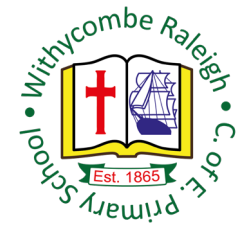


# Progress in Knowledge and Skills: Geography

Updated May 2024



Strands		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Breadth of Study	Autumn 1	Why do we Love Being by the Sea so Much?	Why does it Matter where my Food Comes From?				What is a River?
	Autumn 2			Beyond the Magic Kingdom	Why do Some Earthquakes Cause More Damage than Others?	How do Volcanoes Affect the Lives of People?	
	Spring 1	How does the Weather Affect where I Live?	Why don't Penguins Need to Fly?				
	Spring 2			Why are Jungles so Wet?	Why do so Many People Live in Megacities?	Why is Fair Trade Fair?	
	Summer 1	What is the Geography of where I Live Like?	How does the Geography of Kibera Compare with the Geography of my Local Area?				Why are Mountains so Important?
	Summer 2			How and why is my Local Area Changing?	How can we Live More Sustainably?	Who are Britain's National Parks for?	How is Climate Change Affecting the World

Strands	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Locational Knowledge	<p>Children can name and locate their local town.</p> <p>Children can name and locate the five oceans on a map.</p> <p>Children can locate and name the seven continents on a map.</p> <p>Children can name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Children can name and locate counties and cities of the United Kingdom on a map.</p> <p>Children can locate geographical regions of the UK and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time.</p> <p>Children can name and locate the countries of North and South America on a map and identify their countries, environmental regions, key physical and human characteristics, and major cities.</p> <p>Children can name and locate the countries of Europe (inc. Russia) on a map and identify their environmental regions, key physical and human characteristics and major cities.</p> <p>Children can 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 time zones (including day and night)</p>	<p>Children can name and locate the countries of the world on a map and identify their environmental regions, key physical and human characteristics and major cities.</p> <p>Children can locate geographical regions of the UK and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time.</p> <p>Children can compare UK maps from the past with the present, focusing on how land use has changed over time.</p> <p>Children can map how land use has changed in the UK over time.</p> <p>Children can 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 time zones (including day and night)</p>

Strands	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p style="text-align: center;">Connected Geography Locational Knowledge</p>	<p>Why do we love being beside the sea so much?</p> <p>What is the geography of where I live?</p> <p>Identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe</p> <p>How does the Geography of Kibera compare with the Geography of where I live?</p> <p>Locate the Amazon Basin on a labelled world map, describe its typical daily weather, suggest reasons for why it's so hot and wet and explain why it's so different from the Sahara Desert and Antarctica</p> <p>Why does it matter where my food comes from?</p> <p>Identify and describe the main stages in the harvesting, packaging and export of bananas from Costa Rica to the United Kingdom</p> <p>Explain why Costa Rica is a good location for farmers to grow bananas and how exported bananas reach the United Kingdom</p> <p>Why don't penguins need to fly?</p> <p>Identify, recognise and describe the key geographical features of the Antarctic environment</p> <p>Identify countries in Africa which lie within the Sahara Desert</p> <p>Identify, recognise and describe the key geographical features of the Sahara Desert</p> <p>Describe ways that the Arctic region and North Pole is similar to and different from (compare and contrast) Antarctica and the South Pole and offer reasons for such differences</p> <p>Identify and describe 3 geographical features of a South American country that Peter the Polar Bear visits on his journey to Antarctica</p>	<p>Beyond the Magic Kingdom: what is the Sunshine State really like?</p> <p>Identify, locate, compare and contrast the constituent states of the United States of America and recognise and describe key geographical features of one state other than Florida</p> <p>Recognise and describe the key geographical features of a peninsula and compare and contrast the Floridian peninsula with a number of peninsulas at different locations around the world</p> <p>Locate, describe and explain why the Everglades are a National Park</p> <p>Why do so many people in the world live in megacities?</p> <p>Describe and begin to explain the distribution of megacities across the continents of the world</p> <p>Explain some of the reasons why Baghdad was the first city in the world with a million inhabitants</p> <p>Recognise and locate the largest cities in South America</p> <p>Describe and offer reasons for the features of the city of Brasília, capital of Brazil</p> <p>Identify, describe and explain some of the main geographical features of one of the top 40 megacities in the world</p> <p>How and why is my local area changing?</p> <p>Describe and explain the impact of environmental change in one threatened region of the world</p> <p>Why are jungles so wet and deserts so dry?</p> <p>Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall</p>	<p>How do volcanoes affect the lives of people on Heimaey?</p> <p>Identify, recognise and describe, using appropriate subject vocabulary, where Saethor takes his dog Tiry for a walk each day</p> <p>Identify, describe and and compare and contrast the countries of Europe</p> <p>Recognise, describe and explain the key geographical features of the Westman Islands region of Iceland and the island of Heimaey in particular</p> <p>Explain how volcanoes form, observe the global pattern of volcanoes correctly and suggest plausible geographical reasons for this distribution</p> <p>How is climate change affecting the world?</p> <p>Identify, describe and explain why communities in The Gambia are being affected by changes in weather patterns associated with climate change and evaluate the impact on people</p> <p>Evaluate a range of evidence, reach a conclusion and make judgements as to the impact on people of changing weather patterns in Victoria in Southeast Australia</p> <p>Reflect upon and evaluate different viewpoints and reach a personal judgement about the implications of changing weather patterns on the people of Greenland</p> <p>Identify, describe, compare and contrast and explain how global warming is affecting weather patterns around the world and evaluate its impact in different places</p> <p>Understand how and why countries around the world have acted to reduce global warming and reach a judgement about how effective this might be</p>

Strands	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Connected Geography Locational Knowledge	<p>Compare and contrast the weather and climate of Antarctica (the home of Polo) and Zambia (the home of Marco)</p> <p>Explain the geographic reasons why Polo finds it difficult to live in Zambia and Marco finds it a problem to live in Antarctica</p> <p>How does the weather affect where I live?</p> <p>Observe and offer reasons for the distribution of hot and cold places in the world</p> <p>Explain in simple terms why the temperature of places decreases with distance from the Equator towards the north and south poles</p> <p>Compare and contrast the environments of Antarctica and the Sahara Desert and begin to explain through reasoning the similarities and differences</p> <p>Locate the Amazon Basin on a labelled world map, describe its typical daily weather, suggest reasons for why it's so hot and wet and explain why it's so different from the Sahara Desert and Antarctica</p>	<p>Describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world</p> <p>Identify, locate; describe and explain how plants and animals are adapted to the climate of either the coniferous forest or savanna biome</p> <p>How can we live more sustainably?</p> <p>Describe, observe, explain and make a judgement as to why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable</p> <p>Why do some earthquakes cause more damage than others?</p> <p>Locate and describe the effects of the Christchurch earthquake of 2011 from a range of sources</p> <p>Observe and record the distribution of earthquakes in New Zealand over the past two hundred years</p>	<p>Describe and explain how each of the main renewable sources of energy works, evaluate their advantages and disadvantages and make a judgement regarding which would be most suitable for the poorest countries in the world</p> <p>Who are Britain's National Parks for?</p> <p>Locate and describe the geographical features of an additional National Park in the USA and explain why it received designation</p> <p>What is a river?</p> <p>Interpret a range of geographical evidence to reach a conclusion as to why Bangladesh is at such a risk of serious annual river flooding</p> <p>Explain why China built the Three Gorges Dam along the Chang Jiang (Yangtze River) and describe and evaluate some of its geographical impacts</p> <p>Why are mountains so important?</p> <p>Identify, locate and describe the location of the largest ranges of mountains in the world and the countries that they cover</p> <p>Why is fair trade fair?</p> <p>Describe, explain and reflect on why the terms of international trade are not always fair for some producers of goods in other countries around the world</p>
Place Knowledge	<p>Children can compare Exmouth with a contrasting town in a different country.</p> <p>Children can compare the UK with a different country.</p> <p>Children can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p>	<p>Children can understand some of the reasons for the similarities and differences in human geography between a region of the UK and a region of North and South American countries.</p> <p>Children can explain and discuss a range of reasons for the similarities and differences in physical geography between a region of the UK and a region of North and South American countries.</p>	<p>Children can explain and discuss a range of reasons for the similarities and differences in physical and human geography between a region of the UK and a region of North and South American countries.</p> <p>Children can describe the similarities and differences in physical geography between a region of the UK and a region of Europe.</p> <p>Children can describe the similarities and differences in human geography between a region of the UK and a region of Europe.</p>

Why do we love being beside the sea so much?

Identify, describe and offer reasons for European flight destinations from their nearest regional airport

What is the geography of where I live?

Identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe

Use interactive online mapping to plot, describe and explain a geographical walk around the local area that would introduce a visitor to some of the key physical and human geographical features

Identify and describe the location of where they live in the UK, within Europe and the world and in relation to the Equator and north and south poles

Compare their own location with the location of Kibera in the country of Kenya within Africa and also both locations in relation to the Equator and the north and south poles

Recognise, describe and suggest reasons for the similarities between a school/ school life in one school in Kibera and their own school

Compare and contrast the structure of a tropical rainforest with a wood in the local area

Use Google Earth to identify, locate and begin to explain the distribution of the human and physical geographical features of Kibera and compare these with the local area

How does the Geography of Kibera compare with the Geography of where I live?

Identify and describe the location of where they live in the UK, within Europe and the world and in relation to the Equator and north and south poles

Compare their own location with the location of Kibera in the country of Kenya within Africa and also both locations in relation to the Equator and the north and south poles

Using maps at various scales and online websites, identify time differences and estimate distances

Beyond the Magic Kingdom: what is the Sunshine State really like?

Compare and contrast the climate of the United Kingdom and Florida and identify and explain the main differences particularly in relation to temperature and sunshine hours

Why do so many people in the world live in megacities?

Identify and locate the top 10 cities in the United Kingdom with the largest populations and compare and contrast these with the top 10 fastest-growing cities in the country

Understand the main reasons why the population of any city can increase and explain why Milton Keynes in particular is the fastest-growing city in the United Kingdom

How and why is my local area changing?

Why are jungles so wet and deserts so dry?

Observe, describe and explain in basic terms the pattern of climate in the United Kingdom

How can we live more sustainably?

Identify, describe and offer reasons for how sources of energy used to make electricity in the United Kingdom are changing

Why do some earthquakes cause more damage than others?

Describe and explain why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world

Explain why volcanoes often occur at the same location as earthquakes in places such as New Zealand

Locate, describe and explain why so many earthquakes and volcanoes occur around the Pacific Ring of Fire

How do volcanoes affect the lives of people on Heimaey?

Compare and contrast, using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region

How is climate change affecting the world?

Understand how as individuals, members of families and communities such as schools they can make a contribution to reducing greenhouse gas emissions

Who are Britain's National Parks for?

Identify, locate, describe and explain the distribution of the 15 National Parks in the UK

Observe and record the common key natural features of the National Parks of the UK and explain why they are referred to as the country's 'breathing spaces'

Recognise those other special qualities of National Parks which are referred to as 'cultural heritage' and reflect on the importance of their own cultural heritage in the context of this

Identify, describe through observation of the landscape of The Valley of Rocks in Exmoor National Park, and explain the attraction of this area for visitors such as artists

Identify, describe and through observation, offer reasons for the existence of the Bronze Age ceremonial landscape in Dartmoor National Park, evaluate the reflections of others and reach a judgement about its purpose

Understand who looks after National Parks in the UK and reflect upon and evaluate the importance of the jobs that people do

Compare and contrast the Everglades National Park with Dartmoor and Exmoor National Park and understand through explanation the main similarities and differences between National Parks in the UK and those in the US

What is a river?

Understand climatically what the Little Ice Age refers to

Strands	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<p>between the UK and Kenya and between the UK, Kenya and other locations in the world</p> <p><u><i>Why does it matter where my food comes from?</i></u></p> <p>Identify and describe the main geographical features of the physical landscape of Devon and compare and contrast these with some of the human features of its towns and cities</p> <p>Compare and contrast the average annual weather conditions in Devon with those of the United Kingdom as a whole</p> <p><u><i>Why don't penguins need to fly?</i></u></p> <p><u><i>How does the weather affect where I live?</i></u></p>		<p>and how occasional severe winters impacted upon the River Thames and the people of London</p> <p><u><i>Why are mountains so important?</i></u></p> <p>Identify, describe, compare and contrast and explain the differences between the Cambrian Mountains of Wales and the Himalaya Mountains</p> <p>Measure, record, compare and contrast climate data for Derek's farm with where they live and begin to offer reasons for their observations</p> <p>Explain and reach a conclusion as to why the mountains of the north and west of the United Kingdom are generally wetter and cooler than places in the south and east</p> <p>Identify, locate, describe and explain the tourist attractions of the Cambrian Mountains by interpreting and making judgements from evidence presented on Ordnance Survey maps</p> <p>Evaluate a range of evidence to make a judgement as to why reservoirs were constructed by the City of Birmingham in the mountains of central Wales over one hundred years ago</p> <p><u><i>Why is fair trade fair?</i></u></p> <p>Compare and contrast the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and describe and explain the differences</p> <p>Describe, explain and reflect on why the terms of international trade are not always fair for some producers of goods in other countries around the world</p>

Strands	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Human and Physical	<p>Children can talk about people and places within their local environment.</p> <p>Children can compare the human and physical features of two British localities, including how the use of land differs in each locality (e.g. a farm and the beach).</p> <p>Children can talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis.</p> <p>Children can identify how land is used around the school.</p> <p>Children can ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?</p> <p>Children can talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles.</p> <p>Children can compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences.</p>	<p>Children can describe key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Children can identify and describe key aspects of human geography including settlements and land use.</p> <p>Children can ask and answer geographical questions about the physical and human characteristics of a location.</p>	<p>Children can identify and describe the main human and physical characteristics of North and South America.</p> <p>Children can name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time.</p> <p>Children can describe and understand key aspects of physical geography, including: mountains, climate zones, biomes and vegetation belts.</p> <p>Children can identify and describe how the physical features affect the human activity within a location.</p> <p>Children can explain how countries and geographical regions are interconnected and interdependent</p> <p>Children can describe and understand key aspects of human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>



*Why do we love being beside the sea so much?*

Identify and describe the main physical and human features of seaside environments

Describe popular activities undertaken at the seaside

Understand the interdependence of living things in seaside environments

Describe and explain how people can take greater care of the seaside environment

Describe and explain reasons why seaside holidays have changed in living memory

Identify, describe and offer reasons for European flight destinations from their nearest regional airport

Compare and contrast modern day experiences of the seaside with those of older members of their families or the Victorians

*What is the geography of where I live?*

Identify and describe physical and human geographical features of a range of environments and understand that geography is the study of how people are connected with these environments

Using a range of layers in Google Earth GIS imagery, identify, describe and offer reasons for changes in land use they can observe and record in the local area of the school

Use interactive online mapping to plot, describe and explain a geographical walk around the local area that would introduce a visitor to some of the key physical and human geographical features

Recognise, identify and locate the key human and physical geographical features of their own home area and offer reasons for any current changes in land use

*How does the Geography of Kibera compare with the Geography of where I live?*

Identify, describe and observe the types of traditional homes found in Kibera and compare and contrast these with their own homes and through fieldwork record and

*Beyond the Magic Kingdom: what is the Sunshine State really like?*

Identify, describe and explain the function and attraction of theme parks around the world and in particular the Magic Kingdom in Florida

Identify, locate, compare and contrast the constituent states of the United States of America and recognise and describe key geographical features of one state other than Florida

Describe and explain the historical significance of the Maya civilisation and suggest reasons for its catastrophic end

Observe, describe, explain and begin to draw conclusions about the geographical pattern of the origin of visitors to the Magic Kingdom from countries around the world

Recognise and describe the key geographical features of a peninsula and compare and contrast the Floridian peninsula with a number of peninsulas at different locations around the world

Recognise the key human and physical features and achievements of the Kennedy Space Centre in Florida and explain the geographical reasons for its location

Describe and explain why sea turtles which live in the waters around Florida are endangered and reach a judgement as to how they might be conserved for the future

Reach a conclusion and make a judgement as to the best time climatically for British tourists to holiday in Florida

Identify, describe and explain how hurricanes form and why they present such a threat to the people of Florida and understand the range of ways in which residents take measures to protect themselves and property from potential damage

Locate, describe and explain why the Everglades are a National Park

*How do volcanoes affect the lives of people on Heimaey?*

Identify, recognise and describe, using appropriate subject vocabulary, where Saethor takes his dog Tiry for a walk each day

Recognise, describe and explain the key geographical features of the Westman Islands region of Iceland and the island of Heimaey in particular

Compare and contrast, using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region

Explain and reach a judgement, using appropriate and specialised subject vocabulary, why there are so few trees on Heimaey

Explain how volcanoes form, observe the global pattern of volcanoes correctly and suggest plausible geographical reasons for this distribution

Understand how and why the environment of Heimaey has changed over time and reach conclusions and make judgements about the positive and negative impact of these changes on the ways of life of the people of Heimaey

Understand the stages in the manufacture of an economic activity – fish processing – together with what export, import and trade entails

Make a reasoned geographical judgement, using evidence and logical argument, as to whether earthquakes are more dangerous than volcanoes

*How is climate change affecting the world?*

Identify, describe and explain why communities in The Gambia are being affected by changes in weather patterns associated with climate change and evaluate the impact on people

Evaluate a range of evidence, reach a conclusion and make judgements as to the impact on people of changing weather patterns in Victoria in Southeast Australia



	<p>categorise types of homes found in the locality of their school</p> <p>Identify the key features of a traditional home in Kibera on a simple scale plan and construct a similar scale plan of their own home, offering reasons for any similarities or differences observed</p> <p>Identify and describe the main elements which make up the weather and understand that weather conditions change from one moment to the next</p> <p>Observe how, generally, temperature decreases towards the north and south poles and increases towards the Equator and suggest reasons for this pattern</p> <p>Describe the weather conditions experienced on one day in Kibera using online BBC weather forecast webpages</p> <p>Identify and describe appropriate forms of transport for particular journeys made</p> <p>Recognise, describe and suggest reasons for the similarities between a school/ school life in one school in Kibera and their own school</p> <p>Identify and describe the structure of typical tropical rainforest</p> <p>Describe, offer reasons and explain how living things in tropical rainforests are adapted to cope in extreme heat and rain</p> <p>Compare and contrast the structure of a tropical rainforest with a wood in the local area</p> <p>Use Google Earth to identify, locate and begin to explain the distribution of the human and physical geographical features of Kibera and compare these with the local area</p> <p><u><i>Why does it matter where my food comes from?</i></u></p> <p>Recognise that all the food we eat comes from either plants or animals and that a farm is an area of land and buildings where those plants and animals are produced</p>	<p><u><i>Why do so many people in the world live in megacities?</i></u></p> <p>Observe and describe the key features of cities and suggest reasons for why people live in cities of such high density</p> <p>Describe and begin to explain the distribution of megacities across the continents of the world</p> <p>Explain some of the reasons why Baghdad was the first city in the world with a million inhabitants</p> <p>Understand the main reasons why the population of any city can increase and explain why Milton Keynes in particular is the fastest-growing city in the United Kingdom</p> <p>Describe and offer reasons for the features of the city of Brasília, capital of Brazil</p> <p>Explain and conclude why the Brazilian government built a new capital city in 1960</p> <p>Compare and contrast the benefits and disadvantages of city life and reach a judgement as to which is most significant</p> <p>Identify, describe and explain some of the main geographical features of one of the top 40 megacities in the world</p> <p><u><i>How and why is my local area changing?</i></u></p> <p>Identify, describe and give reasons for why environments change</p> <p>Explain with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life</p> <p>Observe, record and explain changes that have occurred in the past to the school and its grounds and its immediate environment</p> <p>Identify, describe and explain how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development, or the work of a significant individual</p>	<p>Understand why some coastal communities are having to make flood resilience plans in order to cope better with changes that are occurring in weather patterns and to sea levels and make judgements about what should be included in them</p> <p>Reflect upon and evaluate different viewpoints and reach a personal judgement about the implications of changing weather patterns on the people of Greenland</p> <p>Identify, describe, compare and contrast and explain how global warming is affecting weather patterns around the world and evaluate its impact in different places</p> <p>Understand how and why countries around the world have acted to reduce global warming and reach a judgement about how effective this might be</p> <p>Understand how as individuals, members of families and communities such as schools they can make a contribution to reducing greenhouse gas emissions</p> <p>Describe and explain how each of the main renewable sources of energy works, evaluate their advantages and disadvantages and make a judgement regarding which would be most suitable for the poorest countries in the world</p> <p><u><i>Who are Britain's National Parks for?</i></u></p> <p>Observe and record the common key natural features of the National Parks of the UK and explain why they are referred to as the country's 'breathing spaces'</p> <p>Recognise those other special qualities of National Parks which are referred to as 'cultural heritage' and reflect on the importance of their own cultural heritage in the context of this</p> <p>Recognise, describe and explain how National Parks actively encourage visitors to enjoy and learn about what makes them special</p> <p>Identify, describe through observation of the landscape of The Valley of Rocks in Exmoor National Park, and explain the attraction of this area for visitors such as artists</p>
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describe and explain how plants and animals are adapted to the climate of either the coniferous forest or savanna biome</p> <p><u><a href="#">How can we live more sustainably?</a></u></p> <p>Describe and explain using examples what living sustainably means</p> <p>Identify, describe and explain the differences between renewable and non-renewable resources</p> <p>Understand in basic terms how solar panels and wind turbines generate electricity</p> <p>Identify, describe and offer reasons for how sources of energy used to make electricity in the United Kingdom</p>	<p>Identify, describe and through observation, offer reasons for the existence of the Bronze Age ceremonial landscape in Dartmoor National Park, evaluate the reflections of others and reach a judgement about its purpose</p> <p>Recognise, describe and explain the features of a hill or upland farm and why farmers are so important in helping to achieve the aims of National Parks in the UK</p> <p>Understand who looks after National Parks in the UK and reflect upon and evaluate the importance of the jobs that people do</p> <p>Compare and contrast the Everglades National Park with Dartmoor and Exmoor National Park and understand through explanation the main similarities and differences between National Parks in the UK and those in the US</p> <p>Locate and describe the geographical features of an additional National Park in the USA and explain why it received designation</p> <p><u><a href="#">What is a river?</a></u></p> <p>Identify and describe how physical features of rivers change from source to mouth</p> <p>Offer reasons to explain why the course of a river changes as it flows from higher to lower ground</p> <p>Use OS maps, aerial photographs and GIS to recognise, describe, compare and contrast and explain how physical features change along the course of a river</p> <p>Identify and describe the features of river estuaries and explain why they are such important ecosystems for wildlife</p> <p>Describe the components of the hydrological or water cycle and explain the important role that rivers play</p> <p>Recognise, describe and explain the reasons why the Isle of Dogs developed to become part of the busiest river port in the world and evaluate the evidence and make a judgement about the causes of its sudden decline and closure</p>
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	<p>Identify, recognise and describe the key geographical features of the Antarctic environment</p> <p>Identify, recognise and describe the key geographical features of the Sahara Desert</p> <p>Explain why Antarctica is a desert despite being the coldest place on Earth</p> <p>Describe and explain the components of the food chain of an Emperor Penguin</p> <p>Identify and describe 3 geographical features of a South American country that Peter the Polar Bear visits on his journey to Antarctica</p> <p>Compare and contrast the weather and climate of Antarctica (the home of Polo) and Zambia (the home of Marco)</p> <p>Explain the geographic reasons why Polo finds it difficult to live in Zambia and Marco finds it a problem to live in Antarctica</p> <p>Describe and offer reasons why an ostrich doesn't need to fly and explain how this is very similar to a penguin</p> <p><u><a href="#">How does the weather affect where I live?</a></u></p> <p>Identify and describe the basic atmospheric elements of the weather</p> <p>Identify, describe and begin to explain ways in which great artists depict elements of the weather and the techniques they use to convey noise, smell and emotional feelings</p> <p>Observe how weather conditions change during the four seasons of the year and offer reasons for changes which occur</p> <p>Recognise and describe how Vivaldi in his concerto The Four Seasons is able to create an evocative picture of changes in the weather from one season to another</p> <p>Observe and offer reasons for the distribution of hot and cold places in the world</p>	<p>are changing</p> <p>Explain how electricity is generated in hydroelectric power stations</p> <p>Understand why creating new habitats for birds are good examples of sustainable development</p> <p>Describe, observe, explain and make a judgement as to why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable</p> <p>Recognise and explain ways in which their lives at home could be more environmentally sustainable</p> <p><u><a href="#">Why do some earthquakes cause more damage than others?</a></u></p> <p>Identify, describe and explain the causes of earthquakes</p> <p>Describe and explain why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world</p> <p>Understand through explanation and reaching conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction</p> <p>Identify, describe and explain the causes of volcanoes</p> <p>Explain why volcanoes often occur at the same location as earthquakes in places such as New Zealand</p> <p>Locate, describe and explain why so many earthquakes and volcanoes occur around the Pacific Ring of Fire</p>	<p>Interpret a range of geographical evidence to reach a conclusion as to why Bangladesh is at such a risk of serious annual river flooding</p> <p>Reflect upon and evaluate the techniques used by classical composers to portray the different stages and features of the course of a river and create and record a personal musical piece to evoke the features of a waterfall</p> <p>Understand climatically what the Little Ice Age refers to and how occasional severe winters impacted upon the River Thames and the people of London</p> <p>Explain why China built the Three Gorges Dam along the Chang Jiang (Yangtze River) and describe and evaluate some of its geographical impacts</p> <p><u><a href="#">Why are mountains so important?</a></u></p> <p>Recognise, identify and explain what geographers define as mountains and understand how this can lead to disagreements</p> <p>Explain how the movement of plates of the Earth's crust can form ranges of fold mountains</p> <p>Reflect upon, evaluate evidence and reach a conclusion and judgement regarding the success or failure of expedition of Mallory and Irvine to climb Mount Everest in 1924</p> <p>Demonstrate that they understand how fossils form and can explain why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953</p> <p>Identify, describe, compare and contrast and explain the differences between the Cambrian Mountains of Wales and the Himalaya Mountains</p> <p>Explain and reach a conclusion as to why the mountains of the north and west of the United Kingdom are generally wetter and cooler than places in the south and east</p> <p>Understand that even 'green' and 'renewable' energy schemes will have environmental costs, evaluate both sides of an argument and make a judgement about the</p>
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Strands	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<p>Explain in simple terms why the temperature of places decreases with distance from the Equator towards the north and south poles</p> <p>Compare and contrast the environments of Antarctica and the Sahara Desert and begin to explain through reasoning the similarities and differences</p> <p>Understand why Captain Robert Scott and his team wanted to be the first human beings to reach the South Pole, the reasons for their failure and empathise with the emotions they would have felt as a result</p> <p>Locate the Amazon Basin on a labelled world map, describe its typical daily weather, suggest reasons for why it's so hot and wet and explain why it's so different from the Sahara Desert and Antarctica</p>		<p>most appropriate way forward</p> <p>Understand why Scotland is an attractive winter sports centre</p> <p><u><a href="#">Why is fair trade fair?</a></u></p> <p>Describe and explain why the Silk Road was the most important trading route in the history of the world; evaluate and reflect upon some of the changes that occurred as a result of the movement of people and commodities along it</p> <p>Explain why and how countries trade with each other, identify and describe the commodities that are most frequently traded and evaluate some benefits and disadvantages of trading</p> <p>Compare and contrast the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and describe and explain the differences</p> <p>Explain what Fairtrade is compare and contrast the situation of Fairtrade-certified farmers with that of nonFairtrade producers and evaluate and judge the benefits to be gained from Fairtrade certification</p> <p>Evaluate and judge the extent to which their school currently engages with Fairtrade, understand any constraints that exist; reflect and make recommendations for the future linked, perhaps, to ultimately achieving Fairtrade School status</p> <p>Understand what the ethical production and purchasing of clothes entails, evaluate and reach a judgement regarding the practice of popular clothing companies</p>

Strands	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Geographical Skills and Fieldwork	<p>Children can use maps, atlases and globes to locate the four countries and cities of the UK.</p> <p>Children can use simple fieldwork to observe, measure and record the human and physical features in the local area.</p> <p>Children can use a simple key to recognise physical or human features on a map.</p> <p>Children can create a simple map of their local environment.</p> <p>Children can use maps, atlases and globes to locate the seven continents and oceans.</p> <p>Children can use the four points of a compass to describe the location of features on a map.</p> <p>Children can use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>Children can use and construct basic symbols in a key.</p>	<p>Children can use maps, atlases, longitude and latitude and digital/computer mapping to locate countries and describe features.</p> <p>Children can use locational and directional language such as: near, far, north, south, east, west to describe the location of features on a map.</p> <p>Children can use fieldwork to observe and record the human and physical features in the local area using a range of methods such as sketch maps and plans.</p> <p>Children can use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, and graphs.</p> <p>Children can use a range of resources to identify the key physical and human features of a location</p> <p>Children can use the eight points of a compass, four and six-figure grid references, symbols and keys to read maps.</p>	<p>Children can use a range of different fieldwork skills (random and systematic) to observe, measure and record the human and physical features of an area.</p> <p>Children can record their results in a range of ways, including sketch maps, plans, graphs and digital technologies.</p> <p>Children can use the eight points of a compass, 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.</p> <p>Children can use a range of geographical resources with ease to give detailed descriptions of the characteristic features of a location.</p> <p>Children can analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps)</p>

*Why do we love being beside the sea so much?*

Provide reasons as to why it is important to protect living things at the seaside

Identify, describe and categorise living things within a rock pool habitat

Identify, categorise and begin to explain the distribution of sea shells on a beach

Identify, describe and offer reasons for the presence of pollution on a beach

Compare and contrast modern day experiences of the seaside with those of older members of their families or the Victorians

*What is the geography of where I live?*

Use a number of GIS layers of Google Earth to identify and observe familiar physical and human geographical features of the immediate vicinity of their school

Identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe

Using a range of layers in Google Earth GIS imagery, identify, describe and offer reasons for changes in land use they can observe and record in the local area of the school

Understand that the many different uses of land observed in the local area can be grouped into a small number of categories

Through fieldwork observe and record in a variety of ways, significant examples of physical and human geographical features of the local area

Use interactive online mapping to plot, describe and explain a geographical walk around the local area that would introduce a visitor to some of the key physical and human geographical features

*How does the Geography of Kibera compare with the Geography of where I live?*

Using maps at various scales and online websites, identify time differences and estimate distances

*Beyond the Magic Kingdom: what is the Sunshine State really like?*

*Why do so many people in the world live in megacities?*

*How and why is my local area changing?*

Observe, record and explain changes that have occurred in the past to the school and its grounds and its immediate environment

Recognise how remote sensing by satellites and satellite images inform geographers of environmental change on a global scale and identify and explain specific examples of change from NASA images of locations around the world

*Why are jungles so wet and deserts so dry?*

Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world

Construct a climate graph from temperature and rainfall data for their home location and compare and contrast this with climate graphs of other locations to reach conclusions and make judgements

*How can we live more sustainably?*

Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to identify and explain priorities to help the school become more sustainable

*Why do some earthquakes cause more damage than others?*

Observe and record the distribution of earthquakes in New Zealand over the past two hundred years

*How do volcanoes affect the lives of people on Heimaey?*

*How is climate change affecting the world?*

*Who are Britain's National Parks for?*

Observe and record the common key natural features of the National Parks of the UK and explain why they are referred to as the country's 'breathing spaces'

*What is a river?*

Use OS maps, aerial photographs and GIS to recognise, describe, compare and contrast and explain how physical features change along the course of a river

Use a range of fieldwork techniques to measure, record and present and explain changes along a section of a local river and to reach a conclusion as to whether it constitutes a healthy habitat for living things

*Why are mountains so important?*

Measure, record, compare and contrast climate data for Derek's farm with where they live and begin to offer reasons for their observations

Identify, locate, describe and explain the tourist attractions of the Cambrian Mountains by interpreting and making judgements from evidence presented on Ordnance Survey maps

Evaluate a range of evidence to make a judgement as to why reservoirs were constructed by the City of Birmingham in the mountains of central Wales over one hundred years ago

*Why is fair trade fair?*

Evaluate and judge the extent to which their school currently engages with Fairtrade, understand any constraints that exist; reflect and make recommendations for the future linked, perhaps, to ultimately achieving Fairtrade School status



Strands	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<p>between the UK and Kenya and between the UK, Kenya and other locations in the world</p> <p>Identify, describe and observe the types of traditional homes found in Kibera and compare and contrast these with their own homes and through fieldwork record and categorise types of homes found in the locality of their school</p> <p>Identify the key features of a traditional home in Kibera on a simple scale plan and construct a similar scale plan of their own home, offering reasons for any similarities or differences observed</p> <p>Use Google Earth to identify, locate and begin to explain the distribution of the human and physical geographical features of Kibera and compare these with the local area</p> <p><u><i>Why does it matter where my food comes from?</i></u></p> <p>Identify and categorise fruit and vegetables sold at a high street greengrocer, their cost and whether they are locally produced, UK grown or imported</p> <p><u><i>Why don't penguins need to fly?</i></u></p> <p>Design and construct a simple model of a waterfall and use it to identify and describe some of its geographical features</p> <p><u><i>How does the weather affect where I live?</i></u></p> <p>Observe, measure and record the elements of daily weather by using a variety of simple instruments and devices</p> <p>Present, describe and offer reasons for some of the ways in which the weather has changed during the period of measurement</p>		