



Year	Module	
1	1	Focus: The local area - Marden
Vocabulary for the year:	Physical: forest, hill, mountain, sea, ocean, weather, season, Spring, Summer, Autumn, Winter, hot, cold, weather chart, equator, north pole, south pole Human: address, locality, landmark, city, town, inuits, clothing, factory, office, detached house, semi-detached, terrace, development, jobs, primary, secondary, tertiary, capital city Skills: fieldwork, sketch, observation drawing, key, aerial photograph, globe, atlas, compass, north, south, east, west Locational knowledge: Marden, United Kingdom, England, Scotland, Wales, Northern Ireland, North Sea, English Channel, Kenya, North Pole, Arctic Circle, London, Cardiff, Edinburgh, Belfast, Kew, Eden Project, Sherwood Forest, Sycamore Gap, Crag Lough	
Objectives:	Geographical Enquiry: • Can they say what they like about their locality? • Can they think of a few relevant questions to ask about a locality? Physical Geography: • Can they tell someone their address? • Can they describe a locality using words and pictures? Local Geography Study: • Use aerial photographs and plan perspectives to recognise landmarks (Marden Primary Academy) and basic human and physical features (Marden village); devise a simple map; and use and construct basic symbols in a key - link this to: use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	
Assessment criteria for the year:	• Use simple picture maps to navigate • Use maps to describe landscapes using directional language • Beginning to to draw 2D representation maps • Create plans and draw simple outlines of features in their familiar environment • Orally comment on observations about what they see and draw simple features • Answer simple geographical questions (using comparison between observations) • Collect and present data, knowing that tallies are a quick way to record data • Consider the purpose of data, thinking about why it was collected • Explore and express their views on features of their environment • Use knowledge of what seasons are to identify seasonal and daily weather patterns • Describe some places and features using basic geographical vocabulary for human features (city, town, village, factory, farm, house, office) • Describe some places and features using basic geographical vocabulary for physical features (forest, hill, mountain, sea, ocean, season, weather)	



Year	Module	Focus: The United Kingdom
1	2	
Vocabulary for the year:	Physical: forest, hill, mountain, sea, ocean, weather, season, Spring, Summer, Autumn, Winter, hot, cold, weather chart, equator, north pole, south pole Human: address, locality, landmark, city, town, inuits, clothing, factory, office, detached house, semi-detached, terrace, development, jobs, primary, secondary, tertiary, capital city Skills: fieldwork, sketch, observation drawing, key, aerial photograph, globe, atlas, compass, north, south, east, west Locational knowledge: Marden, United Kingdom, England, Scotland, Wales, Northern Ireland, North Sea, English Channel, Kenya, North Pole, Arctic Circle, London, Cardiff, Edinburgh, Belfast, Kew, Eden Project, Sherwood Forest, Sycamore Gap, Crag Lough	
Objectives:	Geographical Knowledge: • Can they identify the four countries making up the United Kingdom? • Can they name some of the main towns and cities in the United Kingdom, and the surrounding seas?	
Assessment criteria for the year:	• Use simple picture maps to navigate • Use maps to describe landscapes using directional language • Beginning to to draw 2D representation maps • Create plans and draw simple outlines of features in their familiar environment • Orally comment on observations about what they see and draw simple features • Answer simple geographical questions (using comparison between observations) • Collect and present data, knowing that tallies are a quick way to record data • Consider the purpose of data, thinking about why it was collected • Explore and express their views on features of their environment • Use knowledge of what seasons are to identify seasonal and daily weather patterns • Describe some places and features using basic geographical vocabulary for human features (city, town, village, factory, farm, house, office) • Describe some places and features using basic geographical vocabulary for physical features (forest, hill, mountain, sea, ocean, season, weather)	



Year	Module	
1	3	Focus: Kenya, North Pole, Arctic Circle
Vocabulary for the year:	Physical: forest, hill, mountain, sea, ocean, weather, season, Spring, Summer, Autumn, Winter, hot, cold, weather chart, equator, north pole, south pole Human: address, locality, landmark, city, town, inuits, clothing, factory, office, detached house, semi-detached, terrace, development, jobs, primary, secondary, tertiary, capital city Skills: fieldwork, sketch, observation drawing, key, aerial photograph, globe, atlas, compass, north, south, east, west Locational knowledge: Marden, United Kingdom, England, Scotland, Wales, Northern Ireland, North Sea, English Channel, Kenya, North Pole, Arctic Circle, London, Cardiff, Edinburgh, Belfast, Kew, Eden Project, Sherwood Forest, Sycamore Gap, Crag Lough	
Objectives:	Physical Geography: • Can the explain the main features of a hot and cold place? • Can they explain how the weather changes with each season? • Can they answer questions about the weather? • Can they keep a weather chart? Human Geography: • Can they begin to explain why they would wear different clothes at different times of the year? • Can they tell something about the people living in hot and cold places, e.g. inuits? • Can they explain what they might wear if they lived in a very hot or cold place? Geographical Knowledge: • Can they point out where the equator, north pole and south pole are on a globe or atlas?	
Assessment criteria for the year:	• Use simple picture maps to navigate • Use maps to describe landscapes using directional language • Beginning to to draw 2D representation maps • Create plans and draw simple outlines of features in their familiar environment • Orally comment on observations about what they see and draw simple features • Answer simple geographical questions (using comparison between observations) • Collect and present data, knowing that tallies are a quick way to record data • Consider the purpose of data, thinking about why it was collected • Explore and express their views on features of their environment • Use knowledge of what seasons are to identify seasonal and daily weather patterns • Describe some places and features using basic geographical vocabulary for human features (city, town, village, factory, farm, house, office) • Describe some places and features using basic geographical vocabulary for physical features (forest, hill, mountain, sea, ocean, season, weather)	



Year	Module	Focus: Development in Marden and the Surrounding Area
1	4	
Vocabulary for the year:	Physical: forest, hill, mountain, sea, ocean, weather, season, Spring, Summer, Autumn, Winter, hot, cold, weather chart, equator, north pole, south pole Human: address, locality, landmark, city, town, inuits, clothing, factory, office, detached house, semi-detached, terrace, development, jobs, primary, secondary, tertiary, capital city Skills: fieldwork, sketch, observation drawing, key, aerial photograph, globe, atlas, compass, north, south, east, west Locational knowledge: Marden, United Kingdom, England, Scotland, Wales, Northern Ireland, North Sea, English Channel, Kenya, North Pole, Arctic Circle, London, Cardiff, Edinburgh, Belfast, Kew, Eden Project, Sherwood Forest, Sycamore Gap, Crag Lough	
Objectives:	Human Geography: Can they name key features associated with a town or village, e.g. factory, detached house, semi-detached house, terrace house?	
Assessment criteria for the year:	- Use simple picture maps to navigate - Use maps to describe landscapes using directional language - Beginning to to draw 2D representation maps - Create plans and draw simple outlines of features in their familiar environment - Orally comment on observations about what they see and draw simple features - Answer simple geographical questions (using comparison between observations) - Collect and present data, knowing that tallies are a quick way to record data - Consider the purpose of data, thinking about why it was collected - Explore and express their views on features of their environment - Use knowledge of what seasons are to identify seasonal and daily weather patterns - Describe some places and features using basic geographical vocabulary for human features (city, town, village, factory, farm, house, office) - Describe some places and features using basic geographical vocabulary for physical features (forest, hill, mountain, sea, ocean, season, weather)	



Geography Curriculum

Year 1

Year	Module	Focus: The local area
1	5	
Vocabulary for the year:	Physical: forest, hill, mountain, sea, ocean, weather, season, Spring, Summer, Autumn, Winter, hot, cold, weather chart, equator, north pole, south pole Human: address, locality, landmark, city, town, inuits, clothing, factory, office, detached house, semi-detached, terrace, development, jobs, primary, secondary, tertiary, capital city Skills: fieldwork, sketch, observation drawing, key, aerial photograph, globe, atlas, compass, north, south, east, west Locational knowledge: Marden, United Kingdom, England, Scotland, Wales, Northern Ireland, North Sea, English Channel, Kenya, North Pole, Arctic Circle, London, Cardiff, Edinburgh, Belfast, Kew, Eden Project, Sherwood Forest, Sycamore Gap, Crag Lough	
Objectives:	Physical and Human Geography • Can they name different jobs that people living in their area might do? • Can they use ‘primary’, ‘secondary’ and ‘tertiary’ correctly?	
Assessment criteria for the year:	• Use simple picture maps to navigate • Use maps to describe landscapes using directional language • Beginning to to draw 2D representation maps • Create plans and draw simple outlines of features in their familiar environment • Orally comment on observations about what they see and draw simple features • Answer simple geographical questions (using comparison between observations) • Collect and present data, knowing that tallies are a quick way to record data • Consider the purpose of data, thinking about why it was collected • Explore and express their views on features of their environment • Use knowledge of what seasons are to identify seasonal and daily weather patterns • Describe some places and features using basic geographical vocabulary for human features (city, town, village, factory, farm, house, office) • Describe some places and features using basic geographical vocabulary for physical features (forest, hill, mountain, sea, ocean, season, weather)	



Geography Curriculum

Year 1

Year	Module	
1	6	Focus: Kew, Eden Project, Sherwood Forest, Sycamore Gap, Crag Lough
Vocabulary for the year:	Physical: forest, hill, mountain, sea, ocean, weather, season, Spring, Summer, Autumn, Winter, hot, cold, weather chart, equator, north pole, south pole Human: address, locality, landmark, city, town, inuits, clothing, factory, office, detached house, semi-detached, terrace, development, jobs, primary, secondary, tertiary, capital city Skills: fieldwork, sketch, observation drawing, key, aerial photograph, globe, atlas, compass, north, south, east, west Locational knowledge: Marden, United Kingdom, England, Scotland, Wales, Northern Ireland, North Sea, English Channel, Kenya, North Pole, Arctic Circle, London, Cardiff, Edinburgh, Belfast, Kew, Eden Project, Sherwood Forest, Sycamore Gap, Crag Lough	
Objectives:	Geographical Knowledge • Can they name a few towns in the south and north of the UK?	
Assessment criteria for the year:	• Use simple picture maps to navigate • Use maps to describe landscapes using directional language • Beginning to to draw 2D representation maps • Create plans and draw simple outlines of features in their familiar environment • Orally comment on observations about what they see and draw simple features • Answer simple geographical questions (using comparison between observations) • Collect and present data, knowing that tallies are a quick way to record data • Consider the purpose of data, thinking about why it was collected • Explore and express their views on features of their environment • Use knowledge of what seasons are to identify seasonal and daily weather patterns • Describe some places and features using basic geographical vocabulary for human features (city, town, village, factory, farm, house, office) • Describe some places and features using basic geographical vocabulary for physical features (forest, hill, mountain, sea, ocean, season, weather)	



Geography Curriculum

Year 2

Year	Module	
2	1	Focus: South Korea
Vocabulary for the year:	Physical: island, continent, country, beach, coast, forest, hill, mountain, ocean, valley, river, flood, stream, oceans, seas Human: route, impact, spoil, damage, improve, endangered Skills: diagram, evidence, sources Locational knowledge: South Korea, Manchester, Birmingham, Newport, Glasgow, Derry, Yalding, Africa, North America, South America, Europe, Asia, Antarctica, Australia	
Objectives:	Physical Geography: • Can they describe some physical features of their own locality? • Can they explain what makes a locality special, referring to maps? • Can they describe some places which are not near the school, referring to maps? • Can they name the major cities of England, Wales, Scotland and Ireland? • Can they find where they live on a map of the UK? • Can they describe a place outside Europe using geographical words? • Can they describe some of the features associated with an island? • Can they find the longest and shortest routes using a map and compass directions?	
Assessment criteria for the year:	• Use maps to navigate • Use maps to recognise key physical and human features • Draw maps, using symbols to represent objects • Create plans and draw simple features in their familiar environment • Comment on observations (about what they see) • Draw simple features from what they see and label these diagrams • Ask and answer simple questions, making comparisons and spotting patterns • Present data through simple pictograms, tally charts, block diagrams and simple tables • Consider how data is collected to answer geographical questions (who, when, how) • Make observations about features that give places their character • Locate hot and cold areas in the world in relation to the Equator and the North and South Poles • Describe places and features using simple geographical vocabulary for human features (city, town, village, factory, farm, house, office, port, harbour and shop)	



Geography Curriculum

Year 2

Year	Module	
2	2	Focus: Ballet Schools in the UK
Vocabulary for the year:	Physical: island, continent, country, beach, coast, forest, hill, mountain, ocean, valley, river, flood, stream, oceans, seas Human: route, impact, spoil, damage, improve, endangered Skills: diagram, evidence, sources Locational knowledge: South Korea, Manchester, Birmingham, Newport, Glasgow, Derry, Yalding, Africa, North America, South America, Europe, Asia, Antarctica, Australia	
Objectives:	Geographical Knowledge: • Can they name the major cities of England, Wales, Scotland and Ireland? • Can they find where they live on a map of the UK? • Can they describe the key features of a place using words like beach, coast, forest, hill, mountain, ocean, valley? Link to ballet: - Northern Ballet School - Manchester - Birmingham Royal Ballet - Ballet Cymru - Newport - Scottish Ballet - Glasgow - Northern Ireland Ballet - Derry	
Assessment criteria for the year:	• Use maps to navigate • Use maps to recognise key physical and human features • Draw maps, using symbols to represent objects • Create plans and draw simple features in their familiar environment • Comment on observations (about what they see) • Draw simple features from what they see and label these diagrams • Ask and answer simple questions, making comparisons and spotting patterns • Present data through simple pictograms, tally charts, block diagrams and simple tables • Consider how data is collected to answer geographical questions (who, when, how) • Make observations about features that give places their character • Locate hot and cold areas in the world in relation to the Equator and the North and South Poles • Describe places and features using simple geographical vocabulary for human features (city, town, village, factory, farm, house, office, port, harbour and shop)	



Year	Module	Focus: Yalding
2	3	
Vocabulary for the year:	Physical: island, continent, country, beach, coast, forest, hill, mountain, ocean, valley, river, flood, stream, oceans, seas Human: route, impact, spoil, damage, improve, endangered Skills: diagram, evidence, sources Locational knowledge: South Korea, Manchester, Birmingham, Newport, Glasgow, Derry, Yalding, Africa, North America, South America, Europe, Asia, Antarctica, Australia	
Objectives:	Geographical Enquiry: - Can they label a diagram or photograph using some geographical words? Physical Geography: - Can they describe the key features of a place using words like beach, coast, forest, hill, mountain, ocean and valley?	
Assessment criteria for the year:	- Use maps to navigate - Use maps to recognise key physical and human features - Draw maps, using symbols to represent objects - Create plans and draw simple features in their familiar environment - Comment on observations (about what they see) - Draw simple features from what they see and label these diagrams - Ask and answer simple questions, making comparisons and spotting patterns - Present data through simple pictograms, tally charts, block diagrams and simple tables - Consider how data is collected to answer geographical questions (who, when, how) - Make observations about features that give places their character - Locate hot and cold areas in the world in relation to the Equator and the North and South Poles - Describe places and features using simple geographical vocabulary for human features (city, town, village, factory, farm, house, office, port, harbour and shop)	



Geography Curriculum

Year 2

Year	Module	Focus: London Before and After the Great Fire
2	4	
Vocabulary for the year:	Physical: island, continent, country, beach, coast, forest, hill, mountain, ocean, valley, river, flood, stream, oceans, seas Human: route, impact, spoil, damage, improve, endangered Skills: diagram, evidence, sources Locational knowledge: South Korea, Manchester, Birmingham, Newport, Glasgow, Derry, Yalding, Africa, North America, South America, Europe, Asia, Antarctica, Australia	
Objectives:	Geographical Enquiry • Can they find out about a locality by using different sources of evidence, including maps? • Can they find out about a locality by asking some relevant questions to someone else?	
Assessment criteria for the year:	• Use maps to navigate • Use maps to recognise key physical and human features • Draw maps, using symbols to represent objects • Create plans and draw simple features in their familiar environment • Comment on observations (about what they see) • Draw simple features from what they see and label these diagrams • Ask and answer simple questions, making comparisons and spotting patterns • Present data through simple pictograms, tally charts, block diagrams and simple tables • Consider how data is collected to answer geographical questions (who, when, how) • Make observations about features that give places their character • Locate hot and cold areas in the world in relation to the Equator and the North and South Poles • Describe places and features using simple geographical vocabulary for human features (city, town, village, factory, farm, house, office, port, harbour and shop)	



Geography Curriculum

Year 2

Year	Module	Focus:
2	5	
Vocabulary for the year:	Physical: island, continent, country, beach, coast, forest, hill, mountain, ocean, valley, river, flood, stream, oceans, seas Human: route, impact, spoil, damage, improve, endangered Skills: diagram, evidence, sources Locational knowledge: South Korea, Manchester, Birmingham, Newport, Glasgow, Derry, Yalding, Africa, North America, South America, Europe, Asia, Antarctica, Australia	
Objectives:	Human and Physical Geography • Can they say what they like and don't like about their locality and another locality like the seaside? • Can they find the longest and shortest route using a map? • Can they describe some human features of their own locality, such as the jobs people do? • Can they explain how the jobs people do may be different in different parts of the world? • Can they explain what facilities a town or village might need?	
Assessment criteria for the year:	• Use maps to navigate • Use maps to recognise key physical and human features • Draw maps, using symbols to represent objects • Create plans and draw simple features in their familiar environment • Comment on observations (about what they see) • Draw simple features from what they see and label these diagrams • Ask and answer simple questions, making comparisons and spotting patterns • Present data through simple pictograms, tally charts, block diagrams and simple tables • Consider how data is collected to answer geographical questions (who, when, how) • Make observations about features that give places their character • Locate hot and cold areas in the world in relation to the Equator and the North and South Poles • Describe places and features using simple geographical vocabulary for human features (city, town, village, factory, farm, house, office, port, harbour and shop)	



Year	Module	Focus:
2	6	
Vocabulary for the year:	Physical: island, continent, country, beach, coast, forest, hill, mountain, ocean, valley, river, flood, stream, oceans, seas Human: route, impact, spoil, damage, improve, endangered Skills: diagram, evidence, sources Locational knowledge: South Korea, Manchester, Birmingham, Newport, Glasgow, Derry, Yalding, Africa, North America, South America, Europe, Asia, Antarctica, Australia	
Objectives:	Geographical Enquiry - Do they think that people ever spoil an area? How? - Do they think that people try to make the area better? How? Geographical Knowledge - Can they name the continents of the world and find them in an atlas? - Can they names the world’s oceans and find them in an atlas? - Can they describe some of the feature associated with an island?	
Assessment criteria for the year:	- Use maps to navigate - Use maps to recognise key physical and human features - Draw maps, using symbols to represent objects - Create plans and draw simple features in their familiar environment - Comment on observations (about what they see) - Draw simple features from what they see and label these diagrams - Ask and answer simple questions, making comparisons and spotting patterns - Present data through simple pictograms, tally charts, block diagrams and simple tables - Consider how data is collected to answer geographical questions (who, when, how) - Make observations about features that give places their character - Locate hot and cold areas in the world in relation to the Equator and the North and South Poles - Describe places and features using simple geographical vocabulary for human features (city, town, village, factory, farm, house, office, port, harbour and shop)	



Year	Module	
3	1	Focus: Sustainable Cities
Vocabulary for the year:	Physical: volcano, earthquake, plate, boundaries, tectonic, rocks, tsunamis, hurricane, storm, climate zones Human: kilometre, miles, distance, land use, agriculture, arable, pastoral, rural, urban, amenities, residential, business, tourism, transportation, transport links Skills: 4 figure grid reference, plot, OS map, OS symbols, measure, contents (atlas), index (atlas), data, table, chart, north east, south east, north west, south west Locational knowledge: Cyprus, Normandy, France, Pompeii, Italy, Mount Vesuvius, Mount Fuji, Ring of Fire, Iceland, Northern hemisphere, southern hemisphere, Spain, Germany, Finland, Sweden, Norway, Egypt, Folkestone, Mediterranean, Mediterranean sea, North Sea, Baltic Sea, Black Sea	
Objectives:	Geographical Enquiry • Can they identify key features of a locality by using a map? • Can they begin to use 4 figure grid references? • Can they accurately plot NSEW on a map? • Can they use some basic OS map symbols? • Can they make an accurate measurement of distances within 100Km? Physical Geography • Can they recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)?	
Assessment criteria for the year:	• Use maps to navigate using coordinates • Use different sized maps to locate the same features • Draw a map of a real location with human/physical features • Draw annotated sketches from observation with descriptive labels that indicate direction and position • Record findings from fieldwork • Analyse and interpret information to answer questions • Present information and data (such as using pictograms, tables and bar charts) • Link data or information to draw simple conclusions, to support geographical enquiries • Make observations about places and features that change over time • Show an understanding of how people can affect the environment positively and negatively • Use KS2 geographical language to describe some aspects of human features • Use KS2 geographical language to describe some aspects of physical features	



Year	Module	Focus: Making Links to Countries Through Inquiry
3	2	
Vocabulary for the year:	Physical: volcano, earthquake, plate, boundaries, tectonic, rocks, tsunamis, hurricane, storm, climate zones Human: kilometre, miles, distance, land use, agriculture, arable, pastoral, rural, urban, amenities, residential, business, tourism, transportation, transport links Skills: 4 figure grid reference, plot, OS map, OS symbols, measure, contents (atlas), index (atlas), data, table, chart, north east, south east, north west, south west Locational knowledge: Cyprus, Normandy, France, Pompeii, Italy, Mount Vesuvius, Mount Fuji, Ring of Fire, Iceland, Northern hemisphere, southern hemisphere, Spain, Germany, Finland, Sweden, Norway, Egypt, Folkestone, Mediterranean, Mediterranean sea, North Sea, Baltic Sea, Black Sea	
Objectives:	Geographical Knowledge Do they use correct geographical words to describe a place and the events that happen there?	
Assessment criteria for the year:	- Use maps to navigate using coordinates - Use different sized maps to locate the same features - Draw a map of a real location with human/physical features - Draw annotated sketches from observation with descriptive labels that indicate direction and position - Record findings from fieldwork - Analyse and interpret information to answer questions - Present information and data (such as using pictograms, tables and bar charts) - Link data or information to draw simple conclusions, to support geographical enquiries - Make observations about places and features that change over time - Show an understanding of how people can affect the environment positively and negatively - Use KS2 geographical language to describe some aspects of human features - Use KS2 geographical language to describe some aspects of physical features	



Year	Module	
3	3	Focus: Pompeii
Vocabulary for the year:	Physical: volcano, earthquake, plate, boundaries, tectonic, rocks, tsunami, hurricane, storm, climate zones Human: kilometre, miles, distance, land use, agriculture, arable, pastoral, rural, urban, amenities, residential, business, tourism, transportation, transport links Skills: 4 figure grid reference, plot, OS map, OS symbols, measure, contents (atlas), index (atlas), data, table, chart, north east, south east, north west, south west Locational knowledge: Cyprus, Normandy, France, Pompeii, Italy, Mount Vesuvius, Mount Fuji, Ring of Fire, Iceland, Northern hemisphere, southern hemisphere, Spain, Germany, Finland, Sweden, Norway, Egypt, Folkestone, Mediterranean, Mediterranean sea, North Sea, Baltic Sea, Black Sea	
Objectives:	Physical Geography: • Can they use maps and atlases appropriately by using contents and indexes? • Can they describe how volcanoes are created? • Can they describe how earthquakes are created? • Can they confidently describe physical features of a locality? Human Geography: • Can they describe how volcanoes have an impact on people's lives? • Can they confidently describe human features of a locality? Geographical Knowledge: • Can they locate and name some of the world's most famous volcanoes?	
Assessment criteria for the year:	• Use maps to navigate using coordinates • Use different sized maps to locate the same features • Draw a map of a real location with human/physical features • Draw annotated sketches from observation with descriptive labels that indicate direction and position • Record findings from fieldwork • Analyse and interpret information to answer questions • Present information and data (such as using pictograms, tables and bar charts) • Link data or information to draw simple conclusions, to support geographical enquiries • Make observations about places and features that change over time • Show an understanding of how people can affect the environment positively and negatively • Use KS2 geographical language to describe some aspects of human features • Use KS2 geographical language to describe some aspects of physical features	



Year	Module	Focus: Geographical Knowledge
3	4	
Vocabulary for the year:	Physical: volcano, earthquake, plate, boundaries, tectonic, rocks, tsunamis, hurricane, storm, climate zones Human: kilometre, miles, distance, land use, agriculture, arable, pastoral, rural, urban, amenities, residential, business, tourism, transportation, transport links Skills: 4 figure grid reference, plot, OS map, OS symbols, measure, contents (atlas), index (atlas), data, table, chart, north east, south east, north west, south west Locational knowledge: Cyprus, Normandy, France, Pompeii, Italy, Mount Vesuvius, Mount Fuji, Ring of Fire, Iceland, Northern hemisphere, southern hemisphere, Spain, Germany, Finland, Sweden, Norway, Egypt, Folkestone, Mediterranean, Mediterranean sea, North Sea, Baltic Sea, Black Sea	
Objectives:	Geographical Knowledge - Do they use correct geographical words to describe a place and the events that happen there? - Can they name a number of countries in the Northern Hemisphere? Physical Geography - Are they aware of different weather in different parts of the world, especially Europe?	
Assessment criteria for the year:	- Use maps to navigate using coordinates - Use different sized maps to locate the same features - Draw a map of a real location with human/physical features - Draw annotated sketches from observation with descriptive labels that indicate direction and position - Record findings from fieldwork - Analyse and interpret information to answer questions - Present information and data (such as using pictograms, tables and bar charts) - Link data or information to draw simple conclusions, to support geographical enquiries - Make observations about places and features that change over time - Show an understanding of how people can affect the environment positively and negatively - Use KS2 geographical language to describe some aspects of human features - Use KS2 geographical language to describe some aspects of physical features	



Year	Module	Focus: Land Use Patterns
3	5	
Vocabulary for the year:	Physical: volcano, earthquake, plate, boundaries, tectonic, rocks, tsunامي, hurricane, storm, climate zones Human: kilometre, miles, distance, land use, agriculture, arable, pastoral, rural, urban, amenities, residential, business, tourism, transportation, transport links Skills: 4 figure grid reference, plot, OS map, OS symbols, measure, contents (atlas), index (atlas), data, table, chart, north east, south east, north west, south west Locational knowledge: Cyprus, Normandy, France, Pompeii, Italy, Mount Vesuvius, Mount Fuji, Ring of Fire, Iceland, Northern hemisphere, southern hemisphere, Spain, Germany, Finland, Sweden, Norway, Egypt, Folkestone, Mediterranean, Mediterranean sea, North Sea, Baltic Sea, Black Sea	
Objectives:	Human and Physical Geography • Can they confidently describe physical features in a locality? • Can they confidently describe human features in a locality? • Can they explain why a locality has certain human features?	
Assessment criteria for the year:	• Use maps to navigate using coordinates • Use different sized maps to locate the same features • Draw a map of a real location with human/physical features • Draw annotated sketches from observation with descriptive labels that indicate direction and position • Record findings from fieldwork • Analyse and interpret information to answer questions • Present information and data (such as using pictograms, tables and bar charts) • Link data or information to draw simple conclusions, to support geographical enquiries • Make observations about places and features that change over time • Show an understanding of how people can affect the environment positively and negatively • Use KS2 geographical language to describe some aspects of human features • Use KS2 geographical language to describe some aspects of physical features	



Year	Module	
3	6	Focus: Tourism
Vocabulary for the year:	Physical: volcano, earthquake, plate, boundaries, tectonic, rocks, tsunamis, hurricane, storm, climate zones Human: kilometre, miles, distance, land use, agriculture, arable, pastoral, rural, urban, amenities, residential, business, tourism, transportation, transport links Skills: 4 figure grid reference, plot, OS map, OS symbols, measure, contents (atlas), index (atlas), data, table, chart, north east, south east, north west, south west Locational knowledge: Cyprus, Normandy, France, Pompeii, Italy, Mount Vesuvius, Mount Fuji, Ring of Fire, Iceland, Northern hemisphere, southern hemisphere, Spain, Germany, Finland, Sweden, Norway, Egypt, Folkestone, Mediterranean, Mediterranean sea, North Sea, Baltic Sea, Black Sea	
Objectives:	Human Geography: - Can they explain how the lives of people in the Mediterranean would be different to their own? Geographical Knowledge: - Can they name and locate some well-known European countries? - Can they name the two largest seas in Europe? Physical Geography: - Can they work out how long it would take to get to a given destination, taking account of the mode of transport? - Can they explain why a locality has certain physical features? - Can they explain how people's lives vary due to weather?	
Assessment criteria for the year:	- Use maps to navigate using coordinates - Use different sized maps to locate the same features - Draw a map of a real location with human/physical features - Draw annotated sketches from observation with descriptive labels that indicate direction and position - Record findings from fieldwork - Analyse and interpret information to answer questions - Present information and data (such as using pictograms, tables and bar charts) - Link data or information to draw simple conclusions, to support geographical enquiries - Make observations about places and features that change over time - Show an understanding of how people can affect the environment positively and negatively - Use KS2 geographical language to describe some aspects of human features - Use KS2 geographical language to describe some aspects of physical features	



Year	Module	Focus: Lifestyles
4	1	
Vocabulary for the year:	Physical: latitude, longitude Human: push factor, pull factor, settlement, ethnic groups, economic activity, trade links, transportation systems, environmental issue Skills: survey, discrete data, continuous data, bar chart, time graph Locational knowledge: Japan, Tropics, Tropic of Capricorn, Tropic of Cancer, European Union, British Isles, Southampton, Newcastle	
Objectives:	Human Geography: • Can they explain why people are attracted to live in cities? • Can they explain why people may choose to live in a village rather than a city?	
Assessment criteria for the year:	• Use maps to navigate using 4-figure coordinates • Locate places and features on a range of maps (variety of scales) • Draw a map based on a fieldwork sketch with positioning of key features • Draw an annotated sketch from observation with descriptive and explanatory labels, using direction and position • Collect data using a range of data collection techniques, e.g. land use, environmental quality • Use data and read graphs to answer questions and solve comparison, sum and difference problems • Collate data from surveys and use bar charts and time graphs to interpret and present discrete and continuous data • Use information and data to make conclusions for more searching geographical questions • Describe how features and places change and the links between people and environments • Name types of settlement or land use and explain how they have changed over time • Use KS2 geographical language to describe some aspects of human features (i.e. types of settlement and land use) • Use KS2 geographical language to describe some aspects of physical features	



Year	Module	Focus: Identity
4	2	
Vocabulary for the year:	Physical: latitude, longitude Human: push factor, pull factor, settlement, ethnic groups, economic activity, trade links, transportation systems, environmental issue Skills: survey, discrete data, continuous data, bar chart, time graph Locational knowledge: Japan, Tropics, Tropic of Capricorn, Tropic of Cancer, European Union, British Isles, Southampton, Newcastle	
Objectives:	Geographical Knowledge: • Can they locate the Tropic of Cancer and the Tropic of Capricorn? • Do they know the difference between the British Isles, Great Britain and the UK? • Do they know the countries that make up the European Union? • Can they name up to six cities in the UK and locate them on a map? • Can they locate and name some of the main islands that surround the UK? • Can they name the areas of origin of the main ethnic groups in the UK & in their school?	
Assessment criteria for the year:	• Use maps to navigate using 4-figure coordinates • Locate places and features on a range of maps (variety of scales) • Draw a map based on a fieldwork sketch with positioning of key features • Draw an annotated sketch from observation with descriptive and explanatory labels, using direction and position • Collect data using a range of data collection techniques, e.g. land use, environmental quality • Use data and read graphs to answer questions and solve comparison, sum and difference problems • Collate data from surveys and use bar charts and time graphs to interpret and present discrete and continuous data • Use information and data to make conclusions for more searching geographical questions • Describe how features and places change and the links between people and environments • Name types of settlement or land use and explain how they have changed over time • Use KS2 geographical language to describe some aspects of human features (i.e. types of settlement and land use) • Use KS2 geographical language to describe some aspects of physical features	



Year	Module	Focus: Economic Activity and Trade Links
4	3	
Vocabulary for the year:	Physical: latitude, longitude Human: push factor, pull factor, settlement, ethnic groups, economic activity, trade links, transportation systems, environmental issue Skills: survey, discrete data, continuous data, bar chart, time graph Locational knowledge: Japan, Tropics, Tropic of Capricorn, Tropic of Cancer, European Union, British Isles, Southampton, Newcastle	
Objectives:	Physical Geography: - Can they describe the main features of a well known city? - Can they describe the main features of a village? - Can they describe the main physical differences between cities and villages? - Can they use appropriate symbols to represent different physical features on a map, e.g. hills, mountains, coasts and rivers? Geographical Enquiry: - Can they find the same place on a globe and in an atlas?	
Assessment criteria for the year:	- Use maps to navigate using 4-figure coordinates - Locate places and features on a range of maps (variety of scales) - Draw a map based on a fieldwork sketch with positioning of key features - Draw an annotated sketch from observation with descriptive and explanatory labels, using direction and position - Collect data using a range of data collection techniques, e.g. land use, environmental quality - Use data and read graphs to answer questions and solve comparison, sum and difference problems - Collate data from surveys and use bar charts and time graphs to interpret and present discrete and continuous data - Use information and data to make conclusions for more searching geographical questions - Describe how features and places change and the links between people and environments - Name types of settlement or land use and explain how they have changed over time - Use KS2 geographical language to describe some aspects of human features (i.e. types of settlement and land use) - Use KS2 geographical language to describe some aspects of physical features	



Year	Module	Focus: Civilisation
4	4	
Vocabulary for the year:	Physical: latitude, longitude Human: push factor, pull factor, settlement, ethnic groups, economic activity, trade links, transportation systems, environmental issue Skills: survey, discrete data, continuous data, bar chart, time graph Locational knowledge: Japan, Tropics, Tropic of Capricorn, Tropic of Cancer, European Union, British Isles, Southampton, Newcastle	
Objectives:	Human Geography • Can they plan a journey to a place in England? • Can they explain how a locality has changed over time with reference to human features?	
Assessment criteria for the year:	• Use maps to navigate using 4-figure coordinates • Locate places and features on a range of maps (variety of scales) • Draw a map based on a fieldwork sketch with positioning of key features • Draw an annotated sketch from observation with descriptive and explanatory labels, using direction and position • Collect data using a range of data collection techniques, e.g. land use, environmental quality • Use data and read graphs to answer questions and solve comparison, sum and difference problems • Collate data from surveys and use bar charts and time graphs to interpret and present discrete and continuous data • Use information and data to make conclusions for more searching geographical questions • Describe how features and places change and the links between people and environments • Name types of settlement or land use and explain how they have changed over time • Use KS2 geographical language to describe some aspects of human features (i.e. types of settlement and land use) • Use KS2 geographical language to describe some aspects of physical features	



Year	Module	Focus: Transportation Systems
4	5	
Vocabulary for the year:	Physical: latitude, longitude Human: push factor, pull factor, settlement, ethnic groups, economic activity, trade links, transportation systems, environmental issue Skills: survey, discrete data, continuous data, bar chart, time graph Locational knowledge: Japan, Tropics, Tropic of Capricorn, Tropic of Cancer, European Union, British Isles, Southampton, Newcastle	
Objectives:	Human and Physical Geography • Can they find different views about an environmental issue? • What is their view? • Can they suggest different ways that a locality could be changed and improved? • Can they carry out a survey to discover the features of cities and villages? • Can they accurately measure and collect information, linked to the water cycle?	
Assessment criteria for the year:	• Use maps to navigate using 4-figure coordinates • Locate places and features on a range of maps (variety of scales) • Draw a map based on a fieldwork sketch with positioning of key features • Draw an annotated sketch from observation with descriptive and explanatory labels, using direction and position • Collect data using a range of data collection techniques, e.g. land use, environmental quality • Use data and read graphs to answer questions and solve comparison, sum and difference problems • Collate data from surveys and use bar charts and time graphs to interpret and present discrete and continuous data • Use information and data to make conclusions for more searching geographical questions • Describe how features and places change and the links between people and environments • Name types of settlement or land use and explain how they have changed over time • Use KS2 geographical language to describe some aspects of human features (i.e. types of settlement and land use) • Use KS2 geographical language to describe some aspects of physical features	



Year	Module	
4	6	Focus: Maps
Vocabulary for the year:	Physical: latitude, longitude Human: push factor, pull factor, settlement, ethnic groups, economic activity, trade links, transportation systems, environmental issue Skills: survey, discrete data, continuous data, bar chart, time graph Locational knowledge: Japan, Tropics, Tropic of Capricorn, Tropic of Cancer, European Union, British Isles, Southampton, Newcastle	
Objectives:	Physical Geography • Can they label the same features on an aerial photograph as on a map? • Can they explain how a locality has changed over time with reference to physical features?	
Assessment criteria for the year:	• Use maps to navigate using 4-figure coordinates • Locate places and features on a range of maps (variety of scales) • Draw a map based on a fieldwork sketch with positioning of key features • Draw an annotated sketch from observation with descriptive and explanatory labels, using direction and position • Collect data using a range of data collection techniques, e.g. land use, environmental quality • Use data and read graphs to answer questions and solve comparison, sum and difference problems • Collate data from surveys and use bar charts and time graphs to interpret and present discrete and continuous data • Use information and data to make conclusions for more searching geographical questions • Describe how features and places change and the links between people and environments • Name types of settlement or land use and explain how they have changed over time • Use KS2 geographical language to describe some aspects of human features (i.e. types of settlement and land use) • Use KS2 geographical language to describe some aspects of physical features	



Year	Module	
5	1	Focus: Syria
Vocabulary for the year:	Physical: climate zones, biomes, vegetation belts, mountain ranges, wider geographical location Human: human features, economical features, commodity Skills: 6 figure grid reference, scale, evaluate, interpret, representations, appropriate, significance, causal questions, geographical issues, reliable, patterns Locational knowledge: Syria, North America, South America, USA, Canada, Amazon Rainforest, Grand Canyon, Colorado River, Mississippi River, Dubai, Copenhagen, River Thames, Ypres, Belgium	
Objectives:	Geographical Enquiry • Can they collect information about a place and use it in a report? • Can they map land use? • Can they make detailed sketches and plans, improving their accuracy later?	
Assessment criteria for the year:	• Use six-figure grid references to describe a location on a map, including the use of a key • Find, recognise and compare places on maps of different scales • Draw a map with key features located accurately in relation to one another using OS symbols • Annotate sketches to investigate geographical processes and patterns • Evaluate the quality of evidence collected and suggest improvements • Interpret information in tables and line graphs to answer questions • Begin to decide which sources and representations of data are most appropriate for their enquiries and why • Consider the significance of data to respond to geographical issues and causal questions • Use knowledge of land use patterns to make comparisons between places • Use knowledge of physical features to make comparisons between features and places • Use KS2 geographical language to describe some aspects of human features(types of settlement and land use, economic activity) • Use KS2 geographical language to describe some aspects of physical features (climate zones, biomes and vegetation belts, rivers, mountains)	



Year	Module	Focus: Inquiry Link - Beauty
5	2	
Vocabulary for the year:	Physical: climate zones, biomes, vegetation belts, mountain ranges, wider geographical location Human: human features, economical features, commodity Skills: 6 figure grid reference, scale, evaluate, interpret, representations, appropriate, significance, causal questions, geographical issues, reliable, patterns Locational knowledge: Syria, North America, South America, USA, Canada, Amazon Rainforest, Grand Canyon, Colorado River, Mississippi River, Dubai, Copenhagen, River Thames, Ypres, Belgium	
Objectives:	Geographical Knowledge • Can they locate the USA and Canada on a world map and atlas? • Can they locate and name the main countries in South America on a world map and atlas? - (Link to art, e.g. Grand Canyon, Amazon Rainforest, Colorado River) - (Link to biomes, e.g. rainforest, Grand Canyon)	
Assessment criteria for the year:	• Use six-figure grid references to describe a location on a map, including the use of a key • Find, recognise and compare places on maps of different scales • Draw a map with key features located accurately in relation to one another using OS symbols • Annotate sketches to investigate geographical processes and patterns • Evaluate the quality of evidence collected and suggest improvements • Interpret information in tables and line graphs to answer questions • Begin to decide which sources and representations of data are most appropriate for their enquiries and why • Consider the significance of data to respond to geographical issues and causal questions • Use knowledge of land use patterns to make comparisons between places • Use knowledge of physical features to make comparisons between features and places • Use KS2 geographical language to describe some aspects of human features(types of settlement and land use, economic activity) • Use KS2 geographical language to describe some aspects of physical features (climate zones, biomes and vegetation belts, rivers, mountains)	



Year	Module	Focus: Technology
5	3	
Vocabulary for the year:	Physical: climate zones, biomes, vegetation belts, mountain ranges, wider geographical location Human: human features, economical features, commodity Skills: 6 figure grid reference, scale, evaluate, interpret, representations, appropriate, significance, causal questions, geographical issues, reliable, patterns Locational knowledge: Syria, North America, South America, USA, Canada, Amazon Rainforest, Grand Canyon, Colorado River, Mississippi River, Dubai, Copenhagen, River Thames, Ypres, Belgium	
Objectives:	Human Geography - Can they explain how a location fits into its wider geographical location; with reference to human and economical features? - Can they explain what a place might be like in the future, taking account of issues impacting on human features?	
Assessment criteria for the year:	- Use six-figure grid references to describe a location on a map, including the use of a key - Find, recognise and compare places on maps of different scales - Draw a map with key features located accurately in relation to one another using OS symbols - Annotate sketches to investigate geographical processes and patterns - Evaluate the quality of evidence collected and suggest improvements - Interpret information in tables and line graphs to answer questions - Begin to decide which sources and representations of data are most appropriate for their enquiries and why - Consider the significance of data to respond to geographical issues and causal questions - Use knowledge of land use patterns to make comparisons between places - Use knowledge of physical features to make comparisons between features and places - Use KS2 geographical language to describe some aspects of human features(types of settlement and land use, economic activity) - Use KS2 geographical language to describe some aspects of physical features (climate zones, biomes and vegetation belts, rivers, mountains)	



Year	Module	Focus: Water
5	4	
Vocabulary for the year:	Physical: climate zones, biomes, vegetation belts, mountain ranges, wider geographical location Human: human features, economical features, commodity Skills: 6 figure grid reference, scale, evaluate, interpret, representations, appropriate, significance, causal questions, geographical issues, reliable, patterns Locational knowledge: Syria, North America, South America, USA, Canada, Amazon Rainforest, Grand Canyon, Colorado River, Mississippi River, Dubai, Copenhagen, River Thames, Ypres, Belgium	
Objectives:	Human and Physical Geography - Can they explain why many cities in the world are situated by rivers? - Can they explain why water is such a valuable commodity? - Can they explain why people are attracted to live by rivers? Geographical Knowledge - Can they name and locate many of the world’s major rivers on maps? - Can they name and locate many of the world’s most famous mountain regions on maps?	
Assessment criteria for the year:	- Use six-figure grid references to describe a location on a map, including the use of a key - Find, recognise and compare places on maps of different scales - Draw a map with key features located accurately in relation to one another using OS symbols - Annotate sketches to investigate geographical processes and patterns - Evaluate the quality of evidence collected and suggest improvements - Interpret information in tables and line graphs to answer questions - Begin to decide which sources and representations of data are most appropriate for their enquiries and why - Consider the significance of data to respond to geographical issues and causal questions - Use knowledge of land use patterns to make comparisons between places - Use knowledge of physical features to make comparisons between features and places - Use KS2 geographical language to describe some aspects of human features(types of settlement and land use, economic activity) - Use KS2 geographical language to describe some aspects of physical features (climate zones, biomes and vegetation belts, rivers, mountains)	



Year	Module	Focus: Human Impact
5	5	
Vocabulary for the year:	Physical: climate zones, biomes, vegetation belts, mountain ranges, wider geographical location Human: human features, economical features, commodity Skills: 6 figure grid reference, scale, evaluate, interpret, representations, appropriate, significance, causal questions, geographical issues, reliable, patterns Locational knowledge: Syria, North America, South America, USA, Canada, Amazon Rainforest, Grand Canyon, Colorado River, Mississippi River, Dubai, Copenhagen, River Thames, Ypres, Belgium	
Objectives:	Human Geography Can they report on ways in which humans have both improved and damaged the environment?	
Assessment criteria for the year:	- Use six-figure grid references to describe a location on a map, including the use of a key - Find, recognise and compare places on maps of different scales - Draw a map with key features located accurately in relation to one another using OS symbols - Annotate sketches to investigate geographical processes and patterns - Evaluate the quality of evidence collected and suggest improvements - Interpret information in tables and line graphs to answer questions - Begin to decide which sources and representations of data are most appropriate for their enquiries and why - Consider the significance of data to respond to geographical issues and causal questions - Use knowledge of land use patterns to make comparisons between places - Use knowledge of physical features to make comparisons between features and places - Use KS2 geographical language to describe some aspects of human features(types of settlement and land use, economic activity) - Use KS2 geographical language to describe some aspects of physical features (climate zones, biomes and vegetation belts, rivers, mountains)	



Year	Module	Focus: Physical Features
5	6	
Vocabulary for the year:	Physical: climate zones, biomes, vegetation belts, mountain ranges, wider geographical location Human: human features, economical features, commodity Skills: 6 figure grid reference, scale, evaluate, interpret, representations, appropriate, significance, causal questions, geographical issues, reliable, patterns Locational knowledge: Syria, North America, South America, USA, Canada, Amazon Rainforest, Grand Canyon, Colorado River, Mississippi River, Dubai, Copenhagen, River Thames, Ypres, Belgium	
Objectives:	Geographical Enquiry • Can they find possible answers to their own geographical questions? • Can they explain how a location fits into its wider geographical location; with reference to physical features?	
Assessment criteria for the year:	• Use six-figure grid references to describe a location on a map, including the use of a key • Find, recognise and compare places on maps of different scales • Draw a map with key features located accurately in relation to one another using OS symbols • Annotate sketches to investigate geographical processes and patterns • Evaluate the quality of evidence collected and suggest improvements • Interpret information in tables and line graphs to answer questions • Begin to decide which sources and representations of data are most appropriate for their enquiries and why • Consider the significance of data to respond to geographical issues and causal questions • Use knowledge of land use patterns to make comparisons between places • Use knowledge of physical features to make comparisons between features and places • Use KS2 geographical language to describe some aspects of human features(types of settlement and land use, economic activity) • Use KS2 geographical language to describe some aspects of physical features (climate zones, biomes and vegetation belts, rivers, mountains)	



Year	Module	Focus: Geographical Knowledge
6	1	
Vocabulary for the year:	Physical: terrain, desert, natural resources Human: time zones Skills: pie chart, line graph, field study, average, mean, unit of measure, population data, criteria Locational knowledge: Arctic desert, Antarctica desert, Sahara desert, Gobi desert, Arabian desert, The Fens (East Anglia), Caribbean, Jamaica, British Empire	
Objectives:	Geographical Enquiry • Can they confidently explain the scale and use maps with a range of scales? • Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? Geographical Knowledge • Can they name the largest desert in the world? • Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?	
Assessment criteria for the year:	• Follow a short route on a variety of scaled maps • Make geographical conclusions from analysis of a landscape using maps and aerial photographs • Draw a map showing appropriate distance between places or features based on a given scale • Evaluate their sketch against set criteria and improve it • Use digital technology to gather information over time • Can they ask geographical questions (“What is this landscape like? How is it changing? What patterns can be seen?”) to support data gathering? • Calculate and interpret the mean as an average to support analysing data • Present findings in writing and graphically (construct pie charts and line graphs) • Identify relevant geographical questions and select evidence from a range that is the most reliable • Explain some links and interactions between people, places and environments by spotting patterns • Explain some links and interactions through the distribution of natural resources and consider the impact this has on trade and industry • Explain some links and interactions between people, places and environments through economic activities (trade links) • Use geographical language to describe some aspects of physical features (climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle)	



Year	Module	Focus: Inquiry Link - Artist Locations
6	2	
Vocabulary for the year:	Physical: terrain, desert, natural resources Human: time zones Skills: pie chart, line graph, field study, average, mean, unit of measure, population data, criteria Locational knowledge: Arctic desert, Antarctica desert, Sahara desert, Gobi desert, Arabian desert, The Fens (East Anglia), Caribbean, Jamaica, British Empire	
Objectives:	Physical Geography Can they give extended descriptions of the physical features of different places around the world?	
Assessment criteria for the year:	- Follow a short route on a variety of scaled maps - Make geographical conclusions from analysis of a landscape using maps and aerial photographs - Draw a map showing appropriate distance between places or features based on a given scale - Evaluate their sketch against set criteria and improve it - Use digital technology to gather information over time - Can they ask geographical questions ("What is this landscape like? How is it changing? What patterns can be seen?") to support data gathering? - Calculate and interpret the mean as an average to support analysing data - Present findings in writing and graphically (construct pie charts and line graphs) - Identify relevant geographical questions and select evidence from a range that is the most reliable - Explain some links and interactions between people, places and environments by spotting patterns - Explain some links and interactions through the distribution of natural resources and consider the impact this has on trade and industry - Explain some links and interactions between people, places and environments through economic activities (trade links) - Use geographical language to describe some aspects of physical features (climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle)	



Year	Module	Focus: Scientific and Technological Advancement
6	3	
Vocabulary for the year:	Physical: terrain, desert, natural resources Human: time zones Skills: pie chart, line graph, field study, average, mean, unit of measure, population data, criteria Locational knowledge: Arctic desert, Antarctica desert, Sahara desert, Gobi desert, Arabian desert, The Fens (East Anglia), Caribbean, Jamaica, British Empire	
Objectives:	Physical Geography - Can they accurately use a 4 and 6-figure grid reference? Human Geography - Can they map land use with their own criteria? Geographical Knowledge - Can they recognise key symbols used on Ordnance Survey maps? - Can they use OS maps to answer questions?	
Assessment criteria for the year:	- Follow a short route on a variety of scaled maps - Make geographical conclusions from analysis of a landscape using maps and aerial photographs - Draw a map showing appropriate distance between places or features based on a given scale - Evaluate their sketch against set criteria and improve it - Use digital technology to gather information over time - Can they ask geographical questions ('What is this landscape like? How is it changing? What patterns can be seen?') to support data gathering? - Calculate and interpret the mean as an average to support analysing data - Present findings in writing and graphically (construct pie charts and line graphs) - Identify relevant geographical questions and select evidence from a range that is the most reliable - Explain some links and interactions between people, places and environments by spotting patterns - Explain some links and interactions through the distribution of natural resources and consider the impact this has on trade and industry - Explain some links and interactions between people, places and environments through economic activities (trade links) - Use geographical language to describe some aspects of physical features (climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle)	



Year	Module	
6	4	Focus: Exploration
Vocabulary for the year:	Physical: terrain, desert, natural resources Human: time zones Skills: pie chart, line graph, field study, average, mean, unit of measure, population data, criteria Locational knowledge: Arctic desert, Antarctica desert, Sahara desert, Gobi desert, Arabian desert, The Fens (East Anglia), Caribbean, Jamaica, British Empire	
Objectives:	Human and Physical Geography - Can they describe how some places are similar and other places are different in relation to their human features? - Can they create sketch maps when carrying out a field study? - Can they give an extended description of the human features of different places around the world? - Can they describe how some places are similar and others are different in relation to their physical features? Geographical Knowledge - Can they explain how time zones work?	
Assessment criteria for the year:	- Follow a short route on a variety of scaled maps - Make geographical conclusions from analysis of a landscape using maps and aerial photographs - Draw a map showing appropriate distance between places or features based on a given scale - Evaluate their sketch against set criteria and improve it - Use digital technology to gather information over time - Can they ask geographical questions ('What is this landscape like? How is it changing? What patterns can be seen?') to support data gathering? - Calculate and interpret the mean as an average to support analysing data - Present findings in writing and graphically (construct pie charts and line graphs) - Identify relevant geographical questions and select evidence from a range that is the most reliable - Explain some links and interactions between people, places and environments by spotting patterns - Explain some links and interactions through the distribution of natural resources and consider the impact this has on trade and industry - Explain some links and interactions between people, places and environments through economic activities (trade links) - Use geographical language to describe some aspects of physical features (climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle)	



Year	Module	Focus: Conflict
6	5	
Vocabulary for the year:	Physical: terrain, desert, natural resources Human: time zones Skills: pie chart, line graph, field study, average, mean, unit of measure, population data, criteria Locational knowledge: Arctic desert, Antarctica desert, Sahara desert, Gobi desert, Arabian desert, The Fens (East Anglia), Caribbean, Jamaica, British Empire	
Objectives:	• Can they choose the best way to collect the information needed and decide the most appropriate units of measure? • Can they make careful measurements and use data?	
Assessment criteria for the year:	• Follow a short route on a variety of scaled maps • Make geographical conclusions from analysis of a landscape using maps and aerial photographs • Draw a map showing appropriate distance between places or features based on a given scale • Evaluate their sketch against set criteria and improve it • Use digital technology to gather information over time • Can they ask geographical questions (“What is this landscape like? How is it changing? What patterns can be seen?”) to support data gathering? • Calculate and interpret the mean as an average to support analysing data • Present findings in writing and graphically (construct pie charts and line graphs) • Identify relevant geographical questions and select evidence from a range that is the most reliable • Explain some links and interactions between people, places and environments by spotting patterns • Explain some links and interactions through the distribution of natural resources and consider the impact this has on trade and industry • Explain some links and interactions between people, places and environments through economic activities (trade links) • Use geographical language to describe some aspects of physical features (climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle)	



Year	Module	Focus: Human Rights
6	6	
Vocabulary for the year:	Physical: terrain, desert, natural resources Human: time zones Skills: pie chart, line graph, field study, average, mean, unit of measure, population data, criteria Locational knowledge: Arctic desert, Antarctica desert, Sahara desert, Gobi desert, Arabian desert, The Fens (East Anglia), Caribbean, Jamaica, British Empire	
Objectives:	Human Geography - Can they explain how human activity has caused an environment to change? - Can they analyse population data on two settlements and report on findings and questions raised?	
Assessment criteria for the year:	- Follow a short route on a variety of scaled maps - Make geographical conclusions from analysis of a landscape using maps and aerial photographs - Draw a map showing appropriate distance between places or features based on a given scale - Evaluate their sketch against set criteria and improve it - Use digital technology to gather information over time - Can they ask geographical questions ("What is this landscape like? How is it changing? What patterns can be seen?") to support data gathering? - Calculate and interpret the mean as an average to support analysing data - Present findings in writing and graphically (construct pie charts and line graphs) - Identify relevant geographical questions and select evidence from a range that is the most reliable - Explain some links and interactions between people, places and environments by spotting patterns - Explain some links and interactions through the distribution of natural resources and consider the impact this has on trade and industry - Explain some links and interactions between people, places and environments through economic activities (trade links) - Use geographical language to describe some aspects of physical features (climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle)	