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|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Locational Knowledge** | *Objectives (children will learn to…)* | | | |
| **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 | Identify areas of the world containing rainforests. |  | Locate countries in Europe, North and South America on a map.  Find cities in the UK on a map and identify some of their features.  Identify the capital city of a country. | Locate the key rivers of the world.  Explain how the international borders of Europe have changed over time. |
| name and locate counties and cities of the **United Kingdom**, 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 |  |  | Describe how land use has changed over time. | Locate the key rivers of the UK.  Identify coastal features of the UK.  Explain how the make-up of the United Kingdom has changed over time. |
| 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) | Identify the equator and the tropics of Cancer and Capricorn on a map in the context of locating rainforests. | Explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere.  Identify lines of latitude and longitude in the context of using coordinates to read maps.  Describe the key features of the polar regions and compare them to the UK.  Identify the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK.  Explain the position and significance of the Prime Meridian by exploring countries on the Meridian Line.  Identify the position and significance of time zones by comparing times in different countries. |  |  |
| **Place knowledge** |  | | | |
| understand geographical similarities and differences through the study of human and physical geography of a **region of the United Kingdom**, a region in a **European country**, and a region within **North or South America** | Compare a British forest with the Amazon Rainforest. |  | Compare features of eastern European landscapes with my own area.  Compare the climate of eastern European regions with that of my own area.  Compare the human geography of eastern European regions with that of my own area.  Present information about one area of eastern Europe. |  |
| **Human and physical geography**  *describe and understand key aspects of:* |  | | | |
| **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | Recognise the difference between weather and climate.  Describe key features of a tropical climate.  Describe and understand the features of the layers of a rainforest.  Describe the animals and plants living in a rainforest. | Investigate what is under the Earth’s surface.  Explain how volcanoes are formed and how they affect people’s lives.  Explain what causes earthquakes and how they are measured.  Explain what causes tsunamis and how they affect people.  Explain what causes tornados and the effects they have. |  | Explain the water cycle.  Describe the key features of a river system.  Explain how water and weather can change the landscape.  Understand how coastal features are formed.  Predict how physical factors might change the landscape in the future. |
| **human geography**, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | Explain the effects humans are having on the rainforest.  Use sketch maps to examine land use in the local area. |  | Explain the impact of the Chernobyl nuclear disaster. | Describe the way rivers are used.  Explain the impact of damming rivers.  Explain how and why landscapes have changed over time.  Identify coastal features of the UK. |
| **Geographical skills and fieldwork** |  | | | |
| use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Use maps, atlases and globes to locate rainforests around the world.  Use maps and atlases to describe land use in rural and urban areas.  Use maps and atlases to describe how land is used for different types of farming. |  | Find information in an atlas using the index and simple coordinates.  Identify the countries of Europe. | Use atlases and maps to identify the key features of a river system. |
| use the eight points of a compass, four and 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 |  |  | Use a key to describe features on an Ordnance Survey map.  Use the eight compass points to describe routes on a map.  Use four or six-figure grid references to locate places on a map.  Plan a journey using the eight compass points and four or six-figure grid references. |  |
| 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. | Draw maps, including sketch maps, to show how the land is used in the local area. |  |  |  |