



Geography Curriculum Map

Reception	Autumn Term	Spring Term	Summer Term
<i>Areas of learning</i>	Our School: Create fairy worlds of their classroom, school grounds and play area using natural resources. Children will make observations of their journey to school and talk about the features of the environment - sounds they hear, how they feel outside and what they see. Children will represent a place using objects and drawing.	Maps: Children will be able to say that a map represents a place. Children will create fantasy worlds using lego and then drawing simple sketches of them. Children will also draw maps of imaginary story settings they are familiar with as well as of familiar places -school, home, etc.	Pirates: (Maps, countries and islands) Explore where peers come from using the world map. Children will observe aerial photos and videos of different countries and begin comparing them in terms of how hot and cold they are. Children will compare their journey to school with another child, living in a different country.
<i>Knowledge</i>	Know what is around the immediate school environment - trees, roads, houses.	Know that a map is a representation of a place. Know that objects and pictures can be used to represent places. Know how to use simple positional language such as next to, left and right and make simple observations.	Know that some places are very hot and dry such as Egypt. Know other places are very cold such as Antarctica. People cannot live in Antarctica because it is too cold. Know that children in Egypt eat different foods such as Shawarma. There are lots that are the same such as the houses and going to school.
<i>Vocabulary</i>	School, playground, journey,	Place, road, street, house, map, busy, quiet, shop, park, bus, train next to, left and right	Hot, cold, weather, same, different, country, world, Earth, sun, moon
<i>Future learning</i>	Our Local Area (Y1) - mapping, natural and manmade features Here and There (Y1) - mapping London (Y2) - mapping, natural and manmade features, capital city. The UK (Y3) - where is London in relation to other cities, London as a capital city Megacities (Y5) similarities and differences	Our Local Area (Y1) - mapping, natural and manmade features Here and There (Y1) - mapping London (Y2) - mapping, natural and manmade features, capital city.	Seasons (Y1) - weather, climate, hot and cold places Animals (Y1)- animals and where they live around the world. The UK (Y3) - what continent is the UK in China (Y3) and India (Y3) -where are these places in the world

	between London and other megacities.		Europe (Y4) - where is Europe, name of countries that are part of the continent Rainforests (Y4) - where are they located, what is the climate like and why? (equator)
<i>Progression standards (Early Learning Goals)</i>	People, culture and communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts, and – when appropriate – maps		

Year 1	Autumn Term	Spring Term	Summer Term
<i>Unit</i>	Our Local Area	Continents	Oceans
<i>Content</i>	Where do we live? What do we know about Forest Gate? What is a map? What do we mean by a 'bird's eye view'? What features do we see on a map of Forest Gate? Which features are natural and which are human? How can we show where we visit on our field study on a map?	What is a compass? What are the 4 compass points? Why do we have them on a map? What is a continent? What are the names of the 7 continents? What do we know about the continents? What do the different colours represent on the world map? Why do maps have a key? What is the equator? Why are some parts of the world hot and some cold? Research different continents and countries.	What is an ocean? What are the names of the 5 oceans? What do we know about oceans compared to rivers, lakes and the sea? Where are the oceans located? What do we know about each of the oceans? What special features do they have? What is pollution? What pollution might we find in the ocean? What could we do about it, what action could we take to make a difference?
<i>Knowledge</i>	Know that a map is a 2D representation of an area or place and it always has a key that gives information about what you are looking at on a map. A key is a list that explains codes of symbols used on a map. Know that natural features are features of the land that already exist/do not need to be built by people (hills, parks, trees, rivers, sea, ocean, etc). Children should know that man	Know that a compass is an instrument for showing direction. The compass directions are North, South, East and West. Children should be able to apply them - say which continent is to the South of Europe/West of Africa. There are 7 continents in the world and they are the large areas of land the world is divided into. The 7 continents are Africa,	Children should know that an ocean is a large area of salty water and that it is different to rivers, lakes and seas. Oceans are the largest, then it's the sea, rivers and then lakes. Children should know the names of the world's 5 oceans (Atlantic Ocean, Indian Ocean, Arctic Ocean, Pacific Ocean, Antarctic Ocean/Southern Ocean). Children should know the Antarctic Ocean is also known as

	made features are things that are built by people (roads, houses, shops, roads, pavements, post-box, bridges, etc). Children should also know the difference between the two. Children should know that our local area has changed over time.	Antarctica, Asia, Australia, Europe, North America and South America. Weather over a period of time is called climate. Children should be able to say what the climate is like in Europe. Children should be able to identify the equator and say that continents that are near the equator are much hotter than the continents away from the equator.	the Southern Ocean. Children should be able to recall simple facts about the oceans - features such as the mid-atlantic ridge, the great barrier reef and the temperature of the Indian Ocean and the Southern Ocean. Children should know why some oceans are warm and some are cold - distance from the equator. Children should know that the coast is where the land meets the sea and notice that the sea flows into the ocean. Children should know the location of coasts on a map. Children should be able to name some of the human and natural features of a coastal town and draw a simple 2D map of a coastal town with a simple key. Children should know how pollution is affecting the oceans and carry out a field study on pollution observed in a visit to the seaside.
<i>Vocabulary</i>	map, key, symbol, local area, features, bird's eye view, satellite map, drawn map, human feature, natural feature, exist, field study, transport, past, present, today	continent, country, land, world, compass, compass directions, directions, North, East, South, West, Equator, Africa, Asia, Europe, Antarctica, Australia, South America, North America, climate, Earth, map, satellite map, map, key, weather, Earth, globe, polar region, desert,	Ocean, salt water, continent, sea, Atlantic Ocean, Pacific Ocean, Arctic Ocean, Southern Ocean, Indian Ocean, Earth, Great Barrier Reef, mountains, Mid-Atlantic Ridge, coast, coastal town, town, sea, ocean, land, cliff, pebbles, seagulls, map, satellite map, drawn map, key, symbols, features, rivers, coast, coastal town, human feature, man-made, natural feature, seaside, plastic, pollution, environment, break down
<i>Prior learning</i>	Reception - forest school, trees, bushes, plants, leaves	Pirates (Reception) - maps Our Local Area (Y1) - mapping	Pirates (Reception) - maps Our Local Area (Y1) - mapping

		Seasons (Y1) - weather, climate, hot and cold places Animals (Y1)- animals and where they live around the world.	Seasons (Y1) - weather, climate, hot and cold places. Animals (Y1)- animals and where they live around the world. Continents (Y1) - name and locate continents and equator.
<i>Future learning</i>	London (Y2) - natural and human features, location and landmarks The UK (Y3) - where is London in relation to other cities, London as a capital city Megacities (Y5) similarities and differences between London and other megacities.	The UK (Y3) - what continent is the UK in China (Y3) and India (Y3) -where are these places in the world Europe (Y4) - where is Europe, name of countries that are part of the continent Rainforests (Y4) - where are they located, what is the climate like and why? (equator)	China (Y3) - location of Shanghai, mapping the sea Mountains, Volcanoes and Earthquakes (Y5) - location and plate movement. Climate Change (Y6) - how is it affecting the oceans, how can oceans be revived?
<i>Progression standards</i>	<u>Geographical skills and fieldwork</u> Ask simple geographical questions e.g. What is it like to live in this place? Use simple observational skills to study the geography of the school and its grounds Use simple maps of the local area e.g. large-scale print, pictorial etc Use locational language (e.g. near and far, left and right) to describe the location of features and routes Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map, and use and construct basic symbols in a key Use world maps, atlases and globes to identify the seven continents and five oceans <u>Locational knowledge</u> Understand how some places are linked to other places e.g. roads, trains Name and locate the continent of Australia, name its major cities, and describe some of its key physical and human characteristics <u>Human and physical</u> Describe seasonal weather changes Use basic geographical vocabulary to refer to key physical features e.g. beach, cliff, coast, sea, ocean, river, mountain Use basic geographical vocabulary to refer to key human features e.g. city, town, village, house, port, harbour and shop <u>Place knowledge</u> Name, describe and compare familiar places Link their homes with other places in their local community Know about some present changes that are happening in the environment e.g. at school		

	Suggest ideas for improving the school environment
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Year 2	Autumn Term	Spring Term	Summer Term
Unit	London	Our Global Village	The Four Nations and Who's In Charge
Content	Where is London on the map? What are some of the human and physical geographical features of London? What is a capital city? Why is London the capital city of England?	Do people always live in one location? What country/countries does my family have links with? Where is that country/are those countries on the world map? How might it feel being a migrant in a new country? Carry out fieldwork to find out what a migrant community might look like. How has immigration changed our local area? Why have these changes happened? What goods are imported to shops in our local area? Why?	What are the names of the countries that make up the UK? What is each country's national symbol? How are England, Wales, Scotland and Northern Ireland different? Do they all have the same government? What are the capital cities of each of the four countries in the UK?
Knowledge	Children should know the names and the locations of the countries that make up the U.K. Children should know that London is a city located in England, which is part of the United Kingdom. Children should know that London is the capital city of the UK - a capital city is where the government of a country meets to make rules. Know some of the natural (parks, River Thames, River Lea, country-side areas, primrose hill, etc) and human features of London (roads, London Eye, the Houses of Parliament, London Stadium, Tower of London, etc)	Children should know and understand that many people and their families come from around the globe (world). Children should know what migration is (when people move from one country to another to live). Know some ways that immigration has changed the urban landscape of Forest Gate by carrying out a field study where they observe the types of buildings located in Forest Gate (shops, restaurants, places of worship, shops selling ethnic wear, etc) and compare it to photos of Forest Gate from the past. Children should understand and know why immigrants to a new country might want to live with people from the same place.	Know the countries that make up the UK and its surrounding seas. Know the key differences between the 4 countries of the UK Know the differences between a city, a town and a village.

<i>Vocabulary</i>	capital city, government, map, compass, directions, features, natural, manmade, population, transport, landmark, architecture	continent, country, capital city, government, ocean, migration, immigration, global, global village, flag, language, currency, migrant, faith, shops, clothing, food, goods, import, export	Government, UK, England, Wales, Scotland, Northern Ireland, language, mountain, village, city, town, farmland, U.K, United Kingdom, nation (country), government, city, village, town, mountain, Cartmel, Cumbria, Wrexham, Wales, village, town, city, settlement, high street, airport, jobs, cottages, detached houses, terraced houses, apartments, flats, Celtic Sea, Irish Sea, North Sea, English Channel, Atlantic ocean.
<i>Prior learning</i>	Our Local Area (Y1) - mapping, features, changes over time The Gunpowder Plot (Y1) - London, Houses of Parliament, Tower of London Homes in History (Y1) - old and new houses, change over time		
<i>Future learning</i>	Our Global Village (Y2) The United Kingdom (Y3) Democracy and Governance (Y6)	Megacities (Y5) - post-Empire independence, migration, migration to London, migrant experiences Food and Global Trade (Y6) - British Empire, trade, importing goods from other countries	Y3 The UK Y4 Earning a Living Y5 The world on the move
<i>Progression standards</i>	<u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify the seven continents and five oceans Use simple compass directions and locational and directional language e.g. near and far, left and right to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map, and use and construct basic symbols in a key 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 <u>Locational knowledge</u> Name and locate the world's seven continents and five oceans Name and locate the major countries of Asia, name their capital cities and some key human and physical features <u>Human and physical</u> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and		

	the North and South Poles Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley vegetation, season and weather Use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office, port, harbour and shop <u>Place knowledge</u> Understand geographical similarities and differences
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Year 3	Autumn Term	Spring Term	Summer Term
Unit	The UK	India	China
Content	Where is the UK? Where are we in the UK? What countries form part of the union? Where are Scotland, Northern Ireland, Wales and England in relation to each other? What are the flags for each of the 4 countries? What are their capital cities? Where are key cities, rivers and mountain ranges located? Research facts about each country. What do contour lines on an OS map tell us?	Where is India? What is India like? What are the physical and human features of India? Who lives there? How do people in India live? What are some of the problems when so many people live in one country?	Where is China? What is China like? What are the physical and human features of China? What is China's population like? Who lives there? How do Chinese people live? What are some of the problems when so many people live in one country?
Knowledge	Children should know that the U.K consists of 4 nations and they should be able to locate them on a map. Children should know that Ireland and Northern Ireland are separate countries. Children should know the names of each of the 4 nations' capital cities, major cities and locate them on a map. Children should be able to recall what a capital city is (where the government	Children should be able to locate Asia on the world map and say where it is in relation to the U.K. Children should be able to locate India on a world map as well as major cities and its capital city (Delhi). Children should be able to identify key features of India's physical geography - locate and name the mountain ranges and name the major rivers.	Children should be able to locate China, say which continent it is as well as name some of its main cities (Beijing, Shanghai). Children should know that 1.39 billion people live in China, making it the world's most populous nation and that China is the world's third largest country by land mass. Children should know that a megacity is a city with more than 10 million people. China

	meets to make decisions for the whole country). Children should be able to recognise the flags, including their names, and languages of the 4 nations. Children should be able to read an OS map, use its key to find locations as well as create their own OS maps with a key. Know the key human and physical features of the four nations - major rivers, mountains, national parks, names of buildings where each of the government's meet as well as the names of the seas surrounding the UK and recall how a sea is different to the ocean. Children should know what the equator is and why there are variations in climate across the UK, referring to distance from the equator. Know what we mean by 'British', that we are part of a union Know that some people do not want their nation to be part of the union	Children should be able to say how the mountain ranges were formed as well as understand that rivers flow across land towards the sea. Children should be able to use their knowledge of human and physical features to Identify the human and physical features of cities in India. Know that there are different climate regions in India (highland, humid, tropical, arid). Know how India's culture has influenced our local community.	has 15 megacities and should be able to compare how Shanghai is different to London (London is not a megacity). Know some of the physical and human features of the Chinese mainland. Know that the urban landscape of China has been shaped by its physical and human geography. Know that China has a growing economy because it makes and sells goods to other countries. Children should be confident at using the words import, trade and export. Know how people in China live: religion, festivals, cuisine, clothing, architecture.
<i>Vocabulary</i>	United, kingdom, British, nation, England, Wales, Scotland, Northern Ireland, Gaelic, capital city, population, language, human and physical feature, climate, equator, referendum, union, independent	India, Republic of India, Asia, continent, capital city, ,northern hemisphere Indian Ocean, Arabian Sea, Bay of Bengal, population physical features, human features, highland, humid, subtropical, tropical wet and dry, arid, semi-arid and tropical wet, monsoons, typhoons, natural disasters	population, populous, border, megacity, urban, rural, capital city, urbanisation, economic growth, economy, produce, goods, manufacturing, pollution, gorge, dam, valley, reservoir, scenic, hydroelectric, source, mouth, Huangpu River, Yangtze River, landmark, congestion, port, export, metro, erosion, tourism

<i>Prior learning</i>	Our Local Area (Y1) - mapping, natural and manmade features Here and There (Y1) - mapping London (Y2) - mapping, natural and manmade features, capital city, government, Houses of Parliament, population, language	Our Local Area (Y1) - mapping, natural and human features Here and There (Y1) - mapping Seasons (Y1) - weather, climate London (Y2) - mapping, natural and human features, capital city, government, population, language The UK (Y3) - mapping	Our Local Area (Y1) - mapping, natural and human features Here and There (Y1) - mapping Continents (Y1) - mapping London (Y2) - mapping, natural and human features, capital city, government, population, language The UK (Y3) - mapping
<i>Future learning</i>		China (Y3) - natural and human features Megacities (Y5) - population density, case study of Mumbai	
<i>Progression standards</i>	<u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify the United Kingdom and its countries Ask and respond to geographical questions e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if ... continues? Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos / pictures such as populations, temperatures etc Recognise that different people hold different views about an issue and begin to understand some of the reasons why Communicate findings in ways appropriate to the task or for the audience Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, location, transport, population, settlement, industry, floodplain Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office Make more detailed fieldwork sketches / diagrams Use fieldwork instruments e.g. camera, rain gauge Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features Use four figure grid references Use the 8 points of a compass Make plans and maps using symbols and keys <u>Locational knowledge</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom Name and locate the seas surrounding the United Kingdom Identify where countries are in the UK and the key topographical features Name and locate the major countries of Europe, including Russia, name their capital cities and some key human and physical features		

Human and physical

Identify human and physical features of a locality

Understand the effect of landscape on the development of a locality

Explain about weather conditions / patterns around the UK and parts of Europe

Place knowledge

Understand why there are similarities and differences between places

Develop an awareness of how places relate to each other

Year 4	Autumn Term	Spring Term	Summer Term
<i>Unit</i>	Europe	Rainforests	Earning A Living
<i>Content</i>	What are the countries in Europe? What are their capital cities, borders, flags, languages, currency and population? What are their physical and human features? What is the European Union? What is Britain's relationship with Europe? What is Europe's climate like? How is Poland different from the U.K?	Where are the rainforests of the world? What is a biome? How many biomes are there? What biome does a rainforest come under? What are the equator and lines of the tropics? What are rainforests like? Who and what live there? How is human activity changing the rainforests?	Why do people work? Why is working important? What are some of the different jobs that people do? What are some of the sectors people work in? What businesses and industries operate in the UK? Around the world? How do they trade with each other? What is fair trade? What happens when adults don't work? What happens when children have to go to work?
<i>Knowledge</i>	Children should be able to name and locate the key countries in Europe - France, Germany, Poland, Spain, Italy, Norway, The Netherlands, Greece and Russia - Children should know that Russia is part of Europe and Asia because of how large the country is. Children should know the capital cities, borders, flags, languages, currency and population of some of the main European countries. Know the physical and human features of Europe as a continent - the oceans nearby, the seas, major rivers and mountain ranges as well as the the physical and human features of a few key European countries. know some of the similarities and differences between the U.K and Poland. Know the climate regions of Europe.	Children should know what a rainforest is and where they are found - between the Tropic of Cancer and the Tropic of Capricorn. Children should be able to say what the climate of rainforests is like by looking at the equator line. also , they should know that rain is an essential part of the rainforest climate Know that a rainforest is a biome. Children should know the names and features of the layers of vegetation in the rainforest: forest floor, under floor, canopy, emergent layer. Know about the people and settlements of the rainforest: housing, food, beliefs Know why the rainforest is under threat and the measures taken to protect it	Children should know that people work mainly to earn money because we need money to pay for shelter and food. Know there are many different jobs people can do depending on their skills and that different types of jobs get paid more than others. Know that we can group jobs into areas of work called sectors or industries. Know that a business is an organisation that sells goods or services to people to make money or profit and that trade is when companies sell goods to areas that can't make the goods themselves. Know that because all countries are different, their industries are different. Know that the main industries in the UK are banking and finance, tourism, transport, steel manufacturing and coal and gas production.

	Know that the European Union (EU) is a group of 27 countries that operates as an economic block		Know that some adults do not work due to retirement, redundancy or unemployment and that in the UK the government offers some financial help to unemployed people. Know that in some countries children go to work to help support their families.
<i>Vocabulary</i>	continent, countries, ocean, sea, population, capital city, government, flag, language, currency, landmarks, rivers, cuisine, feature, human, physical, European Union, rivers, mountains, Tatra mountains, Poland, climate regions	climate, weather, temperature, equator, Tropic of Cancer, Tropic of Capricorn, tropical, rainfall, humid, humidity, vegetation, layer, strata, emergent layer, canopy, under storey, forest floor, species, water cycle, tribes, traditional, settlements, sustainable, deforestation, threat, protection, environment, destruction, biome, forest, grassland, desert, tundra, aquatic	employment, career, earn, living, job, income, salary, qualifications, sector, industry, business, trade, fair trade, unemployment, retirement, pension, rights, services, agriculture, retail, manufacturing, fashion, hospitality, transport, tourism, resources, import, export, child labour
<i>Prior learning</i>	Our Local Area (Y1) - mapping, natural and manmade features Here and There (Y1) - mapping, compass points, continents London (Y2) - mapping, natural and manmade features, capital city, government, population, language The UK (Y3) - mapping, mountains, rivers, countries, capital city, population, language, flag, currency	Plants (Y1, Y3) - plant types and structure Animals (Y1) - animal classifications Seasons (Y1) - weather, climate Dead or Alive (Y2) - food chains Living Things and their Habitats (Y2) - rainforest habitat Soils and Rocks (Y3) - relationship between soil and plant roots	The Victorians (Y2) - child labour Our Rights (Y2) - UN Convention on the Rights of the Child
<i>Future learning</i>		Global Trade (Y6) - sourcing raw materials, deforestation, unsustainable trading practices	The World on the Move (Y5) - push and pull factors for migration
<i>Progression standards</i>	<u>Geographical skills and fieldwork</u> Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes, vegetation belts, water cycle, deforestation etc Measure straight line distances using the appropriate scale Explore features on OS maps using 6 figure grid references		

	Draw accurate maps with more complex keys Plan the steps and strategies for an enquiry <u>Locational knowledge</u> Recognise the different shapes of the continents Demonstrate knowledge of features about places around them and beyond the UK Name and locate the countries of South America, concentrating on their environmental regions, key physical and human characteristics, and major cities Recognise that people have differing qualities of life living in different locations and environments Know how the locality is set within a wider geographical context <u>Human and physical</u> Understand the effect of landscape on the development of a locality Describe how people have been affected by changes in the environment Explain about natural resources e.g. water in the locality Explore weather patterns around parts of the world <u>Place knowledge</u> Know about the wider context of places - region, country
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Year 5	Autumn Term	Spring Term	Summer Term
<i>Unit</i>	Mountains, Volcanoes & Earthquakes	The World on the Move	Megacities
<i>Content</i>	What is Earth made of? What are mountains? How do they form? Where are mountains located around the world? What are the names of some of the world's mountain ranges? How are volcanoes formed? What happens when they erupt? What happens after a volcanic eruption?	What are some of the reasons (push and pull factors) behind migration? How did the end of the British Empire affect migration to the UK? Who is immigrating to the UK today and why? Prepare and present a migration case study. What is the Mediterranean migration crisis? What are the impacts of migration? What is it like to be a refugee?	Where are some of the world's most populated cities? What is a megacity? Why do people choose to live in cities? What is the impact of rising urbanisation? How does physical geography shape human activity? What is population density? Which countries have a low population density? Which countries have a high population density? How can income influence where

			people live? How are some of the megacities different from London?
<i>Knowledge</i>	Children should know that Earth is made up of different layers - the core, the mantle and the crust. The crust and the upper layer of the mantle are made up of plates. Children should know what the plate boundary / fault line is and how it moves. Know how four and six-figure grid references are used on Ordnance Survey maps and know what the symbols in the key represent. Know what mountains are and how they are formed by tectonic plate movement. Know how mountains differ from hills. Identify principal mountain ranges on OS maps (Himalayas, Asia; Alps, Europe; Rocky Mountains, North America; Andes, South America) as well as mountains and mountain ranges in the UK. Know that a volcano is an opening in the Earth's crust. Know what magma is and how it differs from lava. Magma is molten rock that is underground, stored in the Earth's crust and lava for molten rock that breaks through the Earth's surface.	Children should know that migration is the movement of people from one place to another and that migration takes place due to push and pull factors. Push factors for migration include things that force people to leave their country such as war, famine, drought, natural disasters, unemployment, poor services. Pull factors for migration include things that attract people to another country such as job opportunities, religious/political freedom, peace, environmental safety, good services, lifestyle. Children should know that the Windrush generation are people from the West Indies who migrated to the UK for public sector jobs in the late forties/fifties and why they migrated. Know who migrates to the UK nowadays and why.	Children should know what urbanisation is and how the rate and level of urbanisation has increased dramatically over the last century. Children should know that Mumbai is one of the major cities located in India, Asia. They should know some key features of Mumbai's physical geography and understand how Mumbai's physical geography shapes its human geography - location of rivers, the coast relates to where people live/set up industries. Children should know how income can influence where and how people live. Know how people live in the Mumbai slums and why Mumbai has slums - due to increased urbanisation.
<i>Vocabulary</i>	core, mantle, crust, plates, fault line, peak, mountain range, grid references, tectonic plates, eruption, lava, magma, molten rock	migration, immigration, push and pull factors, employment, poverty, persecution, empire, British Empire, colonies, independence, decolonisation, self-rule, migrate, country of birth, country of origin, legal, illegal, border, refugee, asylum seeker,	city, populous, population, rural, urban, urbanisation, megacity, case study, physical geography, human geography, natural features, human activity, density, population density, land mass, high rise, income, average income, extreme, extreme wealth,

		people smuggler, refugee camp, assumption, prejudice, stereotype	extreme poverty, migration, push and pull factors
<i>Prior learning</i>	Continents - (Y1) - names of the continents, location and features. Oceans - (Y1) - names of the oceans, features of the oceans	Our Global Village (Y2) - independence and migration to London Earning a Living (Y4) - employment, income, unemployment	The Victorians (Y2) - lifestyles, jobs, housing and education for rich and poor Our Global Village (Y2) - independence and migration to London India and China (Y3) - large urban populations, megacities Earning a Living (Y4) - employment, income, unemployment The World on the Move (Y5) - migration, economic pull factors, employment
<i>Future learning</i>		Y5 - Megacities, Who Are Cities For - migration, economic pull factors, employment	
<i>Progression standards</i>	<u>Geographical skills and fieldwork</u> Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, sustainability, land use, regeneration Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs, and digital technologies Use maps, charts etc to support decision-making about the development and land use <u>Locational knowledge</u> Identify and describe the significance of the Prime / Greenwich Meridian and time zones including night and day Recognise the different shapes of countries Identify the physical characteristics and key topographical features of the countries within North America Know about the wider context of places e.g. county, region, country Know and describe where a variety of places are in relation to physical and human features Know the location of: capital cities of countries in the UK, seas around the UK, European Union countries with high populations and large areas, and the largest cities in each continent Name and locate the countries of North America, concentrating on their environmental regions, key physical and human characteristics, and major cities		

	<u>Human and physical</u> Know about the physical features of coasts and begin to understand erosion and deposition Understand how humans affect the environment over time Know about changes to the world environments over time Understand why people seek to manage and sustain their environment <u>Place knowledge</u> Compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences
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Year 6	Autumn Term	Spring Term	Summer Term
Unit	Global Trade	Democracy & Government	Climate Change
Content	What is trade, how did trade get global? What are some of the issues around the food we eat, global trade and the global supply chain? What does the UK export? What is Fairtrade? Can it make a difference?	What is democracy? What did the Ancient Greeks say about democracy? How does democracy work in the UK? What should the voting age be? Is it the same in all UK countries? How does democracy work in our school? If a country has elections is it democratic? How does democracy work in other countries?	What does the word climate mean? How is it different from weather? What is climate change and how is it linked to global warming? What are the causes? How is the world's weather changing as a result of global warming? What is the impact of urban growth and deforestation on the planet? How can we slow down climate change?
Knowledge	Children should know that trade is the buying and selling of goods and understand how and why trade has become global. Know how global trade increases the range of food items available to us in the UK and understand that goods are sourced, manufactured and sold through a global supply chain. Know what the UK exports and to where.	Know the key features of the democratic system developed by the ancient Greeks. Know that the role of parliament has changed over time as the UK has moved from absolute monarchy to constitutional monarchy. Know the key features of the UK voting system (voting age, MPs, constituencies, manifestos, first past the post, political parties, majority).	Know that climate is different from weather. Climate is different from weather. Weather describes what we experience day by day, such as temperature, rainfall, wind, etc. The climate describes weather patterns over several decades. Know that there is good evidence that the Earth's climate is changing and explain why. Children should understand that the change in climate is leading to global warming.

	Know how buying fairtrade products has a positive impact on communities in other countries. Know how a country's human and physical geography has an impact on what a country can trade.	Know what democratic systems we have in our school	Know that climate change is leading to more extreme weather events happening. Know what can be done by people to slow down the rate of climate change. For example, using less space, going carbon, net zero, reviving our oceans, using less energy and travelling sustainably.
<i>Vocabulary</i>	trade, goods, services, buying, selling, global, global scale, globalisation, commodity, import, export, manufactured, raw materials, global supply chain, primary, secondary, tertiary, natural resources, raw materials, finished product, manufacturing, destination, trading partner, more developed, less developed, fairtrade, producer, premium	democracy, monarchy, constitution, parliament, voting, election, representation, political party, manifesto, first past the post, majority	climate, weather, global warming, carbon dioxide, CO2, ozone layer, extreme weather events, drought, flooding, net zero, carbon, ocean ecosystem, decline, biodiversity, renewable energy, fossil fuels, carbon footprint, solar, geothermal, hydroelectric, waste, reduce, reuse, recycle.
<i>Prior learning</i>	Our Local Area (Y1) - mapping, natural and human features Here and There (Y1) - mapping, compass points, continents Our Global Village (Y2) - migration, importing goods from other countries The Rainforest (Y4) - sourcing raw materials, deforestation, unsustainable trading practices Earning a Living (Y4) - industries, trade, fair trade	London (Y2) - capital city, government, Houses of Parliament The UK (Y3) - capital city, government, Houses of Parliament, independence and the Scottish referendum Y3 visit to the Houses of Parliament The Ancient Greeks (Y6) - democracy	Our Global Village (Y2) - migration, importing goods from other countries China (Y3) - megacities and pollution The Rainforest (Y4) - sourcing raw materials, deforestation, unsustainable trading practices Earning a Living (Y4) - industries, trade, fair trade Megacities (Y5) - rising population Global Trade (Y6) - sourcing raw materials, deforestation, unsustainable trading practices
<i>Future learning</i>	KS3 Geography - globalisation, trade and interdependence	KS3 Citizenship - democracy, government, rights and responsibilities of citizens	
<i>Progression standards</i>	<u>Geographical skills and fieldwork</u> Use maps, globes, atlases and digital / computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, trade links, capital city, government, administration		

Locational knowledge

Name and locate Peru, concentrating on its environmental regions, key physical and human characteristics.

Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime / Greenwich Meridian and times zones (including day and night)

Human and physical

Describe and understand key aspects of physical geography such as climate zones, rivers and mountains

Describe and understand key aspects of human geography such as types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water, and national administrations and systems of government

Place knowledge

Understand the geographical similarities and differences through the study of the human and physical geography of the UK and Peru