

Geographical Concept	Year 3	Year 4	Year 5	Year 6
Place (Characteristics that make locations unique)	- To locate counties in Britain. - To use four and eight points of a compass to describe location and direction. - To use maps. - To find out what materials were used, where they came from and how they were moved to Salisbury Plain. - To work out how the stones were shaped and the tools that were used. - To locate counties in Britain. - To use maps. - Observe, record and use field work skills to assess the level of litter of the school grounds. - To begin to develop a sense of historical change over time (Local Study) - To describe Greece's location and physical geography. - To understand what life was like in Ancient Athens and what made it powerful.	- To examine climates, particularly rainfall, around the world. - To look closely at the climate in Kenya. - To examine the local environment. - To use maps to locate familiar and important places. - To understand the features of a stream. - To conduct a local field study. - To measure and record features of a river using simple tools. - To present data in a structured format. - To compare and contrast features of rivers. - To recognise patterns made by physical features. - River Project - To carry our research. - To understand the features of a major river. - To work as part of a team. - To present effectively. - To speak in a manner appropriate to an audience.	- Identify and mark some <i>Fair Trade</i> producers and individual workers on a world map. - To conduct a local study of the wider area around school (Local study) - To locate North America and identify its countries, major cities and physical features. - To know that the United States is made up of 50 states and name some of the major cities and locate them on a map. - To understand geographical similarities and differences through the study of two contrasting regions. - To compare local land use with that of a North American region. - To record and present land use data.	- To understand historical changes on industry (Local study) - I can locate the countries of the Maya. - I can identify & explain the significance of geographical features: the equator, the tropics, the Arctic and Antarctic circles, northern & southern hemispheres, the Prime/Greenwich meridian & time zones. - To understand time zones and their links to lines of longitude. - To compare local time in different places around the world. - I can identify the tropical rainforests of the world. - I can recall information about South America. - I can identify all countries in South America and their capital cities. - To identify and describe physical features of contrasting South American regions (e.g. Amazon, Andes, Atacama).



	• To explore how Athens' geography helped it to grow and stay strong. • To ask and answer questions about the past using different sources. • To consider the contribution the Ancient Greeks made to modern life. • To consider the geographical position of Greece and its influence over surrounding areas.	• Identify the habitats of a variety of animals on a world map. • To begin to develop a sense of historical change over time using historical evidence (Local Study) • To use four-figure grid references to locate features on a map. • To interpret historical maps of the local area. • To understand the purpose of a Roman fort. • To understand what was located in the Castleshaw Valley. • To recognise why the Romans decided to build their fort in that area. • To discover what still exists in our local area from that time. • To visit the site at Castleshaw. • To understand where the Angles, Saxons, Jutes and Frisians come from. • To understand where Russia is located • To describe the physical and human		• To compare land use, climate, and settlement across different countries. • I understand there can be similarities and differences of human and physical geography with Brazil and the UK.
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		geographical features of Russia.		
Space (Where places are and how they relate)	- To locate counties in Britain. - To use four and eight points of a compass to describe location and direction. - To use maps.	- To examine the local environment. - To use maps to locate familiar and important places. - To compare and contrast features of rivers. - To recognise patterns made by physical features. - Identify the habitats of a variety of animals on a world map. - To understand where Russia is located - To identify the different climates in Russia	- Identify and mark some <i>Fair Trade</i> producers and individual workers on a world map. - To locate North America and identify its countries, major cities and physical features. - To identify and describe different biomes in North America. - To compare North American climate zones with those in the UK	- I can identify & explain the significance of geographical features: the equator, the tropics, the Arctic and Antarctic circles, northern & southern hemispheres, the Prime/Greenwich meridian & time zones. - To understand time zones and their links to lines of longitude. - To compare local time in different places around the world. - I can identify the tropical rainforests of the world. - To use fieldwork to measure and record features of the local area. - To present findings using maps, graphs, and digital tools.
Scale (Local, national, and global comparison and perspective)	- To locate counties in Britain. - To use four and eight points of a compass to describe location and direction. - To use maps. - To begin to develop a sense of historical change over time (Local Study)	- Where does water come from? - To understand what the water cycle is. - To examine climates, particularly rainfall, around the world. - To look closely at the climate in Kenya. - To learn about ways in which living things and	- To place Ancient Egypt in chronological context and understand that multiple civilisations developed at the same time. - To use and apply vocabulary including BCE and CE. - To identify and describe different biomes in North America.	- Identify the countries producing the most plastic waste on a world map. - I can identify & explain the significance of geographical features: the equator, the tropics, the Arctic and Antarctic circles, northern & southern hemispheres,



	- To describe Greece's location and physical geography. - To understand how earthquakes are caused and where they commonly occur. - To identify global earthquake zones.	the environment need protection. - To begin to develop a sense of historical change over time using historical evidence (Local Study) - To use four-figure grid references to locate features on a map. To interpret historical maps of the local area. - To understand where Russia is located - To identify the different climates in Russia - To compare and contrast Moscow with Manchester. - To be able explain the problems of living and working in rural Russia compared to urban Russia.	- To compare North American climate zones with those in the UK - To understand geographical similarities and differences through the study of two contrasting regions.	the Prime/Greenwich meridian & time zones. - To understand time zones and their links to lines of longitude. - To compare local time in different places around the world. - I can identify the tropical rainforests of the world. - To identify and describe physical features of contrasting South American regions (e.g. Amazon, Andes, Atacama). - To compare land use, climate, and settlement across different countries. - I understand there can be similarities and differences of human and physical geography with Brazil and the UK.
Environment (Natural and human factors shaping the world, including sustainability)	- To find out what materials were used, where they came from and how they were moved to Salisbury Plain. - To work out how the stones were shaped and the tools that were used.	- Where does water come from? - To understand what the water cycle is. - To examine climates, particularly rainfall, around the world. - To look closely at the climate in Kenya.	- To understand the importance of the River Nile to Ancient Egypt. - To identify how natural resources and economic activity vary across North America.	I can identify & explain the significance of geographical features: the equator, the tropics, the Arctic and Antarctic circles, northern & southern hemispheres, the Prime/Greenwich meridian & time zones.



	• Observe, record and use field work skills to assess the level of litter of the school grounds. • To describe Greece's location and physical geography. • To understand how earthquakes are caused and where they commonly occur. • To identify global earthquake zones. • To understand there are three different types of rocks. • To know where and how rocks are formed. • To compare rocks. • To recognise soils are made from rock and organic matter.	• To describe the impact of rainfall on the environment. • To research different methods of irrigation. • To learn about cliff erosion. • To recognise physical processes and explain how these cause changes. • To understand the features of a stream. • To conduct a local field study. • To measure and record features of a river using simple tools. • To present data in a structured format. • To compare and contrast features of rivers. • To recognise patterns made by physical features. • River Project • To carry our research. • To understand the features of a major river. • To work as part of a team. • To present effectively. • To speak in a manner appropriate to an audience.		• To understand time zones and their links to lines of longitude. • To compare local time in different places around the world. • I can identify the tropical rainforests of the world. • I understand erosion can be caused by tourism and can develop my decision-making skills to problem solve • I understand the impact of human geography in the region of South America. • How do human actions affect fragile environments in South America and beyond? • To understand the impact of deforestation and mining in the Amazon. • To evaluate the sustainability of different economic activities.
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		- To research living things in coral reefs and classify and identify common life processes. - To learn about ways in which living things and the environment need protection. - Identify the habitats of a variety of animals on a world map. - To identify and compare renewable and non-renewable sources of energy. - To evaluate the impact of energy choices on the environment. - To describe the physical and human geographical features of Russia. - To identify the different climates in Russia		
Physical & Human Processes (How natural and human activities cause places to change and develop)	- To identify key changes during the Stone Age and explain what was 'new'. - To understand why Stone Age people began farming and what impact it had on their lives.	- Where does water come from? - To understand what the water cycle is. - To describe the impact of rainfall on the environment. - To research different methods of irrigation.	- To conduct a local study of the wider area around school (Local study) - To identify where the first civilisations developed and explain why rivers were important to them.	- I understand erosion can be caused by tourism and can develop my decision-making skills to problem solve - To identify and describe physical features of contrasting South American regions (e.g.



	- To find out what materials were used, where they came from and how they were moved to Salisbury Plain. - To work out how the stones were shaped and the tools that were used. - To understand what life was like in Ancient Athens and what made it powerful. - To explore how Athens' geography helped it to grow and stay strong. - To understand how earthquakes are caused and where they commonly occur. - To identify global earthquake zones. - To understand there are three different types of rocks. - To know where and how rocks are formed. - To compare rocks. - To describe how fossils are formed. - To discover the work of Mary Anning. - To recognise soils are made from rock and organic matter.	- To learn about cliff erosion. - To recognise physical processes and explain how these cause changes. - To understand the features of a stream. - To conduct a local field study. - To measure and record features of a river using simple tools. - To present data in a structured format. - To compare and contrast features of rivers. - To recognise patterns made by physical features. - River Project - To carry our research. - To understand the features of a major river. - To work as part of a team. - To present effectively. - To speak in a manner appropriate to an audience. - To identify and compare renewable and non-renewable sources of energy.		Amazon, Andes, Atacama). - To compare land use, climate, and settlement across different countries. - I can find out about the human and physical geography of South America and can identify factors for population change.
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		- To evaluate the impact of energy choices on the environment. - To understand what was located in the Castleshaw Valley. - To recognise why the Romans decided to build their fort in that area. - To discover what still exists in our local area from that time. - To visit the site at Castleshaw. - To describe the physical and human geographical features of Russia. - To identify the different climates in Russia		
Interconnection (Links and relationships between people, places, and environments)	- To identify key changes during the Stone Age and explain what was 'new'. - To understand why Stone Age people began farming and what impact it had on their lives.	- To describe the impact of rainfall on the environment. - To research different methods of irrigation. - To research living things in coral reefs and	- Identify and mark some <i>Fair Trade</i> producers and individual workers on a world map. - To identify where the first civilisations developed and explain why rivers were important to them.	I can identify & explain the significance of geographical features: the equator, the tropics, the Arctic and Antarctic circles, northern & southern hemispheres, the Prime/Greenwich meridian & time zones.



	• Observe, record and use field work skills to assess the level of litter of the school grounds. • To consider the contribution the Ancient Greeks made to modern life. • To consider the geographical position of Greece and its influence over surrounding areas.	classify and identify common life processes. • To learn about ways in which living things and the environment need protection. • To identify and compare renewable and non-renewable sources of energy. • To evaluate the impact of energy choices on the environment. • To investigate what the Roman Empire was and how it benefitted the Romans. • To begin to give reasons for and the results of the main events and changes introduced to the local area by the Roman invasion of Britain. • To begin to understand the reasons Britain was invaded by the Romans. • To compare and contrast Moscow with Manchester. • To be able explain the problems of living and working in rural Russia compared to urban Russia.	• To understand the importance of the River Nile to Ancient Egypt. • To identify how natural resources and economic activity vary across North America.	• To understand time zones and their links to lines of longitude. • To compare local time in different places around the world. • I can identify the tropical rainforests of the world. • I know about the Maya & Chocolate • I understand erosion can be caused by tourism and can develop my decision-making skills to problem solve • I can find out about the human and physical geography of South America and can identify factors for population change. • I understand the impact of human geography in the region of South America. • How do human actions affect fragile environments in South America and beyond? • To understand the impact of deforestation and mining in the Amazon. • To evaluate the sustainability of different economic activities.
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Cultural Understanding & Diversity (How people and cultures differ and connect)	- To consider the contribution the Ancient Greeks made to modern life. - To consider the geographical position of Greece and its influence over surrounding areas. - To describe how fossils are formed. - To discover the work of Mary Anning.	- To research different methods of irrigation. - To research living things in coral reefs and classify and identify common life processes. - To identify and compare renewable and non-renewable sources of energy. - To evaluate the impact of energy choices on the environment. - To give reasons why people might invade another country. - To understand where the Angles, Saxons, Jutes and Frisians come from. - To understand the mystery of Sutton Hoo. - To appreciate the significance of the find. - To select from a variety of sources to investigate who may have been buried at Sutton Hoo. - To describe the physical and human geographical features of Russia.	- Identify and mark some <i>Fair Trade</i> producers and individual workers on a world map. - To compare Ancient Egypt with Stone Age Britain. - To select from a variety of sources to identify the earliest civilisations achievements. - To discuss and identify shared achievements across the earliest civilisations. - To consider the many different Native American tribes and why we cannot treat them all 'as one'. - To research a Native American tribe.	- To compare and contrast the food the Maya eat and the food we eat today. - I understand there can be similarities and differences of human and physical geography with Brazil and the UK.



Change over time (How environments and societies evolve geographically)	- To identify key changes during the Stone Age and explain what was 'new'. - To understand why Stone Age people began farming and what impact it had on their lives. - To find out what materials were used, where they came from and how they were moved to Salisbury Plain. - To work out how the stones were shaped and the tools that were used. - To begin to develop a sense of historical change over time (Local Study) - Study maps from different times in history, comparing similarities and differences. - To describe how fossils are formed. - To discover the work of Mary Anning.	- To learn about cliff erosion. - To recognise physical processes and explain how these cause changes. - To identify and compare renewable and non-renewable sources of energy. - To evaluate the impact of energy choices on the environment. - To begin to develop a sense of historical change over time using historical evidence (Local Study) - To use four-figure grid references to locate features on a map. To interpret historical maps of the local area. - To appreciate how the Roman Empire expanded. - How much from Saxon and Viking times do we use today? - To compare and contrast	- To place Ancient Egypt in chronological context and understand that multiple civilisations developed at the same time. - To use and apply vocabulary including BCE and CE. - To compare Ancient Egypt with Stone Age Britain.	- To understand historical changes on industry (Local study) - I can locate the countries of the Maya. - To compare and contrast the food the Maya eat and the food we eat today.



		Moscow with Manchester. To be able explain the problems of living and working in rural Russia compared to urban Russia.		
Fieldwork & Skills (Mapwork, data handling, field investigation, and presentation)	- To locate counties in Britain. - To use four and eight points of a compass to describe location and direction. - To use maps. - To identify key changes during the Stone Age and explain what was 'new'. - To understand why Stone Age people began farming and what impact it had on their lives. - To ask and answer historical questions using evidence. - Observe, record and use field work skills to assess the level of litter of the school grounds. - Study maps from different times in history, comparing similarities and differences. - To understand what life was like in Ancient	- To examine the local environment. - To use maps to locate familiar and important places. - To understand the features of a stream. - To conduct a local field study. - To measure and record features of a river using simple tools. - To present data in a structured format. - River Project - To carry our research. - To understand the features of a major river. - To work as part of a team. - To present effectively. - To speak in a manner appropriate to an audience. - Identify the habitats of a variety of animals on a world map. - To begin to develop a sense of historical	- To conduct a local study of the wider area around school (Local study) - To select from a variety of sources to identify the earliest civilisations achievements. - To discuss and identify shared achievements across the earliest civilisations. - To know that the United States is made up of 50 states and name some of the major cities and locate them on a map. - To research a Native American tribe. - To compare local land use with that of a North American region. - To record and present land use data.	- Identify the countries producing the most plastic waste on a world map. - To ask historical and geographical enquiry based questions based on printed pictures and photos of artefacts. - I can locate the countries of the Maya - I can identify & explain the significance of geographical features: the equator, the tropics, the Arctic and Antarctic circles, northern & southern hemispheres, the Prime/Greenwich meridian & time zones. - To understand time zones and their links to lines of longitude. - To compare local time in different places around the world. - I can identify the tropical rainforests of the world.



	Athens and what made it powerful. - To explore how Athens' geography helped it to grow and stay strong. - To ask and answer questions about the past using different sources. - To understand there are three different types of rocks. - To know where and how rocks are formed. - To compare rocks.	change over time using historical evidence (Local Study) - To use four-figure grid references to locate features on a map. - To interpret historical maps of the local area. - To begin to give reasons for and the results of the main events and changes introduced to the local area by the Roman invasion of Britain. - To begin to understand the reasons Britain was invaded by the Romans. - To understand what was located in the Castleshaw Valley. - To recognise why the Romans decided to build their fort in that area. - To discover what still exists in our local area from that time. - To visit the site at Castleshaw. - To understand the mystery of Sutton Hoo. - To appreciate the significance of the find. - To select from a variety of sources to investigate who may	- I can identify all countries in South America and their capital cities. - To use fieldwork to measure and record features of the local area. - To present findings using maps, graphs, and digital tools.
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