

Year Group	Topic	Small Steps	Assessment Questions	Vocabulary	Geography Skills and Fieldwork
Reception	Understanding the World – England  Understanding the World – United Kingdom	<ul style="list-style-type: none"> <li>- All about England (map, saint)</li> <li>- Special places</li> <li>- Festivals and celebrations</li> <li>- English songs</li> <li>- Special English people</li> <li>- Trying English food</li> <li>- UK on the map and the UK countries</li> <li>- Flags, saints and special places</li> <li>- Songs and festivals</li> <li>- Trying UK foods</li> </ul>	N/A	Maps, England, country, county, town capital, saint, London, landmarks, festival, United Kingdom, Union Flag	N/A
Year 1/2	<p style="text-align: center;"><b>Weather</b> <i>Learning about the weather around the world.</i></p>	<ul style="list-style-type: none"> <li>- <a href="#">What is weather?</a></li> <li>- <a href="#">Naming and identifying different weathers around the world.</a></li> </ul>	How is weather different from climate? Why do different continents have different climates? How can you describe the weather?	Weather, climate, hot, cold, arctic, tropical, equator, seasons, rain, storm, snow, ice, hail, sleet, heatwave, sun, thermometer, weather station, wind.	<ul style="list-style-type: none"> <li>• <a href="#">Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied at this key stage.</a></li> </ul>
Year 3	<p style="text-align: center;"><b>Major continents of the world –PIRATES</b></p>	<ul style="list-style-type: none"> <li>- <a href="#">Can I plan routes using an 4 figure reference?</a></li> <li>- <a href="#">Can I explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere?</a></li> <li>- <a href="#">Can I identify lines of latitude and longitude to find places on maps, atlases and globes?</a></li> <li>- <a href="#">Can I describe the key features of the polar regions and compare them to the UK?</a></li> <li>- <a href="#">Can I compare the climate of the tropics with the UK climate?</a></li> <li>- <a href="#">Can I explain the position and significance of time zones?</a></li> </ul>	What is the position and significance of the equator? How does the climate in the polar regions compare to the UK climate? How does the climate in the tropics compare to the UK climate?	Co-ordinates, atlas, globe, map,, hemisphere, north pole, south pole, equator, latitude, longitude, North, East, South, West, Northern Hemisphere, Southern Hemisphere, compass, tropics, climate, tropic of cancer, tropic of Capricorn, tropical rainforest, coniferous rainforest, tropical grasslands, tropical dry forest, precipitation, time zones	<ul style="list-style-type: none"> <li>• <a href="#">Use the eight points of a compass, four and six figure grid references, symbols and keys</a></li> <li>• <a href="#">Use maps, atlases and globes to locate countries and describe features studied</a></li> </ul>

Year 5	<b>Amazing Americas</b>	<p>- I can identify the countries of North and South America.</p> <p>- I can use geographical terminology to describe the location and characteristics of a range of places across the Americas.</p> <p>- I can describe the climates and biomes of different regions across the Americas.</p> <p>- I can tell you the names and locations of the ancient and new wonders of the world.</p> <p>-I can compare climates in North America</p> <p>-I can use a variety of appropriate sources to find out about the human and physical geography of the Americas?</p> <p>-I can identify similarities and differences in the human and physical geography of my local area and a region of North and South America.</p>	<p>Where are the Amazing Americas?</p> <p>How is weather and climate across America affected by geographical location?</p> <p>How are North and South America different from the UK?</p> <p>What are the physical and human geographical features of the Americas?</p> <p>Which natural and modern wonders of the world are located in the Americas?</p>	Biomes, biodiversity, climate, continent, equator, flora, fauna, latitude, longitude, urbanisation	<ul style="list-style-type: none"> <li>• Use maps, atlases and globes and digital/computer mapping to locate countries and describe environmental regions and key features of regions studied</li> <li>• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• Understand geographical similarities and differences by comparing human and physical features of the local area with a region of North America.</li> <li>• Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies</li> </ul>
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**Lent Term**

Year Group	Topic	Small Steps	Assessment Questions	Vocabulary	Geography Skills and Fieldwork
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Reception	Understanding the World - Europe	<ul style="list-style-type: none"> <li>- All About Turkey</li> <li>- All About Vietnam</li> <li>- All About Pakistan</li> <li>- All About Spain</li> <li>- All About Greece</li> <li>-</li> </ul>	N/A	Maps, Europe, country, continent, town capital, saint, landmarks, festival, language, France, Poland, Bulgaria, Spain, Greece	N/A
Year 1/2	<p><b>Climates</b></p> <p><i>Looking in more detail at hot and cold climates.</i></p>	<ul style="list-style-type: none"> <li>- What is the difference between weather and climate?</li> <li>- What are the climates of the world?</li> <li>- Exploring hot climates.</li> <li>- Exploring cold climates.</li> <li>- Why are there different climates in the world?</li> </ul>	<p>How does the equator effect the climate of different countries?</p> <p>How do animals adapt to different climates?</p> <p>How can you describe different climates of the world?</p>	Climate, northern hemisphere, southern hemisphere, cold, hot, continents, land, sea, climate change, weather, equator.	<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied at this key stage.</li> </ul>
Year 3	<b>Hills and Mountains</b>	<ul style="list-style-type: none"> <li>-Can I identify the differences between hills and mountains?</li> <li>- Can I use maps to identify mountain ranges worldwide?</li> <li>- Can I locate and describe areas of higher ground in the UK?</li> <li>- Can I describe the key features of a mountain?</li> <li>- Can I explain how different mountains are made?</li> <li>-Can I investigate the climate of a mountain environment?</li> </ul>	<ul style="list-style-type: none"> <li>-What are the key features of a mountain?</li> <li>-What is the difference between a hill and a mountain?</li> <li>-How are mountains formed?</li> <li>-How can I use a map to identify mountain ranges?</li> </ul>	Peak, valley, cliff, ridge, summit, hill, terrain, mountain range, tectonic plates, altitude, climate, rust, lowland area, magma, upland area, climate, fold mountain, volcanic mountain, slope, summit, face, outcrop, foot, tree line, valley, ridge	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>
Year 5	<b>Energy and the Environment</b>	<ul style="list-style-type: none"> <li>- Can I explain what resources settlers need?</li> <li>- Can I explain how electricity is generated and distributed?</li> <li>- Can I explain the difference between renewable and non-renewable sources of energy?</li> <li>- Can I use maps to calculate food miles?</li> </ul>	<ul style="list-style-type: none"> <li>- What resources do settlers need?</li> <li>- Where and how is electricity generated and distributed in the UK?</li> <li>- What are the advantages and disadvantages of renewable and non-</li> </ul>	carbon dioxide, carbon footprint, carbon neutral, climate change, digital maps, food miles, energy sources (solar, geothermal, wind, hydroelectric, wave power, tidal barrages) energy wastage, fossil fuels, global warming, greenhouse effect, greenhouse gases, national grid, nuclear fuel, non-renewable,	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Describe and understand key aspects of human geography, including: types of settlement and land use, economic</li> </ul>

		- Can I describe how access to natural resources varies in different countries?	renewable sources of energy? - Why is it important to conserve food, water and energy supplies?	renewable, settlers, settlement, sustainable	activity and the distribution of natural resources <ul style="list-style-type: none"> <li>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>
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**Pentecost Term**

Year Group	Topic	Small Steps	Assessment Questions	Vocabulary	Geography Skills and Fieldwork
Reception	Understanding the World - Turkey, Vietnam, Pakistan, USA, India	<ul style="list-style-type: none"> <li>All about (country)</li> <li>Special places</li> <li>Festivals and celebrations</li> <li>Special people</li> <li>Learn language</li> <li>Special songs and dances</li> <li>-</li> </ul>	N/A	Maps, country, continent, town capital, saint, landmarks, festival, language, flight, travel, Turkey, Pakistan, USA, India	N/A
Year 1/2	<p><b>Seaside</b></p> <p><i>Our neighbourhood compared with a contrasting area in the UK for example a seaside resort or a tiny village. (Brighton)</i></p>	<ul style="list-style-type: none"> <li>Where are the seashores of the UK? Can I locate on a map and label? Locate Brighton.</li> <li>Looking at Brighton- what are the features of Brighton?</li> <li>Looking at Brighton in the past and present.</li> </ul>	<p>Can I locate Brighton on a map?</p> <p>How is Marlow different to Brighton?</p> <p>How is Marlow the same as Brighton?</p>	<p>East Sussex, Brighton, beach, seaside, harbour, cliffs, pebbles, seashore, promenade, Brighton Pavilion, compare, similar, different.</p> <p><b>Taken from the national curriculum:</b></p>	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied at this key stage.</li> </ul>

		<ul style="list-style-type: none"> <li>- Looking at the features of a seaside town- how does Brighton compare to Marlow?</li> <li>- What is the same/different?</li> </ul>		<p><b>-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</b></p> <p><b>-key human features, including: city, town village factory, farm, house, office, port, harbour and shop.</b></p>	<ul style="list-style-type: none"> <li>• Use simple fieldwork and observational skills to study the geography of their school and its ground and the key human and physical features of its surrounding environment – how can this be covered during this topic?</li> </ul>
Year 3	<p><b>NATURAL DISASTERS</b> <b>RIVER AND ROWING</b> <b>MUSEUM</b></p>	<ul style="list-style-type: none"> <li>-Where are there more natural disasters around the world?</li> <li>-What is a volcano and how are they formed?</li> <li>-What are the effects of volcano eruptions?</li> <li>-What is an earthquake?</li> <li>-What are effects of earthquakes?</li> <li>-How do people prepare for earthquakes?</li> <li>-What is a flood? Why and where do they happen?</li> <li>-What is the difference between a hurricane and a tornado? Why do they happen?</li> </ul>	<p>Where are the most violent areas on Earth? How can we prepare for natural disasters? What are the effects of natural disasters?</p>	<p>Volcano, earthquake, eruption, flood, hurricane, tornado, erupt, tectonic plates, fault lines, magma, lava, crust, mantle, outer core, inner core, , disaster, tsunami,</p>	<ul style="list-style-type: none"> <li>• Use maps, atlases and globes to locate countries and describe features studied</li> <li>• Use fieldwork to observe, measure and record the human and physical features in the local area, including a range of methods, including sketch maps (TRIP TO MARLOW RIVER/RIVER AND ROWING MUSEUM - FLOODING)</li> </ul>
Year 5	<p><b>Local study of Marlow</b> <i>Explore our local area and its features.</i></p>	<ul style="list-style-type: none"> <li>- Can I locate our county and town on a map of the UK?</li> <li>- What are the key physical and human features of our local area?</li> <li>- What is the land use in our local area?</li> <li>- Why might people visit our local area?</li> <li>- How has our local area changed over time?</li> </ul>	<p>How do physical and human features influence land use in our local area? How has land use changed over time in our local area? What might be the impact of future changes to our local area?</p>	<p>aerial view, agricultural, commercial, development, human features, land use, local area, physical features, population density, recreational, residential, tourism</p>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns;</li> </ul>

- How might our local area change in the future?

and understand how some of these aspects have changed over time

- Use fieldwork to observe, 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.

**Geography Progression Document**

**YEAR B**

**Advent Term**

Year Group	Topic	Small Steps	Assessment Questions	Vocabulary	Geography Skills and Fieldwork
Reception	<p>Understanding the World – England</p> <p>Understanding the World – United Kingdom</p>	<ul style="list-style-type: none"> <li>- All about England (map, saint)</li> <li>- Special places</li> <li>- Festivals and celebrations</li> <li>- English songs</li> <li>- Special English people</li> <li>- Trying English food</li> <li>- UK on the map and the UK countries</li> <li>- Flags, saints and special places</li> <li>- Songs and festivals</li> <li>- Trying UK foods</li> </ul>	N/A	Maps, England, country, county, town capital, saint, London, landmarks, festival, United Kingdom, Union Jack	N/A
Year 1/2	<p><b>The British Isles</b></p> <p><i>Where we live in the world.</i></p>	<ul style="list-style-type: none"> <li>- Can I name and locate the four countries that make up the UK?</li> <li>- Can I research facts about England?</li> <li>- Can I research facts about Scotland?</li> <li>- Can I research facts about Wales?</li> </ul>	<p>Which countries make up the British Isles?</p> <p>What are the capital cities of each country in the British Isles?</p> <p>What landmarks can you name from each country?</p>	British isles, map, Wales, England, Scotland, Northern Ireland, capital city, features, landmarks, Cardiff, Belfast, Edinburgh, London.	<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied at this key stage.</li> </ul>

		<ul style="list-style-type: none"> <li>- Can I research facts about Wales?</li> <li>- Can I research facts about Northern Ireland?</li> <li>- Can I devise a simple map and construct a simple key?</li> </ul>			<ul style="list-style-type: none"> <li>• Devise a simple map: and use and construct basic symbols in a key.</li> <li>• use simple compass directions (North, South, East and West) and locational directional language (e.g. near and far; left and right) to describe the location of features and routes on a map. -</li> <li>• to describe the location of features and routes on a map –</li> </ul> <p>Ensure this is covered when devising a simple map with a key</p>
Year 4	<p><b>Best of UK</b> <i>Counties and cities in the UK</i></p>	<ul style="list-style-type: none"> <li>-Can I name the countries in the UK and locate the cities of the UK?</li> <li>-Can I name and locate the South East England Region counties on a UK Map including Buckinghamshire?</li> <li>-Can I write a factfile about the geography of the South East England Region?</li> <li>-Can I name and locate the main rivers and seas of the UK?</li> <li>-Can I name and locate areas of high ground in the UK?</li> <li>-Can I compare the similarities and differences of South East England Region and Sicily through the study of human and physical geography?</li> <li>-Can I compare the similarities and differences of South East Region and Haiti through the study of human and physical geography?</li> </ul>	<p>Which countries make up the UK?</p> <p>What are the similarities and differences between South East England, Sicily and Haiti?</p> <p>What has caused the UK nation to change over time?</p>	<p>United Kingdom, England, Scotland, Wales, Northern Ireland, Great Britain, London, Edinburgh, Cardiff, Belfast, capital, north, east, west, south, north-east, north-west, south-east, south-west. County, country, town. River, sea, North Sea, English Channel, Irish Sea, Atlantic Ocean, River Thames, River Severn, River Tay, River Bann. Mountain, hill, range, peak, height, legend. Human geography, physical geography, human features, physical features, population, immigration and migrants.</p>	<ul style="list-style-type: none"> <li>• Use maps, atlases and globes to locate countries and describe features studied</li> </ul>

-Can I describe and understand how the UK has changed over time?

-Can I explain some reasons why the UK has changed?

### Lent Term

Year Group	Topic	Small Steps	Assessment Questions	Vocabulary	Geography Skills and Fieldwork
Reception	Understanding the World - Europe	<ul style="list-style-type: none"> <li>- All About France</li> <li>- All About Poland</li> <li>- All About Bulgaria</li> <li>- All About Spain</li> <li>- All About Greece</li> </ul>	N/A	Maps, Europe, country, continent, town capital, saint, landmarks, festival, language, France, Poland, Bulgaria, Spain, Greece	N/A
Year 1/2	<p><b>The world</b></p> <p><i>Learning about our world and where the UK fits in the world.</i></p>	<ul style="list-style-type: none"> <li>-Can I name the seven continents and five oceans of the world?</li> <li>-Can I understand the features of the continents of the world?</li> <li>-Can I explain how to make a journey around the world?</li> <li>-Can I name the hot and cold countries of the world?</li> <li>-Can I locate the continent we live in and name some features?</li> <li>-Can I observe some aerial views?</li> </ul>	<p>Can I name and locate the seven continents of the world?</p> <p>Can I name and locate the five oceans of the world?</p> <p>What are the points on a compass?</p>	Continents, countries, Australia, Asia, Antarctica, Africa, North America, South America, Europe, atlas, map, globe, journey, Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, climate.	<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied at this key stage</li> <li>• use simple compass directions (North, South, East and West) and locational directional language</li> </ul>



					(e.g. near and far; left and right)
Year 4	<p><b>Rivers</b> <i>Learn about rivers, the effects they have on the landscape and how we use rivers.</i></p> <p><b>FIELD TRIP INTO MARLOW RIVER AND ROWING MUSEUM</b></p>	<p>-Can I understand the elements of the water cycle including how rivers are formed?</p> <p>-Can I locate the key rivers of the world?</p> <p>-Can I explain the journey of the River Thames and contrast with another world river?</p> <p>-Can I describe the key features of a river system?</p> <p>-Can I list the main features of a river and begin to use appropriate geographical vocabulary?</p> <p>-Can I explain that a river has 3 distinct sections – upper, middle and lower course?</p> <p>-Can I identify different features along the course of a river and use geographical vocabulary associated with rivers?</p> <p>-Can I explain the ways rivers can be used?</p> <p>-Can I understand that rivers have different uses linked to industry and leisure?</p>	<p>Where does our water come from?</p> <p>Can I explain that the water cycle keeps going?</p> <p>Can I tell you sources of a river?</p> <p>Can I identify key locations along a river?</p> <p>Why are rivers important?</p>	<p>Water cycle [evaporation, precipitation, condensation, gravity, cloud, rainfall, features, source, spring, river, rivulet, stream, hill, slope, moor, mountain, tor, flow, steep, downhill, dynamic, waterfall, valley, channel, bed, banks, lake, mouth, pollution, landscape, tributary, flood plain, infiltration, surface run-off, weir, meander, rapids, estuary, delta, transportation, deposition, upper course, middle course, lower course, flood, waterlogged, leisure, flood barrier, drought, fieldwork, fresh water, salt water, tidal.</p>	<ul style="list-style-type: none"> <li>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (TRIP TO MARLOW RIVER – make sure photos are taken on trip to cover this objective)</li> </ul>
Year 6 Lent 1	<p><b>Rainforests</b></p>	<p>-Can I understand biomes and vegetation belts?</p> <p>-Can I locate rainforests on a world map?</p> <p>-Can I identify the different layers of the rainforest?</p> <p>-Can I identify and understand the</p>	<ol style="list-style-type: none"> <li>Can I identify where in the world rainforests are located?</li> <li>Can I describe the Amazon rainforest and the species that live within it?</li> </ol>	<p>Biome, vegetation, continents, environment, rainforest, biodiversity, emergent layer, canopy layer, understorey, forest floor, Equator, hemisphere, Latitude, Tropic of Cancer, Tropic of Capricorn, climate, temperate, tropical,</p>	<ul style="list-style-type: none"> <li>Use maps, atlases and globes to locate countries and describe features studied</li> </ul>

		<p>significance of the Equator, hemispheres and tropics?</p> <p>-Can I investigate and understand the climate zone of a rainforest?</p> <p>Can I locate and explore the Amazon Rainforest?</p> <p>-Can I identify animals that live in the rainforest?</p> <p>- Can I identify how land is used in the Amazon Rainforest?</p> <p>-Do I understand why rainforests are under threat?</p>	<p>3. Can I explain how land is used in the rainforest and why some of them are under threat?</p>	<p>habitat, indigenous, agriculture, native, cultivation, fertile, deforestation, logging, mining, climate change</p>	
Lent 2	<p><b>Our changing world</b></p>	<p>-Can I explain how erosion and weathering can change the landscape?</p> <p>-Do I understand how coastal features are formed?</p> <p>Can I identify coastal features of the UK?</p> <p>-Can I explain how water and weather can change coastlines?</p> <p>-Can I explain how water and weather have changed the coastline of the UK overtime?</p> <p>-Can I explain how the make-up of the United Kingdom has changed over time?</p> <p>- Can I explain how the international borders of Europe have changed over time?</p> <p>-Can I explain how and why landscapes change over time?</p> <p>-Can I predict how physical factors might change the landscape in the future?</p> <p>-Can I predict how human factors might change the landscape in the future?</p>	<p>1. Can I describe how the landscape around me has changed over time?</p> <p>2. Can I describe how physical and human factors have changed the UK?</p> <p>3. Can I describe how I can play my part in protecting our world through making changes to how I live my life?</p>	<p>Weathering, physical weathering, chemical weathering, acid, dissolve, minerals, biological weathering, erosion, coast, bay, headland, beach, dune, cave, cliff, arch, stack, stump, spit, erosion, deposition, border, invasion, empire, union, political, colony, development, regeneration, protection, physical changes, human changes.</p>	<ul style="list-style-type: none"> <li>• Use fieldwork to observe, measure and record the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies - this needs to be covered during this topic- local walk to see changing landscape – by the river?</li> </ul>

Pentecost Term

Year Group	Topic	Small Steps	Assessment Questions	Vocabulary	Geography Skills and Fieldwork
Reception	Understanding the World - Turkey, Vietnam, Pakistan, USA, India	<ul style="list-style-type: none"> <li>- All about (country)</li> <li>- Special places</li> <li>- Festivals and celebrations</li> <li>- Special people</li> <li>- Learn language</li> <li>- Special songs and dances</li> <li>-</li> </ul>	N/A	Maps, country, continent, town capital, saint, landmarks, festival, language, flight, travel, Turkey, Pakistan, USA, India	N/A
Year 1/2	<p><b>Local area</b></p> <p><i>Explore our local area and its features. Make comparisons between our local area and Australia.</i></p>	<ul style="list-style-type: none"> <li>- Where in the world is Australia?</li> <li>- How is Australia divided up? (learning about the territories)</li> <li>- What is the weather like in Australia?</li> <li>- What is the same/different about Australia?</li> <li>- What are some famous landmarks of Australia?</li> <li>- What animals can you only find in Australia?</li> <li>- Learning about the opposite seasons of Australia.</li> </ul>	<p>Can I locate Australia on a map?</p> <p>Can I name some Australian landmarks?</p> <p>How is Australia the same as/different to the UK?</p>	Australia, Southern Hemisphere, island, climate, seasons, aboriginal, kangaroos, koalas, territories, Ayres Rock, Alice Springs, Sydney Opera House, Melbourne, Tasmania, Canberra.	<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied at this key stage.</li> </ul>
Year 4	<p><b>Contrasting localities – India and UK</b></p> <p><i>Make comparisons between UK and India.</i></p>	<p>Can I explore India and where it is in the world</p> <p>Can I explore the mountain ranges found in India?</p> <p>Can I explore some of the major rivers in India?</p> <p>Can I explore the human and physical features of cities in India?</p>	<p>Can I locate India on a map?</p> <p>Can children explain some aspects of the Indian culture?</p> <p>Do children understand that major cities have a range of human and physical features?</p>	India, continent, South East Asia, coast, Indian Ocean, population density, elevation, rural area, urban area, Ganges River, culture, climate zone, New Delhi, Mumbai and Kolkata	Mrs Waddup will complete

		<p>Can I explore India's culture and its influence on other countries? Can I compare India to the United Kingdom?</p>	<p>What are the similarities and differences between India and the UK?</p>		
<p>Year 6</p>	<p><b>Trades and economics</b></p>	<p>Can I explain the UK's trade links with other countries? Can I use maps to show the UK's trade links with other countries? Can I explain trade links between El Salvadore and the UK? Can I explain the importance of fair trade? Can I explain the global supply chain? Can I explain how trading has changed through history?</p>	<p>What does the UK trade? Who does the UK trade with? What is fair trade and how does it work? What is the global supply chain? How has trading changed through history?</p>	<p>Economy, El Salvador, export, fair trade, global, globalisation, goods, import, multinational, trade</p>	<ul style="list-style-type: none"> <li>• To describe and understand key aspects of human geography - economic activity including trade links and the distribution of natural resources in the context of UK imports and exports, changing trade links, fair trade and the global supply chain.</li> <li>• To locate the world's countries, using maps to focus on environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America</li> </ul>

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**National Curriculum Geography**

**KS1**

Location Knowledge	Place Knowledge	Human and Physical Geography
<ul style="list-style-type: none"> <li>Name and locate the world’s seven continents and five oceans</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography or a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul>	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>Use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> </li> </ul>

**KS2**

Location Knowledge	Place Knowledge	Human and Physical Geography
<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of:</li> </ul>

location of Russia) and North and South American, concentrating on their environmental regions, key physical human characteristics, and major cities.

- Name and locate countries and cities in the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains coasts and rivers,) and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones (including day and night.)

human and physical geography of a region at the United Kingdom, a region in a European country, and a region within North or South America

(Year 4 - Best of UK, India, Rivers  
Year 5 - Amazing Americas, Study of Marlow)  
Year 6- Our Changing World)

-Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  
-Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.