1
	6		Understands scale and uses scale bar on maps.	1
	6		Can draw a detailed sketch map using symbols and a key.	1
	6		Know directions in neighbourhood using 8 compass points to certain features from a given point.	1
	6		Can align a map with route during a visit or local walk.	1
	6		Realises how the purpose of a map, scale, symbols and style are related.	WD
	6	Fieldwork	Understands height/ slope in field work and relates to maps and photographs (contours).	WD
	6		Able to formulate own perceptive questions about a place or features during fieldwork or a visit	1
	6		Describes features seen, how they relate to each other.	1
6	Able to complete a small Fieldwork project with support.		1	
6	Gives a few reasons for the impact of geographical influences/ effects on people, places or themes studied.		1	
6	Complete a small fieldwork project independently with detailed method, and analysis of results.		WD	
Locate the world's countries - continents	6	Location Knowledge:	Can name all the countries of the chosen continent.	1
	6		Can label all the countries on a blank baseline map of just the country outlines.	1

Module	Year	Sub module	Objective	Working Deeper
	6		Name and locate the capital cities for each country on the baseline continental map.	1
	6		Describe in writing, all the different environmental regions within chosen continent, using Y6 level of geographical and scientific vocabulary.	1
	6		Can annotate the map with details on the biomes and environmental belts.	1
	6		Identifies position and significance of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle & time zones within the context of this continent.	1
	6		Knows more of the world's countries of all the continents and their cities and key topographical features..	WD
	6		Makes connections with learning in other subjects e.g. Y6 Science Unit on Evolution and Inheritance by studying Darwin's journey around S. America on www.nhm.ac.uk/resources/nature-online/science-of...journey/beagle-journey.swf	WD
	6	Place Knowledge	Makes links between places & geographical features which are the same in the three continents.	1
	6		Can describe geographical differences between the UK region, the European region and region in the Americas.	1
	6		Describe and understand differences and similarities in physical geography of the 3 regions (e.g. climate, vegetation, rivers, mountains, volcanoes, earthquakes.)	1
	6		Compare the three regions using the key aspects of human geography e.g. types of settlement, land use, economic activity, trade, natural resources (food, minerals and water) etc.	1
	6		Compare the three regions using and drawing their own maps, adding annotations e.g. facts, figures, drawings.	1
	6		Research and present information in a reasoned account, justifying with statistics, reasons and geographical language, which is the most interesting region.	WD
	6	Human and Physical geography	Uses precise geographical words when describing geographical places, features & processes (e.g. latitude, longitude, relief, port, resort, distribution, industry, fuel, natural resource, network, region raw material, energy, power, labour when describing aspects of the continent).	1
	6		Describes and understands continent's key aspects of physical geography (e.g. climate zones, vegetation belts, biomes, rivers, mountains, volcanoes, earthquakes etc.)	1
	6		Describes and understands continent's key aspects of human geography (e.g. types of settlement and land use, economic activity, trade links, distribution of natural resources including energy, food, minerals and water)	1
	6		Shows deep understanding of the Earth's key physical and human processes and how they are interrelated.	1
	6		Describes and explains geographical processes in detail, using the correct terminology.	WD
	6		Comments on changing patterns over time and future implications	WD
	6	Geographical skills and Fieldwork: Using maps	Uses an atlas efficiently to support recognition of all the countries and major rivers of the continent.	1
	6		Can name and locate countries and capital cities on an outline base map of the chosen continent.	1

Module	Year	Sub module	Objective	Working Deeper
	6		Uses atlases and digital/computer mapping to describe features studied of the chosen continent	1
	6		Can interpret aerial views and satellite images to describe the key physical and human characteristics e.g. all the different environmental regions and major cities.	1
	6		Explains the significance of latitude, longitude, the Equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, and time zones (including day & night) using a globe when describing continents and regions.	WD
	6		Applies mathematical understanding, e.g. on scales, time differences etc. when using maps	WD
	6	Communicate geographical information in a variety of ways including through maps, numerical and quantitative skills and writing at length	Can select 5 significant physical and human features from the chosen continent and write a description (including its exact location), explaining why it is significant, using numerical data to support the answer.	1
	6		Confidently uses and applies the vocabulary from other subjects such as Maths, English and Science when describing geographical features or processes.	1
	6		English links: Read letters and diaries by famous explorers of the continent and present own accounts	WD

[1] Check Maths curriculum

[2] Talk about criteria for grouping, sorting & classifying.