Barnacre Road Primary School
Geography Progression of Knowledge and Skills

	By the end of EYFS	Year 1	Year 2
Place knowledge	Discussing how environments in stories and images are different to the environment they live in. To know that places within this country can differ from each other. To know that there are differences between places in this country and places in other countries	Naming some key similarities between their local area and a small area of a contrasting non-European country. Naming some key differences between their local area and a small area of a contrasting non-European country. To know that life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours. Shanghai has skyscrapers, bridges and roads amongst its human features Shanghai has a river amongst its physical features	Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place. To know some similarities and differences between their local area and a contrasting non-European country.

Barnacre Road Primary School
Geography Progression of Knowledge and Skills

	Year 3	Year 4	Year 5	Year 6
Place knowledge	Describing how and why humans have responded in different ways to their local environments Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. To know the negative effects of living near a volcano. To know the positive effects of living near a volcano. To know the negative effects an earthquake can have on a community. To know ways in which communities respond to earthquakes. Mount Etna and its surrounding area have rich, fertile soil thanks to the volcano. Tourism is a source of income in and around Mount Etna. Discussing how climates have an impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in cold places. Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Recognising that land may be used for: residential, agricultural, transport, commercial or recreational use. Describe linear, nucleated and dispersed settlements.	Describe how the Amazon Rainforest is changing Describe the four layers of the rainforest: forest floor, understory, canopy, emergent layer Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied.	Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and settlement. To know some similarities and differences between the UK and a European mountain region. To know why tourists visit mountain regions. Popular activities in the Alps include skiing, hiking and sightseeing. The climate is cold in the higher Alps and temperate in the lower Alps. Explaining how humans have used desert environments. The Mojave desert includes National Parks, ranches and farms, military bases and settlements. Renewable energy is developed in the Mojave Desert. People visit the Mojave desert for recreational purposes such as hiking.	Asia is the most populous continent in the world. 59% of the world live there. Antarctica has no permanent human population. Oceania is the least populous of all the permanently populated continents. In the USA, the majority of energy is generated from non-renewable sources

Barnacre Road Primary School
Geography Progression of Knowledge and Skills

	By the end of EYFS	Year 1	Year 2
Human and Physical Geography	Observing weather across the seasons. Observing and discussing the effect the changing seasons have on the world around them. Beginning to use the names of the seasons in the correct context. Making observations about the features of places (in stories, photographs or in the school grounds/local area). Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). To know that the terms Spring, Summer, Autumn and Winter are used to describe the season. To know some of the key characteristics of each season. To know that there are four seasons in a year marked by certain weather conditions. To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond) To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old	Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather'. To know the four seasons of the UK. To know that 'weather' refers to the conditions outside at a particular time. To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know that weather conditions can be measured and recorded. Recognising some physical features in their locality. To know that physical features means any feature of an area that is on the Earth naturally. Recognising some human features in their locality. To know that human features means any feature of an area that was made or built by humans. Shanghai has skyscrapers, bridges and roads amongst its human features Shanghai has a river amongst its physical features	Locating some hot and cold areas of the world on a world map. Locating the Equator and North and South Poles on a world map. Locating hot and cold areas of the world in relation to the Equator and the North and South poles. To know that the Equator is an imaginary line around the middle of the Earth. To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. Describing the key physical features of a coast using subject specific vocabulary. To know that coasts (and other physical features) change over time. To know some key physical features of the UK. Describing and understanding the differences between a city, town and village. Describing the key human features of a coastal town using subject specific vocabulary. To know that a sea is a body of water that is smaller than an ocean. To know that human features change over time. To know some key human features of the UK. Name some of the human features of Weymouth and Blackpool Name some of the physical features of the Jurassic Coast (beach, cliffs, cave, stack, arch) Name some human features which might be seen in coastal areas (amusements, piers, ports)

Barnacre Road Primary School
Geography Progression of Knowledge and Skills

	Year 3	Year 4	Year 5	Year 6
Human and Physical Geography	Describing how physical features, such as mountains, are formed, and why volcanoes and earthquakes occur. Describing where volcanoes, earthquakes and mountains are located globally. Describing and explaining how physical features such as mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. To know the different types of mountains and volcanoes and how they are formed. To know that an earthquake is the intense shaking of the ground. Explaining why a settlement and community has grown in a particular location. To know that climate zones are areas of the world with similar climates.* To know the world's different climate zones.* Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively, using examples. To know the main types of land use.* To know the different types of settlement.* To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside. Identify rock types and their origins	Mapping and labelling the seven biomes on a world map. To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.* To know the world's biomes.* To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. Describing how humans can impact the environment both positively and negatively, using examples. To know that a natural resource is something that people can use which comes from the natural environment. To know the threats to the rainforest both on a local and global scale. Global warming, mining, deforestation and logging are threats to the rainforest. To know that climates can influence the foods able to grow To know the main types of land use.* To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. To know the UK grows food locally and imports food from other countries. Describing how humans use water in a variety of ways. Describing how physical features, such as rivers are formed To know the courses and key features of a river To know water is used by humans in a variety of ways.	Describing and understanding the key aspects of the six climate zones. Describe mountain climates Describing and understanding economic activity including trade links. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples. To know why the ocean is important. Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. To know vegetation belts are areas of the world that are home to similar plant species.* To name and describe some of the world's vegetation belts.	Suggesting reasons why the global population has grown significantly in the last 70 years. Describing the 'push' and 'pull' factors that people may consider when migrating. Recognising geographical issues affecting people in different places and environments. To know the global population has grown significantly since the 1950s. To know which factors are considered before people build settlements. To know migration is the movement of people from one country to another. Understanding some of the impacts and causes of climate change. Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples. To know that natural resources can be used to make energy. To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment.

Barnacre Road Primary School
Geography Progression of Knowledge and Skills

	By the end of EYFS	Year 1	Year 2
Geographical Skills and Fieldwork	Ask questions about the world around them. Commenting on the features they see in their school and school grounds. Answering simple questions, guided by the teacher. Creating some of the features they notice in their school and school grounds. Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. Ask questions about the world around them. Commenting on the features they see in their school and school grounds. Answering simple questions, guided by the teacher. Drawing some of the features they notice in their school and school grounds. Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. Beginning to use modelled directional vocabulary when describing features in the surrounding environment. Recognising features on maps (real or imaginary). Draw real or imaginary maps even if features are indistinguishable. To know that a map is a picture of a place. To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind).	Ask questions about the world around them. Commenting on the features they see in their school and school grounds. Asking and answering simple questions about the features of their school and school grounds. Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features. Using an atlas to locate the UK. Using a map of the UK to locate the four countries. Beginning to use an atlas to locate the four capital cities of the UK. Using a world map and globe to locate two of the world's seven continents (Europe and Asia). Using an atlas to locate the Atlantic Ocean and Pacific Ocean. Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes. Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. Recognising local landmarks on aerial photographs . Recognising basic human features on aerial photographs. Recognising basic physical features on aerial photographs. Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features. Adding labels to sketch maps. Using simple picture maps and plans to move around the school. To know that an aerial photograph is a photograph taken from the air above. To know that atlases give information about the world and that a map tells us information about a place. To know that a map is a picture of a place, usually drawn from above. To know that symbols are often used on maps to represent features. To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards). To know what a sketch map is.	Recognising there are different ways to answer a question. Discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds. Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality. Making digital audio recordings when interviewing someone. Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data. Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. Using a world map, globe and atlas to locate all the world's seven continents. Using a world map, globe and atlas to locate the world's five oceans. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map. Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds. Using a map to follow a prepared route. Recognising landmarks of a city studied on aerial photographs and plan perspectives. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Drawing a map and using class agreed symbols to make a simple key. Drawing a simple sketch map of the playground or school grounds using symbols to

			represent human and physical features. Finding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). Using an aerial photograph to draw a simple sketch map using basic symbols for a key. To know that a globe is a spherical model of the Earth. To begin to recognise world maps as a flattened globe. To know that a compass is an instrument we can use to find which direction is north. To know which direction is N, S, E, W on a map. To know that maps need a title and purpose. To know that maps need a key to explain what the symbols and colours represent. To know that an interview can be a way to find out people's views about their area. To know that a tally chart is a way of collecting data quickly. To know that a pictogram is a chart that uses pictures to show data.

Barnacre Road Primary School
Geography Progression of Knowledge and Skills

	Year 3	Year 4	Year 5	Year 6
Geographical skills and fieldwork	Observing, recording, and naming geographical features in their local environments. Asking and answering one- step geographical questions Observing, recording, and naming geographical features in their local environments. Taking digital photos and labelling or captioning them Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Finding answers to geographical questions through data collection. Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied . Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied . Using the scale bar on a map to estimate distances. Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass. Making and using a simple route on a map. Observing, recording, and naming geographical features in their local environments.	Use maps at more than one scale Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied . Finding countries and features of countries in an atlas using contents and index. Make and use more complex routes on a map Continue to develop their ability choose the best approach to answer an enquiry question. Continue to map land use on local maps Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one- step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Collecting quantitative data in graphs and charts Using a questionnaire/interviews to collect qualitative fieldwork data. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection. Using the scale bar on a map to estimate distances Designing a questionnaire / interviews to collect quantitative fieldwork data.	Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Using the scale bar on a map to calculate distances. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Following a short pre-prepared route on an OS map Choosing the best approach to answering an enquiry question. Making sketch maps of areas studied including labels and keys where necessary. Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Conducting interviews/questionnaires to collect qualitative data. Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Beginning to use thematic maps to recognise and describe human and physical features studied. Selecting a map for a specific purpose. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question. Selecting appropriate methods for data collection	Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. use thematic maps to recognise and describe human and physical features studied. Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied. Confidently locating features using the 8 points of a compass. Following a short pre-prepared route on an OS map. Planning a journey to another part of the world using six figure grid references and the eight points of a compass. Developing their own enquiry questions. use standard field sampling techniques appropriately Using a simplified Likert Scale to record their judgements of environmental quality Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognising

	Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Using a simple key on their own map to show an example of both physical and human features. Following a route on a map with some accuracy. Saying which directions are N, S, E, W on an OS map. Making and using a simple route on a map. Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. Beginning to choose the best approach to answer an enquiry question. Mapping land use in a small local area using maps and plans. Finding answers to geographical questions through data collection.	Making digital audio recordings for a specific purpose. Using a questionnaire/interviews to collect qualitative fieldwork data. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Analysing and presenting quantitative data in charts and graphs Zooming in and out of a digital map. Use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4-figure grid references to locate features on a map in regions studied. locate features using the 8 points of a compass. Using a key on their own map to show an example of both physical and human features. Following a route on a map Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. To know a Likert scale is used to record people's feelings and attitudes.	Beginning to use standard field sampling techniques appropriately. Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Using models and maps to talk about contours and slopes. Interpreting and using real-time data Analysing quantitative data in pie charts, line graphs and graphs with two variables. To know that contours on a map show height and slope.	the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose. To know that contours on a map show height and slope. To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective To know that a pie chart can represent a fraction or percentage of a whole set of data. To know a line graph can represent variables over time. To be aware of some issues in the local area. To know what a range of data collection methods look like. To know how to use a range of data collection methods.

Barnacre Road Primary School
Geography Progression of Knowledge and Skills

	By the end of EYFS	Year 1	Year 2
Locational Knowledge	Identifying land and water on a map or globe Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area) To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond) To know that usually water is represented in blue on a map or globe. To know the name of their school and the place where they live. To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).	To know the name of the country they live in. To know the name of the town/village they live in. Showing on a map which country they live in To know that the UK is short for 'United Kingdom'. To know that a country is a land or nation with its own government. To know that the United Kingdom is made up of four countries and their names. Begin to locate the four countries of the United Kingdom on a map of this area. Showing on a map which continent they live in. Locating the four countries of the United Kingdom (UK) on a map of this area. Begin to locate the four capital cities of the UK on a map. Showing on a map which country they live in and locating its capital city. Locating two of the world's seven continents on a world map (Europe and Asia) Showing on a map which continent they live in. To know the name of two continents (Europe and Asia). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that an ocean is a large body of water. To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean).	Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in. To be able to name the seven continents of the world. Locate the North and South Pole on a map. Locate the equator on a map. The North Pole is located in the Arctic Ocean The South Pole is located in Antarctica To know the equator is an imaginary line around the middle of the Earth. Locate Kenya on a world map. To know that a sea is a body of water that is smaller than an ocean To be able to name the five oceans of the world. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in. Locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city. Locate and name the surrounding seas and oceans of the UK on a map of this area (describing their locations using compass points) Showing on a map the oceans nearest the continent they live in. Locating the capital cities of the four countries of the UK on a map of this area. Edinburgh, Cardiff and Belfast are located on or close to the coast. Name some coastal places in the UK (eg Pembrokeshire, Felixstowe, Blackpool) The Jurassic Coast is in the South of England close to the English Channel. Weymouth is a town on the Jurassic Coast.

Barnacre Road Primary School
Geography Progression of Knowledge and Skills

	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied. Locating some key physical features in countries studied on a map including significant environmental regions. Locating some key human features in countries studied. Locating the world's most significant mountain ranges on a world map and identifying any patterns. (The Andes in South America, The Himalayas in Asia, The Rockies in North America, The Alps in Europe.) Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. Locating where Mount Etna is in Sicily Italy. To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. Locating some counties in the UK (local to your school). Locating some cities in the UK (local to your school). Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK To know the name of some cities in the UK (local to your school). Locating major cities of the countries studied (New Delhi) Locating key physical features in countries studied on a map. Locating many counties in the UK. Locating many cities in the UK. Describing how a locality has changed over time, giving examples of both physical and human features.	To know that biomes are areas of world with similar climates, vegetation and animals.* To know the world's biomes. * Using maps to show the distribution of the world's climate zones, biomes and vegetation belts. To know where North and South America are on a world map. Locating more countries in Europe and North and South America using maps. 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 Locating some of the world's most significant rivers and identifying any patterns. Locating key human features in countries studied. Identifying key physical and human characteristics of the geographical regions in the UK. To know where North and South America are on a world map. To know that climate zones are areas of the world with similar climates.* Finding the position of the Equator and describing how this impacts our environmental regions. Finding lines of latitude and longitude on a globe and explaining why these are important.	Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Know where the Alps are located, knowing the longitude and latitude of the Alps. Locating key physical features in countries studied on a map. Locating key human features in countries studied. Identifying significant environmental regions on a map. Using maps to show the distribution of the world's climate zones, biomes and vegetation belts. Compare the physical geography of the local area with an Alpine area. Locate some of the key human and physical features of the Alps. To know the name of many countries and major cities in Europe and North and South America. Know the Alps spread through France, Monaco, Italy, Switzerland, Liechtenstein, Austria, Germany and Slovenia. To know the location of key physical features in countries studied. To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).* To know the name of many counties in the UK. To know the name of many cities in the UK.	Identify the most densely and sparsely populated areas Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. Using longitude and latitude when referencing location in an atlas or on a globe. Can map significant energy trading routes To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones.

	To know some types of settlement.* To know the name of some counties in the UK (local to your school). Can describe New Delhi's location. Can recognise human and physical features in New Delhi. Name some of the physical features of New Delhi? (The Yamuna River; parks such as the Lodhi Gardens; other naturally-occurring green spaces.) Understanding how land-use has changed over time using examples. To know the main types of land use.* To know the names of some of the world's most significant mountain ranges. Identifying how topographical features studied have changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features. To know the name of the county that they live in and their closest city. To begin to name the twelve geographical regions of the UK. Identifying the position and significance of both the Arctic and Antarctic Circle. To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.	Identifying the position of the Tropics of Cancer and Capricorn and their significance. Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. To know the names of some countries and major cities in Europe and North and South America. 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 Identifying significant environmental regions on a map. To know vegetation belts are areas of the world which are home to similar plant species.* Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied. Locating some key physical features in countries studied on a map including significant environmental regions. Locating some key human features in countries studied. Beginning to locate the twelve geographical regions of the UK. Confidently locating the twelve geographical regions of the UK. Be able to discuss features of a local river.	To confidently name the twelve geographical regions of the UK. To know that London and the South East regions have the largest population in the UK. Locating many counties in the UK. Locating many cities in the UK. Confidently locating the twelve geographical regions of the UK. Identifying key physical and human characteristics of the geographical regions in the UK. Understanding how land-use has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features. Identify the Great Barrier Reef as part of Australia Can label the following countries using the world map in the atlas: Australia. China. Japan. South Korea. USA. Thailand. India. Germany. Identify the lines of latitude where hot desert biomes are located. Locate the largest deserts in each continent. Can identify the largest desert in each continent. Locate and identify features in the Mojave Desert. Identify the differences between two biomes	

	To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions. To know the names of some of the world's most significant rivers. To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).*			