

	Name the oceans of the world and locate them on a map. Ongoing.	Name the oceans of the world and locate them on a map. Ongoing.	Name the oceans of the world and locate them on a map. Ongoing.	Name the oceans of the world and locate them on a map. Ongoing.	Name the oceans of the world and locate them on a map. Ongoing.	Name the oceans of the world and locate them on a map. Ongoing.
	Find where they live on a map of the United Kingdom.	Describe some of the features of an Island.	Explain how a job may be different in other locations.	Describe a place outside Europe using Geographical words.	Explain the facilities that a village, town and city may need and give reasons for this.	Describe some of the features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean and valley.
	Express what they like and do not like about the place in which they live.	Explain how an area has been spoiled or improved and give reasons for this.		Explain the facilities that a village, town and city may need and give reasons for this.	Express what they like and do not like about different places.	Explain how an area has been spoiled or improved and give reasons for this.
	Name the capital cities of England, Wales, Scotland and Ireland	Describe a place outside Europe using Geographical words.			Describe some of the features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean and valley.	Describe a place outside Europe using Geographical words.

Year Group	Autumn 1 Topic- UK	Autumn 2 Topic- Asia/ Cold Environments (North America or Antarctica)	Spring 1 Topic- Europe	Spring 2 Topic- Africa/ Australia. To alternate yearly.	Summer 1 Topic- UK	Summer 2 Topic-South America
3	Use Grid References on a map.	Use Grid References on a map.	Name and locate capital cities of neighbouring European Countries.	Use an atlas by using the index to find places.	Use some basic Ordnance Survey map symbols.	Describe how earthquakes are created.
	Name a number of countries in the Northern Hemisphere.	Name a number of countries in the Northern Hemisphere.			Use an atlas by using the index to find places.	Locate and name some of the world's most famous volcanoes.
	Use some basic Ordnance Survey map symbols.	Use correct Geographical words to describe a place. Ongoing.	Use correct Geographical words to describe a place. Ongoing.	Use correct Geographical words to describe a place. Ongoing.		Describe how volcanoes are created.

	Use correct Geographical words to describe a place. Ongoing.	Use correct Geographical words to describe a place. Ongoing.			Use correct Geographical words to describe a place. Ongoing.	Use correct Geographical words to describe a place. Ongoing.
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Year Group	Autumn 1 Topic- UK	Autumn 2 Topic- Asia/ Cold Environments (North America or Antarctica)	Spring 1 Topic- Europe	Spring 2 Topic- Africa/ Australia. To alternate yearly.	Summer 1 Topic- UK	Summer 2 Topic-South America		
4	Plan a journey to a place in England.	Locate the Tropic of Cancer and the Tropic of Capricorn.	Name the countries that make up the European Union.	Locate the Tropic of Cancer and the Tropic of Capricorn.	Carry out research to discover features of villages, towns and cities.	Explain why people may be attracted to live in cities.		
	Name and locate some of the main islands that surround the United Kingdom.		Explain the difference between the British Isles, Great Britain and the United Kingdom.				Explain why people may chose to live in once place rather than another.	Collect and accurately measure information (e.g. Rainfall, temperature, wind speed, noise level,)
	Carry out research to discover features of villages, towns and cities.		Explain why people may chose to live in once place rather than another.				Find at least six cities in the UK on a map.	Name the areas of origin of the main ethnic groups in the United Kingdom and our school.

Year Group	Autumn 1 Topic- UK	Autumn 2 Topic- Asia/ Cold Environments (North America or Antarctica)	Spring 1 Topic- Europe	Spring 2 Topic- Africa/ Australia. To alternate yearly.	Summer 1 Topic- UK	Summer 2 Topic-South America
5	Explain why cities are situated on or close to rivers.	Plan a journey to a place in another part of the world, taking into account distance & time	Name and locate many of the world's most famous mountainous regions in an atlas.	Explain why people are attracted to live by rivers.	Explain the course of a river.	Explain how location fits into its wider geographical location with reference to

		Name and locate many of the world's most famous mountainous regions in an atlas.				human and economical features.
	Name and locate many of the world's most famous rivers in an atlas. Ongoing.	Name and locate many of the world's most famous rivers in an atlas. Ongoing.	Name and locate many of the world's most famous rivers in an atlas. Ongoing.	Name and locate many of the world's most famous rivers in an atlas. Ongoing.	Name and locate many of the world's most famous rivers in an atlas. Ongoing.	Name and locate many of the world's most famous rivers in an atlas. Ongoing.

Year Group	Autumn 1 Topic- UK	Autumn 2 Topic- Asia/ Cold Environments (North America or Antarctica)	Spring 1 Topic- Europe	Spring 2 Topic- Africa/ Australia. To alternate yearly.	Summer 1 Topic- UK	Summer 2 Topic-South America
6	Use Ordnance Survey symbols and 6 figure grid references.	Identify and name the Tropics of Cancer and Capricorn as well as the Artic & Antarctic circles.	Answer questions by using a map. Ongoing.	Explain how time zones work and calculate time differences around the world.	Answer questions by using a map. Ongoing.	Explain how time zones work and calculate time differences around the world.
		Explain how time zones work and calculate time differences around the world.		Name the largest desert in the world and locate desert regions on an atlas.		
	Answer questions by using a map. Ongoing.	Answer questions by using a map. Ongoing.		Answer questions by using a map. Ongoing.		Answer questions by using a map. Ongoing.
	Use maps, aerial photographs, plans and e-resources to describe what a locality may look like. Ongoing.	Use maps, aerial photographs, plans and e-resources to describe what a locality may look like. Ongoing.	Use maps, aerial photographs, plans and e-resources to describe what a locality may look like. Ongoing.	Use maps, aerial photographs, plans and e-resources to describe what a locality may look like. Ongoing.	Use maps, aerial photographs, plans and e-resources to describe what a locality may look like. Ongoing.	Use maps, aerial photographs, plans and e-resources to describe what a locality may look like. Ongoing.
		Describe how some places are similar and dissimilar in relation to their human and physical features.	Describe how some places are similar and dissimilar in relation to their human and physical features.	Describe how some places are similar and dissimilar in relation to their human and physical features.	Describe how some places are similar and dissimilar in relation to their human and physical features.	Describe how some places are similar and dissimilar in relation to their human and physical features.

Year Group	Autumn 1 Topic - UK	Autumn 2 Topic: Asia / Cold Environments (North America or Antarctica)	Spring 1 Topic Europe	Spring 2 Topic: Africa / Australia/ To alternate yearly.	Summer 1 Topic: UK	Summer 2 Topic South America
7	I can discuss issues that affect myself and others.	I can match landscapes with physical environments/ecosystems.	I am beginning to use key terms and definitions.	I can use basic geographical terms.	I can recall basic and/or generalised facts and information about places, environments, concepts and locations.	I can identify physical landforms and name some basic processes.
	I can identify 4-point compass directions.	I recognise that humans have an impact upon the world around me.	I have a general awareness of human interactions in the world we live in.	I recognise that humans have an impact upon the world around me.	I have a basic knowledge of physical landscapes and a basic I can identify basic links between the human and physical world.	I can name and locate the continents.
	I can use 4 figure grid references.	I can give my own basic view on a topic.	I have a basic understanding of human change and human processes.		I can identify basic links between the human and physical world.	

Year Group	Autumn 1 Topic - UK	Autumn 2 Topic: Asia / Cold Environments (North America or Antarctica)	Spring 1 Topic Europe	Spring 2 Topic: Africa / Australia/ To alternate yearly.	Summer 1 Topic: UK	Summer 2 Topic South America
8	I can discuss issues that impact myself and others, including those from other societies and cultures.	I can locate landscapes within physical environments/ecosystems.	I can use key terms and definitions are used effectively.	I can ask suitable questions to find information.	I can recall several geographical facts and information about places, environments, concepts and locations at two or more scales.	I can describe physical environments and basic processes that help create them.
	I can recognise features of an OS map, including relief, scale and distance.	I can identify how people can improve and sustain the environment.	I have a good knowledge of human interactions with the physical world.	I can use a range of geographical words.	I have a general knowledge of physical landforms and processes.	I can identify familiar and unfamiliar features on maps/photographs.

	I can confidently use 4 figure grid references and begin to use 6 figure grid references.	I can put my views across confidently and accept that others may have different views to mine.	I can describe human changes and identify human processes		I can identify and describe one or two links between the physical and human world.	
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Year Group	Autumn 1 Topic = UK	Autumn 2 Topic = Asia / Cold Environments (North America or Antarctica)	Spring 1 Topic = Europe	Spring 2 Topic = Africa / Australia	Summer 1 Topic = UK	Summer 2 Topic = South America
9	I can discuss in detail issues that affect myself and others, including those from other cultures and recognise how human interactions impacts the world.	I can demonstrate an awareness of sustainable development and suggest ideas to put into practice.	I can use key terms and definitions are used effectively, with the use of examples.	I can ask geographical questions in context to topic area.	I can recall a wider range of Geographical knowledge about places, environments, concepts and locations at a range of scales.	I can describe how landforms are created using specialist terms.
	I can confidently use 4/6 figure grid references on an OS map and use other map skills such as relief, scale and distance.	I can locate landscapes within physical environments / ecosystems.	I have a detailed knowledge and understanding of human interactions with & use of the physical world.	I can use effective geographical words.	I have a good knowledge and understanding of physical landforms and processes.	I can describe significant physical and human features on a range of maps at all scales.
		I can put my views across confidently and give reasons for my opinion; I accept that others may have different views.	I can describe and explain human processes and change at different scales.		I can explain ways that human activities cause environments to change.	
					I can recognise and describe familiar and unfamiliar features on maps/photographs.	