Geography – Year 1

Unit	National curriculum	Substantive knowledge	Vocabulary	Continuous provision
Continents and Oceans **4 weeks**	**Locational knowledge** Name and locate the world's seven continents and five oceans **Human and physical geography** Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles **Geographical skills and fieldwork** Use world maps, atlases and globes to identify the continents and oceans	• Know that a globe is a sphere which shows the surface of the Earth • Know that maps are pictures on flat pieces of paper, or on a screen, showing features of the Earth • Know that atlases are books full of maps and information about Earth • Know that a continent is a large area of land • Know that an ocean is a large area of saline water • Label a compass rose showing north, south, west and east • Locate and mark on a map the seven continents and five oceans, the equator and the poles • Locate and label where polar climates, equatorial climates and desert climates are found	ocean, sea, saline, season, weather, climate, equator, continent, tropical, vast, temperature, polar, desert, north, east, south, west, north pole, south pole	**Human and physical geography**: identify seasonal and daily weather patterns in the United Kingdom • Observe and record the weather for a whole school year • Define the word 'weather' • Label common weather symbols Vocabulary: heatwave, drought, flood, blizzard, gale, storm,
The United Kingdom **4 weeks**	**Locational knowledge** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Geographical skills and fieldwork** Use world maps, atlases and globes to identify the United Kingdom and its countries Recognise landmarks and basic human and physical features. Use and construct basic symbols in a key	• Know the four countries which make up the United Kingdom. • Know that an archipelago is a group of islands • Name the seas which surround the United Kingdom • Name some of the main physical and human features of the United Kingdom, including capital cities and areas of high ground and some tourist attractions • Recognise the flags and emblems of each country	city, capital city, town, village, country, mountain, valley, hill, coast government, monarchy, united, democratic, tourism, population, peak, inhabitants, remote, significant, industry,	
Australia **6 weeks**	**Place knowledge** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country **Geographical skills and fieldwork** Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use and construct basic symbols in a key	• Describe the location of Australia and name the surrounding oceans • Name Australia's capital city • Locate and label Australia's main cities, noting the coastal location of all except Alice Springs • Know that, though not the capital, Sydney is the largest and most famous city • Name some famous landmarks: Sydney harbour bridge and opera house • Know that the first people to live in the area now known as Sydney were Australian Aboriginal people. • Know when and why the first Europeans settled in Sydney • Locate and label the Murray River, Uluru, The Great Barrier Reef and Mt Kosciuszko, the Blue Mountains • Know that Australia's interior consists of desert landscape and is referred to as the Outback	beach, coast, forest, hill, mountain, valley, sea, ocean, river, city, harbour, vegetation, weather, season, soil, desert urban, rural, remote, sacred, indigenous, descendants, ancestors, inland, reef, marine, barrier, settlement, rainforest, marsupial, nocturnal	

		• Know that Uluru and the surrounding area, as well as other physical features of Australia are sacred to Aboriginal people • Name some common birds, reptiles and marsupials found in Australia • Know that corals are animals, even though they look more like rocks or plants. • Know that pollution is killing coral reefs and how humans can help stop the pollution		
Map making and Fieldwork – school site **4 weeks**	**Geographical skills and fieldwork** Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Devise a simple map and use 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. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	• Know that maps are pictures on flat pieces of paper, or on a screen, showing features of the Earth • On a map of the school field, label a compass rose showing north, south, west and east • Identify features on a map of the school field • Using compass directions, give directions to different features in the immediate environment • Take part in a geographical enquiry to find out the most popular feature on the school field (for example) Followed by: what one feature could be added to our school grounds in order to improve it?	forest, city, town, village, factory, farm, office, shop, house north, east, south, west, near, far, left, right, symbol, vegetation,	

Geography – Year 2

Unit	National curriculum	Substantive knowledge	Vocabulary	Continuous provision
Continents and Oceans **4 weeks**	**Locational knowledge** Name and locate the world's seven continents and five oceans **Human and physical geography** Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles **Geographical skills and fieldwork** Use world maps, atlases and globes to identify the continents and oceans	• Know that satellites images are photographs of the Earth • Compare and contrast a map of Earth with a satellite image • Explain the main differences between a globe and a map • Use an atlas and explain the method to find the five oceans and seven continents • Know that seas are smaller, enclosed or partly enclosed areas of saline water. • Explain the difference between an ocean and a sea • Explain the difference between a continent and a country • Organise the continents into order of size • Organise the oceans into order of size • Locate and mark on a map the southern hemisphere and the northern hemisphere • Explain why Antarctica is not inhabited • Compare and contrast the locations of polar, equatorial and desert climates	ocean, sea, saline, season, weather, climate, mountain, valley, equator, continent, inhabitants, tropical, equatorial, vast, temperature, polar, weather, northern hemisphere, southern hemisphere, north pole, south pole	**Human and physical geography**: identify seasonal and daily weather patterns in the United Kingdom • Observe and record the weather for a whole school year • Define the word 'weather' and the word 'climate' • Label common weather symbols, and those for extreme weather • Compare and contrast three different types of extreme weather • Compare and contrast the weather across all four seasons Vocabulary: heatwave, drought, flood, blizzard, gale, storm, monsoon, cyclone, hurricane, tornado, twister,
The United Kingdom **4 weeks**	**Locational knowledge** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Geographical skills and fieldwork** Use world maps, atlases and globes to identify the United Kingdom and its countries Recognise landmarks and basic human and physical features. Use and construct basic symbols in a key	• Use an atlas and explain the method to find the United Kingdom • Describe the location of the four countries which make up the United Kingdom. • Looking at a maps, point out the differences between Great Britain, the United Kingdom and the British Isles • Compare and contrast a republic with a monarchy • Compare and contrast the human features of cities and rural areas • Compare and contrast the populations of the countries of the United Kingdom • Classify the physical features of the United Kingdom • Explain how to use a key in order to understand a map	city, capital city, town, village, sea, ocean, country, mountain, hill, coast, rural, urban archipelago, government, monarchy, united, union, democratic, population, refugees, migrated, peak, inhabitants, remote, significant, industry, tourism,	
Africa **6 weeks**	**Place knowledge** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country **Geographical skills and fieldwork** Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,	• Describe the location of Africa and name the surrounding oceans • Locate and label significant physical features: Lake Victoria, Sahara Desert, River Nile, Congo Rainforest, The Congo River, Mt Kilimanjaro, Ethiopian Highlands, the Serengeti National Park, Kalahari desert, Atlas Mountains • Locate and label significant human features: The great Mosque of Djenne, The Pyramids of Giza, Lalibela rock-hewn churches • Locate and label some African countries: Egypt, Nigeria, South Africa, Kenya	beach, coast, forest, hill, mountain, valley, sea, ocean, river, city, harbour, vegetation, weather, season, soil, urban, rural, remote, inland, settlement, desert, rainforest	

	continents and oceans studied at this key stage. Use and construct basic symbols in a key	• Investigate two contrasting African countries. e.g. Nigeria and Egypt. Describe their locations, identify flags, name the languages spoken, the capital cities and main human and physical features. • Compare and contrast the main human and physical features two African Countries (Egypt and Nigeria) Compare and contrast everyday life in a chosen location (e.g. Lagos, Nigeria) with everyday life in Launton/Bicester		
Map making and Fieldwork – school site **4 weeks**	**Geographical skills and fieldwork** Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Devise a simple map and use 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. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	• Explain that maps are pictures on flat pieces of paper, or on a screen, showing features of the Earth • On a map of the whole school site, label a compass rose showing north, south, west and east • Identify features of the school site on an aerial photograph and label them using a key • Compare an aerial photograph of the school site with a map, identifying their differences and similarities • Using a map or an aerial photograph, identify where given photographs of the school site were taken • Know how information can be collected in order to answer a geographical question (example questions for an enquiry: How much traffic goes past our school at different times of day? Know how to draw conclusions from collected data	forest, city, town, village, factory, farm, office, shop, house north, east, south, west, near, far, left, right, symbol, vegetation,	

Geography – Year 3				
Unit	National curriculum	Substantive knowledge	Vocabulary	Continuous provision
Maps UK regions and counties **3 weeks**	**Locational knowledge** Name and locate counties and cities of the United Kingdom, geographical regions and their human and physical characteristics and land-use patterns. Identify the position and significance of latitude, longitude and the Prime/Greenwich Meridian and time zones **Human and physical geography** Describe and understand key aspects of human geography including types of settlement and land use, economic activity including transport links. **Geographical skills and fieldwork** Use the eight points of a compass, four figure grid references, symbols and key	• Label the eight points on a compass rose • Locate and label the prime meridian, and the western and eastern hemispheres • Locate and label the equator and the tropics, the Arctic and Antarctic Circles. • Label lines of longitude and latitude on a diagram of the Earth and no how these are used to find precise locations • using knowledge of the eight points on a compass rose, locate and label geographical regions of the UK • Compare some counties and cities of the United Kingdom	cargo, conflict, destination, frequency, latitude, longitude, networks, Tropic of Cancer, Tropic of Capricorn, eastern hemisphere, western hemisphere, rural, urban	**Locational knowledge:** locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Geography activities included on homework grids
The Arctic and Antarctic **Climate change** **3 weeks**	**Locational knowledge** Identify the position and significance of the Arctic and Antarctic Circle **Human and physical geography** Describe and understand key aspects of climate zones and biomes – Ice biome, tundra **Geographical skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	• Identify on a map which 8 countries which have territory within the Arctic Circle • Know that the Antarctic is land surrounded by ocean and that the Arctic is an ocean surrounded by land • Know which continents surround the Arctic Ocean • Know what is meant by the terms ice biome and tundra biome • Know what is meant by 'renewable' and 'non-renewable' energy • Know what is meant by the term 'fossil fuels' • Describe the main causes of climate change • Describe some of the predicted effects of climate change	adapt, carbon-dioxide, climate, deforestation, endangered, landmass, methane, permafrost, polar, weather,	
Volcanoes and Earthquakes **3 weeks**	**Human and physical geography** Describe and understand key aspects of volcanoes and earthquakes. **Geographical skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Create maps using symbols and key to build their knowledge of the wider world	• Label and describe the Earth's core, outer core, mantle and crust. • Locate and label the main tectonic plate boundaries on a world map • Describe what tectonic plates are • Describe the three ways in which tectonic plates move and what happens as a result • Locate and label the Pacific Ring of Fire • Describe how plate tectonics gives rise to the Pacific Ring of Fire	active, collision. convergent, divergent, dormant, earthquake, erupt, extinct, intensity, magma, magnitude, plate tectonics, seismic waves, subduction, volcano, transform, tsunami,	
South America **4 weeks**	**Place knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the United	• Locate and mark on a map the countries and capital cities of South America • Know which South American countries are landlocked	emergent, canopy, under storey, deforestation, equatorial, grazing,	

	Kingdom and a region within South America **Human and physical geography** Describe and understand key aspects of climate zones and biomes – rainforests and savannah. **Geographical skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Create maps using symbols and key to build their knowledge of the wider world	• Know why French Guiana is not a country • Using a key, create a map showing some of the physical features of South America • Describe the climate in the tropics: Compare the climate in the Amazon Basin with the climate in Patagonia • Know the names given to the different layers in a rainforest and name some of the animals which can be found in each layer • Know some of the significant human features of South America • Compare and contrast an account of daily life for a child living in Brazil e.g. Recife with their own routines in Britain e.g. Bicester	roaming, sporadic, desertification, sparsely, landlocked, river basin,	
Fieldwork – Launton Village **2 weeks**	**Human and physical geography** Describe and understand key aspects of climate zones and biomes – temperate deciduous forest. Types of settlement and land use and economic activity **Geographical skills and fieldwork** 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 the eight points of a compass, four figure grid references, symbols and key	• On a map of Launton village, identify human and physical features. • Using symbols, create a key to show the location of human and physical features • Use 2 and 4 figure grid references • Name some of the different types of building that can be found in Launton and know what they are used for. Collect information in a tally chart and draw conclusions • Identify different types of land-use in Launton village: agricultural, leisure, housing, retail, • Know how Launton is connected to other places	agriculture, amenities, arable, community, fieldwork, hamlet, questionnaire, rural, services, settlement, survey, transport, urban, village, deciduous, temperate, shrub, timber	
Rivers Erosion and deposition The water cycle **3 weeks**	**Human and physical geography** Describe and understand key aspects of rivers and the water cycle **Geographical skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	• On a diagram showing the course a river, label all of features from source to mouth • Define the terms erosion, transportation and deposition • Describe the characteristics of each stage of a river: youthful, middle aged and mature • Know some of the advantages and disadvantages of living close to a water course • Define the word 'atmosphere' • Illustrate and describe the five steps of the water cycle: evaporation, condensation, precipitation, run-off/collection, percolation • Know that the water cycle is a continuous cycle	watercourse, tributaries, mouth, atmosphere, channel, condensation, continuous, delta, deposition, erosion, estuary, evaporation, mature, meanders, middle-aged, mouth, percolation, estuary, precipitation, ox-bow lake, river bed, source,	

Geography – Year 4				
Unit	National curriculum	Substantive knowledge	Vocabulary	Continuous provision
Maps UK regions and counties **3 weeks**	**Locational knowledge** Name and locate counties and cities of the United Kingdom, geographical regions and their human and physical characteristics and land-use patterns. Identify the position and significance of latitude, longitude and the Prime /Greenwich Meridian and time zones **Human and physical geography** Describe and understand key aspects of human geography including types of settlement and land use, economic activity including transport links. **Geographical skills and fieldwork** Use the eight points of a compass, four figure grid references, symbols and key	• Apply knowledge of map techniques to describe the location of: Greenwich in the United Kingdom; the four capital cities of the United Kingdom; Launton School • Explain the concept of time zones • Know how different transport links are represented on maps • State ways in which Bicester is connected to other places • Describe possible routes for a journey between Oxfordshire and other given counties in the United Kingdom	cargo, conflict, destination, frequency, latitude, longitude, networks, Tropic of Cancer, Tropic of Capricorn, eastern hemisphere, western hemisphere, rural, urban	**Locational knowledge:** locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Geography activities included on homework grids
The Arctic and Antarctic **Climate change** **3 weeks**	**Locational knowledge** Identify the position and significance of the Arctic and Antarctic Circle **Human and physical geography** Describe and understand key aspects of climate zones and biomes – Ice biome, tundra **Geographical skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	• Identify some of the similarities and differences between the Arctic and the Antarctic • Explain why the polar regions have 24 hours of daylight in the summer and 24 hours of darkness in the winter • Identify and explain what humans need in order to be able to survive in Arctic conditions • Compare and contrast an Ice biome with a Tundra biome. Explain why herbivores are not found in Ice biomes • Investigate geographical areas where climate change is having a noticeable effect. Cite evidence • Explain some of the attempts to manage the effects of climate change	adapt, carbon-dioxide, climate, deforestation, endangered, landmass, methane, permafrost, polar, weather,	
Volcanoes and Earthquakes **3 weeks**	**Human and physical geography** Describe and understand key aspects of volcanoes and earthquakes. **Geographical skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Create maps using symbols and key to build their knowledge of the wider world	• Compare and contrast the Earth's crust and mantle • Categorise the Earth's main tectonic • plates in terms of how they are moving • Explain the physical process that would lead to an earthquake • Explain the physical features of a volcano • Explain the differences between active, dormant and extinct volcanoes • Explain the similarities and differences between the physical processes that create earthquakes and those that create volcanoes • Explain the process that forms volcanoes • Compare and contrast the impact of a volcanic eruption and an earthquake	active, collision. convergent, divergent, dormant, magma, earthquake, erupt, extinct, intensity, magnitude, plate tectonics, seismic waves, volcano, subduction, transform, tsunami,	

South America **4 weeks**	**Place knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America **Human and physical geography** Describe and understand key aspects of climate zones and biomes – rainforests and savannah. **Geographical skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Create maps using symbols and key to build their knowledge of the wider world	• Describe some of the geographical diversity in South America, including: languages, population and climate zones • Explain the link between colonisation and the diversity of languages spoken • Explain why two locations at same latitude, e.g. in the Amazon Basin and in the Andes, have different climates • Identify the ten most populous cities in South America • Compare data about Sao Paulo and London. Present data in graphs. • Compare population densities for the coastline and the interior. Make generalisations and give reasons for differences • Explain why rainforests are an important resource • Describe the impact of human processes on the land, referring to examples in the Amazon Basin and on grasslands	emergent, canopy, under storey, deforestation, equatorial, grazing, roaming, sporadic, desertification, sparsely, landlocked, river basin,	
Fieldwork – Launton V **2 weeks**	**Human and physical geography**. Types of settlement and land use and economic activity **Geographical skills and fieldwork** 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 the eight points of a compass, four figure grid references symbols and key	• Use four figure grid references to locate human and physical features on a map of Bicester • Explain how land-use in and around Bicester has changed over time • Know how to carry out a geographical enquiry, present findings as a graph and draw conclusions (example enquiry questions: What do you consider to be the advantages of living in Bicester/Launton? What key issues do you think are of concern in Bicester town centre? How are the green spaces in our local area used and how well are they looked after?)	agriculture, amenities, arable, community, fieldwork, hamlet, questionnaire, rural, scale, services, settlement, survey, transport, urban, village,	
Rivers Erosion and deposition The water cycle **3 weeks**	**Human and physical geography** Describe and understand key aspects of rivers and the water cycle **Geographical skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	• Draw and label a cross section of a river • Explain how ox-bow lakes are formed • Explain why, when a river floods at its mature stage, the soil becomes more fertile (Relate to knowledge pf the River Nile) • Explain how a delta is formed • Identify some of the human features that can be found in or near rivers and explain their purpose and their impact • Explain how, and why, humans have changed the course of rivers • Explain how rivers can be managed in a way that helps reduce flooding • Relate knowledge of the water cycle to knowledge of the formation of rivers • Draw and label different types of cloud in their correct position in the atmosphere • Explain the meaning of the prefix 'nimbo' and the suffix 'nimbus'	atmosphere, channel, condensation, cirrus, delta, deposition, erosion, estuary, evaporation, mature, meander, middle-aged, mouth, percolation, youthful, precipitation, ox-bow lake, riverbed, source, tributary, watercourse, confluence, cumulus cumulonimbus, stratus,	

Geography – Year 5				
Unit	National curriculum	Substantive knowledge	Vocabulary	Continuous provision
Maps **OS maps and Contour lines,** **3 weeks**	**Locational knowledge** name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns **Geographical skills** Use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	• Know how to use four and six-figure grid references • Know the horizontal and vertical lines on a map are called eastings and northings • Know that the eastings grid reference is always given first • Explain why a six-figure grid reference might be used instead of a four-figure grid reference • Know some standard symbols used on OS maps • Know that contour lines join up areas of the same height • Know that the closer the contour lines, the steeper the slope	latitude, longitude, scale, eastings, northings, contour, ordnance survey,	**Locational knowledge:** locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Geography activities included on homework grids
Europe **Transport and tourism** **3 weeks**	**Human and physical geography** Describe and understand key aspects of physical and human geography of countries studied, including tourism **Geographical skills** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	• Know that the continent of Europe is part of a larger landmass called Eurasia • Know that the two main boundaries between Europe and Asia are the Bosporus river and the Ural mountains • Know the main regions of Europe and name some of the countries in each region • Know that the features of tourism include: intangibility, seasonality, diversity and interdependence • Investigate which regions are most likely to be visited by tourists from the UK. Draw conclusions and suggest reasons for the results • Know some popular tourist destinations in Europe and locate these on a map • Know some of the advantages and disadvantages of travelling by train, car, plane, bike	advantages, city-state, diversity, commercial, congestion, cultural, disadvantages, enclave, historical, inhabitants, intangible, landmass, pollution, population, seasonal,	
Mountains **3 weeks**	**Human and physical geography** Describe and understand key aspects of mountains. **Geographical skills** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Create maps using symbols and key to build their knowledge of the wider world.	• Know some of the physical features of mountains. • Describe how conditions change as altitude increases • Know the names and locations of some of the world's major mountain ranges • Describe the different ways in which mountains are formed	Summit, mountain range, landform, magma, plate tectonics, subduction, topographic, seismic,	
North America **4 weeks**	**Place knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America **Physical geography** Describe and understand key aspects of climate zones and biomes – deserts, tundra, taiga, grasslands.	• Describe the geographical location of the continent of North America, pointing out important locational details • Compare with other continents, in terms size and population density • Name the countries and territories within North America • Explain why Greenland is not a country	permafrost, migrate, terrestrial, fertile, agricultural, prairie, predominant, lowlands,	

	Human geography Types of settlement and land use, economic activity and the distribution of natural resources. **Geographical skills** Use maps, atlases, globes and digital mapping to locate countries and describe features studied	• Know some of the significant human features including capital cities, other large cities and significant landmarks • Compare the populations of Mexico, Canada and the USA • Know some of the main physical features of North America, including mountain ranges and the great plains • Explain how tornados are formed • Name the biomes that can be found in North America. Know how to create a map and a key to show their location • Identify the main features of each of the ten biomes	expanse, metropolitan, arid, colonised, indigenous, tundra, populous, taiga	
International transportation and trade **3 weeks**	**Human and physical geography** Economic activity including trade links, and the distribution of natural resources **Geographical skills** Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied	• Know the main reasons for international transportation • Know the location of the Suez Canal and the Panama Canal and explain they are important for sea freight • Know some of the advantages and disadvantages of air travel, sea freight, rail and road when transporting different goods • Know what is meant by, and explain some of the concerns about, food miles • Know which foods are the most traded globally • Graph information about the most traded foods internationally • Identify some foods which are imported into the UK. • Explain why some foods and beverages e.g. oranges, bananas, coffee, are imported into the UK	import, export, international, interconnected, interdependent, cargo, destination, distribution, economic, freight	
Coasts **Erosion and deposition** **Ocean currents** **2 weeks**	**Human and physical geography** Describe and understand key aspects of oceans, including coastal erosion and management. **Geographical skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate and describe features studied	• Know what an ocean current is and what creates them • Identify and label on a map the main ocean currents • Describe the rotation of gyres in the northern and southern hemispheres • Describe what is known as the Great Pacific Garbage Patch • Draw and label the main physical features seen at a coasts • Know that coastal erosion is a physical process that, over time, can change the shape of a coastline • Know how bays and headlands are formed • Describe the physical processes that create caves, arches, sea stacks and stumps	erosion, deposition, natural physical process, gyres, continuous, sea stack, stump, arch, headland, wavecut platform	

Geography – Year 6				
Unit	National curriculum	Substantive knowledge	Vocabulary	Continuous provision
Maps OS maps and Contour lines, **3 weeks**	**Locational knowledge** name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time **Geographical skills** Use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	• Apply knowledge of four and six figure grid references to find grid references for both urban and rural locations on and OS map e.g. the school, Bicester swimming pool, Island Pond Wood • Explain how to use six-figure grid references • Interpret contour lines: identify mountains outlines represented as contour lines • Locate the scale on different maps • Know how to use the scale to calculate the distance between two points • Describe a route through a rural area, following public rights of way	latitude, longitude, scale, eastings, northings, contour, ordnance survey,	**Locational knowledge:** locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Geography activities included on homework grids
Europe Transport and tourism **3 weeks**	**Human and physical geography** Describe and understand key aspects of physical and human geography of countries studied, including tourism **Geographical skills** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	• Compare and contrast the location of Europe and North America • Know some examples which can be used to illustrate the diversity within Europe e.g. languages spoken, food eaten • Investigate tourism in the Alps. Organise positive and negative impacts of tourism into economic, social and environmental impacts • Explain why a diversity of tourist attractions is useful • Investigate European microstates and city-states, including the Vatican City. Locate these on a map • Explain what an enclave is	advantages, city-state, commercial, congestion, cultural, disadvantages, enclave, historical, inhabitants, intangible, landmass, pollution, population, seasonal,	
Mountains **3 weeks**	**Human and physical geography** Describe and understand key aspects of mountains. **Geographical skills** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Create maps using symbols and key to build their knowledge of the wider world.	• Compare and contrast the physical processes that create plateaux mountains with those that create fault block, fold, volcanic and dome mountains • Explain some of the physical and human processes that cause mountain landscapes to change • Investigate the history of climbing Mt Everest, identifying some of the dangers and costs. Suggest why the price of a license is so high	Summit, mountain range, landform, magma, plate tectonics, subduction, topographic, seismic,	
North America **4 weeks**	**Place knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North	• Organise information about biomes according to the climate zone they are in, and the latitudes at which they can be found • Relate knowledge of the location of biomes to the location of climate zones. Make some generalisations	permafrost, migrate, terrestrial, fertile, agricultural,	

	America **Physical geography** Describe and understand key aspects of climate zones and biomes – deserts, tundra, taiga, grasslands. **Human geography** Types of settlement and land use, economic activity and the distribution of natural resources. **Geographical skills** Use maps, atlases, globes and digital mapping to locate countries and describe features studied	• Explain what a prairie is and name some of the plants and animals that can typically be found there • Compare and contrast the location of the seven climate zones • Explain the difference between a climate zone and a biome • Explain why national parks were created and why it is difficult to create new national parks • Compare at least two different North American national parks, applying knowledge of climate zones and biomes • Compare a national park in North America with a national park in the UK • Compare and contrast the physical and human diversity of areas of high and low latitude in North America • Explain the distribution of the human population in North America. Relate to knowledge of biomes and climate zones • Investigate the significance of the Bering Strait between North American and Asia	prairie, predominant, lowlands, expanse, metropolitan, arid, colonised, indigenous, tundra, populous, taiga	
International transportation and trade **3 weeks**	**Human and physical geography** Economic activity including trade links, and the distribution of natural resources **Geographical skills** Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied	• Name some common natural resources and know their uses • Explain why diversity in physical features across the world gives rise to the import and export of natural resources • Locate on a map where most of the world's oil is produced • Locate on a map where most of the world's copper and nickel is produced • Explain what copper ore is and how it is processed into a useful material • Explain what happens during the primary, secondary and tertiary stages in the production of goods e.g. cotton	import, export, international, interconnected, interdependent, minerals, cargo, distribution, destination, economic,	
Coasts **Erosion and deposition** **Ocean currents** **2 weeks**	**Human and physical geography** Describe and understand key aspects of oceans, including coastal erosion and management. **Geographical skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate and describe features studied	• Explain how ocean currents affect the world's climate • Investigate how melting ice caps may lead to changes in ocean currents • Explain the term 'plastic pollution' and how this relates to ocean currents • Explain how knowledge of ocean currents may help search and rescue teams when a boat or person goes missing at sea • Make generalisations about the rates of erosion and the types of rock that coastlines are made from • Know some examples of artificial structures that are put in place along coastlines and explain why they are used • Organise information about sea defences, identifying advantages and disadvantages of seawalls, rock armour, groynes	erosion, deposition, promenade, prevent, artificial structure, maintain, boulder, natural physical process, gyres, groynes, continuous,	