

Year	Year 1 Geography		
KS1 Objectives	Term 1	Term 2	Term 3
	Uplands	UK: London	Non-European: Australia
Focus	Physical: land use, weather, maps & directions	Human: population, features, transport	Physical: land use, weather, major features
Locational knowledge: name and locate the world's seven continents and five oceans.	To locate Uplands in England, which is part of the UK, which is part of Europe. To locate the nearest sea (English Channel between us and France).	To locate London as the capital city of England, which is part of the UK, which is part of Europe. To name oceans that surround the UK.	To locate Australia as part of Oceania. To name oceans that surround Australia.
Locational knowledge: name, locate and identify characteristics of the four countries and capital cities of the UK & surrounding seas.	To name, locate and identify Uplands within the county of Berkshire and the country of the UK.	To name, locate and identify London as the capital city in the UK. Identify and name seas surrounding the UK.	
Place knowledge: understand geographical similarities and differences	To describe simple geographical similarities and differences between different areas of the school.	To understand London's geographical similarities and differences compared to Uplands/Sandhurst.	To understand Australia's geographical similarities and differences compared to Uplands/London (esp. size).
Human & Physical Geography: identify seasonal and daily weather patterns.	To describe weather that is typical of the season and take simple measurements.	To understand that weather varies daily within each season and affects transport choices.	To describe typical weather for locations in Australia and compare to what we experience in the UK.
Human & Physical Geography: identify the location of hot and cold areas of the world in relation to the equator and north and south poles.	To identify Uplands (UK) on a globe (Google Earth).	To understand that our weather relates to our position between the poles and the equator. (i.e. weather too hot or too cold)	To identify Australia on a globe and understand why their weather is different to UK.
Use geographical vocabulary to refer to key human and physical features: including city, town, village, shop, office, valley, vegetation, season and weather.	To describe simple physical features around Uplands (field, trees, species of plants, weather & common animals and insects)	To identify and name some human features, including; city, bridges, port, churches, transport, housing types, population.	To name key physical features and compare to that of UK.
Geographical skills and fieldwork: use world atlases and globes to identify the UK & other countries studied.	To identify Uplands, Sandhurst, Berkshire, UK in atlas and on globe.	To identify London (& relate to Sandhurst, UK) in atlas and on globe.	To identify Australia and capital city and know how far away it is from the UK.
Geographical skills and fieldwork: use simple compass directions (N, S, E, W) and locational language (far, near), to describe the location of features and routes on a map.	To know how to find North on a compass and with support identify features of the school with simple positional language to describe relative features.	To describe Bracknell as near to us and London as far. To name different areas of London (North, East...etc). London trip?	To describe Australia as very far from Uplands, UK. Describe key Australian physical features on a map using e.g. what is in the North?
Geographical skills and fieldwork: use aerial photo's and plan perspectives to recognise landmarks and basic geog. features	To use aerial photos and plan perspectives to recognise and label simple landmarks and geographical features of the school.	To use aerial photos of London to recognise major landmarks and parks and basic geographical features (e.g. river).	To use aerial photos of Australia to recognise landmarks and basic geographical features.
Geographical skills and fieldwork: devise a simple map and use and construct basic symbols in a key.	To add a simple key to a map of the school to locate key features.	To add human features to a map of London (river only) and use a simple key to mark features (give children the key).	To create a simple map of Australia and use a key to locate main physical geographical features and capital city.
Geographical skills and fieldwork: use simple fieldwork and observational skills to study school grounds and key features	To identify common plants and animals found around the school and the physical features that support (chart/graph)		

Year	Year 2 Geography		
KS1 Objectives	Term 1	Term 2	Term 3
	Sandhurst	UK: Countries and Capitals	Non-European: India
Focus	Human: maps and transport links & routes	Physical: seas, and key landmarks, incl. mountains, rivers, seas & weather	Human: location of major cities and trade ports, transport to other places, religion & major exports
Locational knowledge: name and locate the world's seven continents and five oceans	To name and locate Sandhurst as part of the UK, which is part of Europe.	To name and locate the UK as part of the continent of Europe and its surrounding oceans.	To name and locate all continents and oceans. Name and locate India as part of the continent of Asia and the Indian Ocean as its nearest sea.
Locational knowledge: name, locate and identify characteristics of the four countries and capital cities of the UK & surrounding seas	To name, locate and identify Sandhurst in the county of Berkshire, in the country of the UK. Identify and name the capital city and surrounding seas.	To name, locate and identify the four countries, their capitals and surrounding seas.	
Place knowledge: understand geographical similarities and differences	To understand the similarities and differences between Sandhurst and Bracknell in terms of transport links and routes.	To compare the four countries of the UK. Look at similarities (rivers, mountains) and differences (weather) and heights/lengths of physical features.	Compare India to UK. Look at similarities and differences (religious buildings—temple, Gurdwara, mosque, church), and location of major transport hubs e.g. relative to capital.
Human & Physical Geography: identify seasonal and daily weather patterns			To compare India's weather to ours and explore how it affects their transportation choices and trade e.g. monsoon season
Human & Physical Geography: identify the location of hot and cold areas of the world in relation to the equator and north and south poles			To compare the location of India and the UK and how the location of the equator affects the climate of both countries which in turn affects trade, imports and exports.
Use geographical vocabulary to refer to key human and physical features: including city, town, village, shop, office, valley, vegetation, season and weather.	To explore the human features of Sandhurst. To explain the purpose of the human features.	To identify and describe physical features in the UK. To label location of seas, and key physical landmarks (White Cliffs of Dover, Ben Nevis, Scafell Pike, Snowdon, St. Michael's, Thames and Giant's Causeway...etc), incl. mountains, rivers, seas on a map.	To locate major cities, trade ports and transport to other places on a map of India and if there are areas with a particular religious focus.
Geographical skills and fieldwork: use world atlases and globes to identify the UK & other countries studied	To locate Sandhurst and Berkshire in the UK and name some other local towns and cities on map	To locate UK, and the capital cities, on a map/globe.	To locate India, and its capital and major cities, on a map/globe and know how far away it is from the UK.
Geographical skills and fieldwork: use simple compass directions (N, S, E, W) and locational language (far, near), to describe the location of features and routes on a map	To identify features that are N, E, S and W of Sandhurst. To identify routes/roads on a map of Sandhurst.	To locate countries of the UK in relation to London using N, E, S and W. To use geographical language to describe the relative position of physical landmarks in the UK.	To describe the location of major cities in relation to New Delhi by using N, E, S and W. To use geographical language to describe the relative position of trade ports.
Geographical skills and fieldwork: use aerial photos and plan perspectives to recognise landmarks and basic geog. features	To locate transport links in Sandhurst on a map. To explain the location of certain transport links in Sandhurst.	To use Google Earth to recognise major physical landmarks.	To look at aerial photos of Indian trade ports and discuss the reasons for these locations. To identify major exports.
Geographical skills and fieldwork: devise a simple map and use and construct basic symbols in a key	To plot human features (transport) using symbols on a map of Sandhurst (railway and roads)	To create a class map of the UK and plot physical landmarks constructing basic symbols as a key.	To create a map of India and plot main religions practised in major cities constructing a key using basic symbols.
Geographical skills and fieldwork: use simple fieldwork and observational skills to study school grounds and key features	To complete a fieldwork study of local modes of transport		

Year	Year 3 Geography		
KS2 Objectives	Term 1	Term 2	Term 3
	UK	Europe	North America
Focus	Human & Physical: national landmarks and transport links to other countries	Physical: climate, mountain ranges, rivers, glaciers, plants & animals	Human & Physical: USA, Alaska & Canada, population, location, religion, impact of major physical features, land use and trade
Locational knowledge: locate the worlds countries using maps focusing on continents, environmental regions and key physical features	To locate UK on map of the World showing continents and label all continents and oceans.	To locate Europe on map of the World showing continents. To revisit continent names.	To locate North America on map of the World showing continents and identify the countries and capitals.
Locational knowledge: locate the worlds countries using maps focusing on human features, countries and major cities	To locate UK on map of Europe.	To locate the countries of Europe that contain a mountain range or river. To name European countries and label a map of Europe.	To locate countries of North America on a map and identify their major cities/capitals and record their populations.
Locational knowledge: name and locate countries and cities of the UK including human, physical and topographical features, land-use patterns, and understand how some of these aspects have changed over time	To revisit names of the four countries of the UK. To identify a national landmark in each of the four countries (Caernarfon Castle, Edinburgh Castle, Titanic, Belfast Docks and Stonehenge...etc) and the transport links used to reach them. To understand how the routes may have changed over time.		
Locational knowledge: identify the position and significance of latitude, longitude to the Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circle,	To locate the UK and identify its position in relation to longitude/latitude to the equator, hemisphere, tropics and circles.	To identify position of a range of European countries in relation to longitude/latitude to the equator, hemisphere, tropics and circles.	To identify position of a range of North American countries in relation to longitude/latitude to the equator, hemisphere, tropics and circles.
Locational knowledge: identify the position and significance of latitude, longitude to the Prime/Greenwich Meridian & time zones (including day and night)	To identify position of UK on Greenwich meridian and start to discuss/understand time zones.	To identify position of a range of European countries in different time zones. To discuss the impact of capital cities and time zones on trade.	To identify position of a range of North American countries in different time zones and discuss the impact of time zones on trade.
Place knowledge: understand geographical similarities and differences in human and physical geography in the regions studied		To understand the similarities and differences of range of European countries in terms of climate, native plants and native animals.	To understand the similarities and differences of range of North American countries in terms of population, religions followed, physical features, land use and trade.
Human & physical geography: describe and understand key aspects of - physical geography, including climate zones, biomes & vegetation belts, rivers, mountains, volcanoes and earthquakes & water cycle (incl. globally significant places both terrestrial and marine)		To describe and understand key aspects of the different climate zones, biomes and vegetation belts in a range of European countries. To describe and understand the key aspects of rivers, mountains and glaciers.	To describe and understand the key aspects of the impact of major physical features including climate zones, vegetation belts, mountains, rivers and volcanoes (e.g. Dust Bowl, Death Valley, Grand Canyon...etc) on location of settlements.
Human & physical geography: describe and understand key aspects of - types of settlement and land use, economic activity including trade links, the distribution of natural resources including energy, food, minerals & water	To describe and understand the transport links to other countries from Caernarfon Castle, Edinburgh Castle, Titanic, Belfast Docks and Stonehenge...etc. To describe their significance in the past and today.	To describe and compare key aspects of the distribution of natural resources across Europe (e.g. energy, food, minerals and water).	To describe and understand key aspects of the range of land use and trade across North America (e.g. energy, food, minerals, water) and compare to Europe.
Human & physical geography: understand the processes that lead to key physical and human geog. features, their interdependence & their variation and change over time	To understand the processes that have lead us to using our main transport links to other countries (ports, Eurostar, airports and motorways). To understand their interdependence and significance.	To understand the main processes that lead to glaciers. To understand how the location and size of glaciers has changed over time.	To understand how the major physical features in North America have influenced population location, land use and trade and how these are interdependent and have changed over time.

Year	Year 3 Geography		
KS2 Objectives	Term 1	Term 2	Term 3
	UK	Europe	North America
Focus	Human & Physical: national landmarks and transport links to other countries	Physical: climate, mountain ranges, rivers, glaciers, plants & animals	Human & Physical: USA, Alaska & Canada, population, location, religion, impact of major physical features, land use and trade
Geographical skills and fieldwork: use maps, atlases, globes and digital mapping to locate countries & describe features studied	To use OS maps to locate and describe landmarks and main transport links in the UK and their surrounding human and physical geography (topography?)	To use Google Earth and atlases to locate and describe mountain ranges/glaciers in Europe in terms of size and altitude.	To use globes and maps and atlases to locate North America's major physical features and describe their surrounding human and physical geography, building on work done in term 1.
Geographical skills and fieldwork: use the 8 points of a compass, 4 and 6 figure grid references, symbols and keys (incl. OS) to build knowledge of the countries studied	To use the eight points of the compass to identify and compare the location of the nearest transport link to each landmark. To use four figure grid references to locate landmarks on OS map.	To use four figure grid references to describe the location of the source and mouth of rivers. To use the eight points of the compass to describe the location of these features within a country.	To use symbols and keys to show the population size of cities, the spread of different religions and the location of major physical features, land use and trade.
Geographical skills and fieldwork: 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	To investigate transport links (bus stops, train stations, roads/motorways, nearest taxi/airport/port) in the local area. To record destinations they would be able to reach using different transport links and plot on map.		

Year	Year 4 Geography		
KS2 Objectives	Term 1	Term 2	Term 3
	UK: Sandhurst	Europe: Eurotunnel & Transport	South America: Amazon rainforest vs Atacama desert
Focus	Physical: local area features	Human: trade & economics <i>How did the Eurotunnel affect trade?</i>	Physical: incl. the water cycle
Locational knowledge: locate the world's countries using maps focusing on continents, environmental regions and key physical features	To label UK & surrounding seas on a World map showing continents.	To label major countries of Europe on a map and begin to name and locate some capital cities (e.g. Paris, Madrid, Berlin, Rome).	To locate South America on a World map showing continents & begin to name and label the countries that make up the continent & the surrounding oceans
Locational knowledge: locate the world's countries using maps focusing on human features, countries and major cities	To locate UK on a map of Europe & label our nearest countries	To locate ports, main stations & major airports in countries on map of Europe. To identify how ports etc. link countries.	To locate the Rainforest and Desert areas on map of South America & discuss their location and proximity to major cities
Locational knowledge: name and locate countries and cities of the UK including human, physical and topographical features, land-use patterns, and understand how some of these aspects have changed over time	To locate Sandhurst & London on a map of the UK. To use an OS map of the local area identify physical & topographical features (rivers, lakes, hills) & discuss how the river's path has changed over time (e.g. river features)	To locate Folkestone on map of UK. To understand how land use has changed over time (Eurotunnel being built).	
Locational knowledge: identify the position and significance of latitude, longitude to the Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circle,	To identify location of UK in relation to hemisphere, tropics...etc (significance and effects on weather—temperate climate).	To identify location of European countries in relation to hemisphere, tropics...etc (warm climate and effects on growth of food and trade). (E.g. how do we have strawberries all year round?)	To identify location of South America in relation to hemisphere, tropics...etc (extreme weather such as El Niño & La Niña).
Locational knowledge: identify the position and significance of latitude, longitude to the Prime/Greenwich Meridian & time zones (including day and night)	To identify position of UK on Greenwich meridian. Discuss changes re: daylight saving/British summer time.	Identify location of various routes in relation to GMT and time zones. Discuss any changes during year and how it relates to UK.	To identify location of Rainforest and Desert in relation to GMT and time zones. Discuss how it relates to UK and seasonal changes/daylight hours.
Place knowledge: understand geographical similarities and differences in human and physical geography in the regions studied	To identify physical features of local area. Compare to physical features of places in other countries of the UK (e.g. topography)	To identify & compare human features of trade and economics, such as main imports/exports, of key locations in Europe.	To identify & compare physical features of Rainforest and Desert. Compare to physical features of Sandhurst.
Human & physical geography: describe and understand key aspects of - physical geography, including climate zones, biomes & vegetation belts, rivers, mountains, volcanoes and earthquakes & water cycle (incl. globally significant places both terrestrial and marine)	To describe and understand key aspects of rivers (Sandhurst Park—river, pond, Snaprails - river, well, marshland, flooding, average rainfall) & look at the UK Flood Map website	To describe how physical aspects such as soil fertility & climate affect farming, trade and economics in Europe	To describe and understand key aspects of climate zones, biomes, rivers and know and understand the water cycle (humidity, comparison between rainforest and desert, average rainfall/drought).
Human & physical geography: describe and understand key aspects of - types of settlement and land use, economic activity including trade links, the distribution of natural resources including energy, food, minerals & water	To explain why Sandhurst would have been a useful location for a settlement in the past using geographical terms (written piece)	To describe and understand land use & economic activity, including trade links between countries that Eurotunnel travels between.	To discuss the reasons for the location of major urban centres in South America in terms of natural resources and trade
Human & physical geography: understand the processes that lead to key physical and human geog. features, their interdependence & their variation and change over time	To understand the processes that lead to key physical features, their interdependence and variation and change over time (Snaprails, Memorial Park).	To understand the processes that lead to key human features, their interdependence and variation and change over time (E.g. importing foods, impact of Brexit, migration and travel)	To understand the processes that lead to key physical features, their interdependence and variation and change over time (deforestation & shifting rivers and dunes).
Geographical skills and fieldwork: use maps, atlases, globes and digital mapping to locate countries & describe features studied	Fieldwork: To draw physical features on outline map of Memorial Park/Snaprails.	To locate Eurotunnel stations and plot route to major European capitals	To locate Amazon Rainforest and Atacama Desert on world map and map of South America & describe and locate key features

Year	Year 4 Geography		
KS2 Objectives	Term 1	Term 2	Term 3
	UK: Sandhurst	Europe: Eurotunnel & Transport	South America: Amazon rainforest vs Atacama desert
Focus	Physical: local area features	Human: trade & economics	Physical: incl. the water cycle
Geographical skills and fieldwork: use the 8 points of a compass, 4 and 6 figure grid references, symbols and keys (incl. OS) to build knowledge of the countries studied	To use the eight points of the compass to plot and follow route (to pond in Memorial Park).	To describe the relative positions of major capital cities of Europe using the 8 points of the compass	To describe the location of the desert and rainforest using four figure grid references.
Geographical skills and fieldwork: 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	To observe where plants are growing in the local area and to plot this on a map		

Year	Year 5 Geography		
KS2 Objectives	Term 1	Term 2	Term 3
	UK: Politics & Population	Europe: Greek Islands & Mediterranean	South America: Rio de Janeiro & Favelas
Focus	Human: how does the distribution of natural resources and transport links affect politics & population distribution?	Physical: the formation of islands and features	Human: distribution of natural resources and impact of land use on population
Locational knowledge: locate the worlds countries using maps focusing on continents, environmental regions and key physical features	To label a world map to show continents, oceans, UK & seas surrounding the UK	To label the countries & capital cities of Europe on a map and the surrounding seas.	To locate South America on World map showing continents & label the countries and capitals of S. America and the surrounding oceans
Locational knowledge: locate the worlds countries using maps focusing on human features, countries and major cities	To locate UK on map of Europe & identify, and label major cities on a map of the UK	To locate & label Greek Islands and countries of the Mediterranean on a map of Europe & label major physical features	To locate Rio de Janeiro and other major Brazilian cities on map of Brazil
Locational knowledge: name and locate countries and cities of the UK including human, physical and topographical features, land-use patterns, and understand how some of these aspects have changed over time	To locate and name Cardiff, London, Edinburgh and Belfast on map of UK. Identify natural resources (coal, rivers, land, vegetation, crops...etc) and transport links in each city. To understand how population has changed over 50 years.		
Locational knowledge: identify the position and significance of latitude, longitude to the Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circle,	To identify, and describe the position of the UK in relation to equator, hemispheres, tropics and circles.	To identify, and describe the position of the Greek islands and Mediterranean in relation to equator, hemispheres, tropics and circles & compare to the UK	To identify, and describe the position of Rio de Janeiro in relation to equator, hemispheres, tropics and circles & compare to the UK
Locational knowledge: identify the position and significance of latitude, longitude to the Prime/Greenwich Meridian & time zones (including day and night)	To identify, the position of UK in relation to latitude, longitude to Greenwich Meridian and time zones—GMT and BST.	To identify, the position of Greek Islands in relation to latitude, longitude to Greenwich Meridian and time zones. To understand in relation to UK time zone.	To identify, the position of Rio de Janeiro in relation to latitude, longitude to Greenwich Meridian and time zones & seasons. To understand in relation to UK time zone.
Place knowledge: understand geographical similarities and differences in human and physical geography, in the regions studied	To understand geographical similarities and differences in politics and population between Cardiff, London, Edinburgh and Belfast & how this is influenced by natural resources	To understand geographical similarities and differences in landscape/land formation between Greek Islands and UK.	To understand geographical similarities and differences in distribution of natural resources and impact of land use on population between Rio de Janeiro and UK.
Human & physical geography: describe and understand key aspects of - physical geography, including climate zones, biomes & vegetation belts, rivers, mountains, volcanoes and earthquakes & water cycle (incl. globally significant places both terrestrial and marine)	To describe and understand how rivers support local population & how they impact human processes during flood events	To describe and understand how mountains and volcanoes help the formation of islands.	To understand different climate zones and understand which zone Rio is in. To identify how climate zones/biomes/vegetation belts affect land use.
Human & physical geography: describe and understand key aspects of - types of settlement and land use, economic activity including trade links, the distribution of natural resources including energy, food, minerals & water	To describe and understand distribution of natural resources and transport links in the UK in terms of energy, food, minerals & water	To understand the distribution of natural resources in Greece in terms of import/export of food	To describe and understand distribution of natural resources & impact of land use on economic activity
Human & physical geography: understand the processes that lead to key physical and human geog. features, their interdependence & their variation and change over time	To describe and understand how population has changed in Cardiff, London, Edinburgh and Belfast over last 50 years. To compare similarities and differences in natural resources and transport links.	To identify, and understand how the distribution of natural resources affects which islands are habitable & how the distribution of plants and animals is similar and different	To identify, and understand how the distribution of natural resources has impacted population and settlement formation over time & predict future changes

Year	Year 5 Geography		
KS2 Objectives	Term 1	Term 2	Term 3
	UK: Politics & Population	Europe: Greek Islands & Mediterranean	South America: Rio de Janeiro & Favelas
Focus	Human: how distribution of natural resources and transport links affect politics & population distribution	Physical: the formation of islands and features	Human: distribution of natural resources and impact of land use on population
Geographical skills and fieldwork: use maps, atlases, globes and digital mapping to locate countries & describe features studied	To locate natural resources on map of the UK & how they link to population distribution	To locate mountains and volcanoes on map of Greek Islands.	To locate the favelas & wealthier areas on map of Rio de Janeiro & discuss the locations.
Geographical skills and fieldwork: use the 8 points of a compass, 4 and 6 figure grid references, symbols and keys (incl. OS) to build knowledge of the countries studied	To use the eight points (GDS 16 points?) of the compass to identify and compare the location of Cardiff, London, Edinburgh and Belfast. To use six figure grid references to identify position of major transport links.	To identify key physical features of Greek Islands by using map, symbols and keys. To describe the location of features to each other by using eight points (GDS 16 points?) of the compass.	To identify areas of land use of Rio de Janeiro by using map, symbols and keys.
Geographical skills and fieldwork: 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	To visit and sketch the local river, offering commentary on its impact on the local area		

Year	Year 6 Geography		
KS2 Objectives	Term 1	Term 2	Term 3
	UK: Local	Europe	North America
Focus	Physical: weather & climate, farming, soil & crops, economic links	Human: Politics	Physical: land formation, the ring of fire, volcanoes & earthquakes
Locational knowledge: locate the world's countries using maps focusing on continents, environmental regions and key physical features	To locate UK on map of the World. To locate main farming areas & major crops and animals farmed	To label European countries, capital cities & surrounding seas on a map of Europe.	To locate North America on map of the World. To locate volcanoes and fault lines. To locate ring of fire in North America.
Locational knowledge: locate the world's countries using maps focusing on human features, countries and major cities		To identify different types of governance & use a colour key to model distribution	To locate states and major cities in North America. To identify which major cities are situated on fault lines or near volcanoes.
Locational knowledge: name and locate countries and cities of the UK including human, physical and topographical features, land-use patterns, and understand how some of these aspects have changed over time	To identify arable and pastoral farming areas in the locality. To understand seasonal changes and crop rotation. To identify how farming has adapted due to climate change in the UK	To identify where the government & devolved governments are located in the UK and name and locate the parliament buildings	
Locational knowledge: identify the position and significance of latitude, longitude to the Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circle,	To understand how the location of the UK affects which crops can be grown. To identify which areas of the world provide us with crops and why they are able to grow them.		To understand location of major cities on fault lines in relation to equator, hemispheres, tropics and circles.
Locational knowledge: identify the position and significance of latitude, longitude to the Prime/Greenwich Meridian & time zones (including day and night)	To identify how farming practices change during the year according to the amount of daylight.		To understand location of major cities on fault lines in relation to Greenwich Meridian. To understand time zones of major cities located in different time zones within North America.
Place knowledge: understand geographical similarities and differences in human and physical geography in the regions studied	To identify local similarities and differences during the year compared with other farming areas in the UK.	To identify and understand the similarities and differences in the structure of government in the UK and other countries in Europe.	To identify similarities and differences in major cities of North America that are located on fault lines.
Human & physical geography: describe and understand key aspects of - physical geography, including climate zones, biomes & vegetation belts, rivers, mountains, volcanoes and earthquakes & water cycle (incl. globally significant places both terrestrial and marine)	To identify how the different climate zones and vegetation belts within the UK influence the types of crops grown in certain areas & pastoral farming		To describe and understand key aspects of physical geography in the formation & impact of the ring of fire on mountains, volcanoes and earthquakes in North America
Human & physical geography: describe and understand key aspects of - types of settlement and land use, economic activity including trade links, the distribution of natural resources including energy, food, minerals & water	To describe and understand land use and trade links (imports/ exports and costings).	To name the EU member states.	To understand how the distribution of natural resources is affected by location of ring of fire, fault lines, mountains and volcanoes.
Human & physical geography: understand the processes that lead to key physical and human geog. features, their interdependence & their variation and change over time	To understand the arable farming process (soil use, crop rotation, fallow fields, seasonal crops) and how climate change has impacted processes used.	To understand the structure of the government in the UK	To understand how fault lines, mountains and volcanoes affect human features, their interdependence and changes over time.

Year	Year 6 Geography		
KS2 Objectives	Term 1	Term 2	Term 3
	UK: Local	Europe	North America
Focus	Physical: weather & climate, farming, soil & crops, economic links	Human: Politics	Physical: land formation, the ring of fire, volcanoes & earthquakes
Geographical skills and fieldwork: use maps, atlases, globes and digital mapping to locate countries & describe features studied	To use maps to locate local urban versus rural areas and calculate percentage of each, using a key to plot on a map		To use digital mapping to locate ring of fire, fault lines, mountains and volcanoes within North America. To record location of features on a map of North America.
Geographical skills and fieldwork: use the 8 points of a compass, 4 and 6 figure grid references, symbols and keys (incl. OS) to build knowledge of the countries studied	To identify the location of local farms using six figure grid reference. To compare location of farms to each other using eight point (GDS 16 point) compass directions.	To use symbols and keys to show differing types of governance in European countries	To use six figure grid references to identify location of mountains and volcanoes.
Geographical skills and fieldwork: 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	To identify the human and physical features of a farm in the local area		

Remember	Recall facts and basic concepts	Define, duplicate, list, memorise, repeat, state
Understand	Explain ideas or concepts	Classify, describe, discuss, explain, identify, locate, recognise, report, select, translate
Apply	Use information in new situations	Execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch
Analyse	Draw connections among ideas	Differentiate, organise, relate, compare, contrast, distinguish, examine, experiment, question, test
Evaluate	Justify a stand or decision	Appraise, argue, defend, judge, select, support, value, critique, weigh
Create	Produce new or original work	Design, assemble, construct, conjecture, develop, formulate, author, investigate