

St. Oswald's Geography Curriculum Map

Disciplinary Concepts developed at St. Oswald's

Cause and Consequence –the identification and description of reasons for and results of geographical events, situations and changes studied around the world.	Geographical enquiry – the ability to ask questions and research to present theories in a variety of ways.
Change and continuity - understanding how and why change occurs locally and globally, why and how things stay the same and analysing trends across time.	Similarity and difference –the ability to identify and explain similarities within and across locations studied. Similarity and difference relates to geographical analysis of the extent and type of difference between people, groups or experiences in different places.

Substantive Concepts developed at St. Oswald's

Locational Knowledge	For example, name and find locations
Place Knowledge	The connection between location and human/physical features and personal experience
Environmental, physical and human geography	For example climate change and migration
Geographical skills and field work	For example using maps and collecting and interpreting first hand evidence

These concepts are clearly indicated as a focus for each unit and the enquiry questions have been developed to enhance these key concepts.

EYFS and KS1

Statutory requirements and guidance				
	Locational Knowledge	Place knowledge	Environment, human and physical geography	Geographical skills and field work
EYFS Nursery	Continue developing positive attitudes about the differences between people	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Show interest in different occupations.	Begin to understand the need to respect and care for the natural environment and all living things.	Use all their senses in hands-on exploration of natural materials.
EYFS Reception	Recognise some similarities and differences between life in this country and life in other countries.	Understand that some places are special to members of their community.	Recognise some environments that are different from the one in which they live. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.	Draw information from a simple map. Explore the natural world around them.
ELG	People Culture and Communities ELG Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.			

National Curriculum KS1

Locational Knowledge	Place knowledge	Environment, human and physical geography	Geographical skills and field work
Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

National Curriculum KS2

Locational Knowledge	Place knowledge	Environment, human and physical geography	Geographical skills and field work
♣ 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 ♣ 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 ♣ 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)	♣ 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	Describe and understand key aspects of: ♣ Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ 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	♣ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ 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 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.

CLASS 3

	Autumn	Spring	Summer
Overarching enquiry	Exploring Maps – Where are we?	Out Door Adventures – What are the seasons?	Around the World – Where in the world are we?
EYFS	Understand that some places are special to members of their community.	Recognise some environments that are different from the one in which they live. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.	Recognise some similarities and differences between life in this country and life in other countries.
Development Matters	Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand that some places are special to members of their community.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.	Recognise some environments that are different from the one in which they live. Recognise some similarities and differences between life in this country and life in other countries. Draw information from a simple map.
Early Learning Goals	ELG: Understanding the World – People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ELG: Understanding the World – The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	ELG: Understanding the World – People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ELG: Understanding the World – The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	ELG: Understanding the World – People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: Understanding the World – The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
NC	Use basic geographical vocabulary to refer to physical and human features.	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Name and locate the world's seven continents and five oceans.
Substantive Concepts	Place Knowledge	Environment, human and physical geography	Locational Knowledge
Disciplinary Concepts	Similarities and differences	Geographical Enquiry	Similarities and differences
Key Skills	Identifying land and water on a map or globe. Recognising features on maps (real or imaginary). Creating real or imaginary maps even if features are indistinguishable. Beginning to use modelled directional vocabulary when describing features in the surrounding environment. Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.	Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). Discussing how environments in stories and images are different to the environment they live in. Beginning to use the names of the seasons in the correct context. Asking questions about the world around them.	Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). Discussing how environments in stories and images are different to the environment they live in. Making observations about the features of places (in stories, photographs or in the school grounds/local area). Answering simple questions, guided by the teacher. Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.

	Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). Making observations about the features of places (in stories, photographs or in the school grounds/local area). Discussing how environments in stories and images are different to the environment they live in. Answering simple questions, guided by the teacher. 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 on a walk around the respective places, taking supported risks. Representing some of the features they notice in their school and school grounds.	Commenting on the features they see in their school and school grounds on a walk around the respective places, taking supported risks. Answering simple questions, guided by the teacher. Making observations about the features of places (in stories, photographs or in the school grounds/local area). Observing weather across the seasons. Observing and discussing the effect the changing seasons have on the world around them. Representing some of the features they notice in their school and school grounds.	Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. Recognising features on maps (real or imaginary). Identifying land and water on a map or globe.
Key Knowledge	A map is a picture of a place. Water is usually represented in blue on a map or globe. Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). That a place and its features can be represented in a picture. Some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind). Some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).	Some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). That the terms Spring, Summer, Autumn and Winter are used to describe the season. Some of the key characteristics of each season. That there are four seasons in a year marked by certain weather conditions. That a place and its features can be represented in a picture.	That places within this country can differ from each other. That there are differences between places in this country and places in other countries. The name of their school and the place where they live. Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). That a map is a picture of a place. That a place and its features can be represented in a picture. That usually water is represented in blue on a map or globe.
Vocabulary	Above aerial building bird's eye view car park direction feature field find house identify journey lake look map park path photograph pirate river road route search town treasure village	Acorn autumn bark bent big bright colour dark dry feather feel flower freezing frosty gentle hard hot leaf long look loud notice observe rain rough see seed short snow soft small smell sound sour spiky spring straight Summer sun sunny sweet tickly touch twig wet winter	Beach blizzard building bus stop cactus camel Church city cottage countryside desert explorer Farm field flats forest hill ice lamp post land Map mountain palm tree playground polar pond post box postcard rainforest river roundabout sand dune scientists snow storm tractor travel village waterfall weather

Please note: These are likely fields of enquiry for class three but there is an understanding that the children's interest will also be followed and therefore the theme may be adapted to meet the needs of the children.

CLASS 4

Cycle A

	Autumn	Spring	Summer
Over-arching enquiry	Local area: What is it like here?	United Kingdom: What is the weather like in the UK?	Contrasting locality: What can you see at the coast?
National curriculum objectives	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
Unit Outcomes	Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. Recognise four features in the school grounds using a map. Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. Draw a design to improve three areas of the playground using the results from the survey.	Name and locate the four countries on a map of the UK. Identify the country they live in. Identify the four seasons, the current season and describe some seasonal changes. Identify the four compass directions. Identify that the arrow on a compass always shows north. Use the compass directions to describe the location of features. Observe and describe daily weather patterns. Suggest appropriate clothing and activities for each season.	Name and locate the seas and oceans surrounding the UK in an atlas. Label these on a map of the UK. Describe the location of the seas and oceans surrounding the UK using compass points. Define what the coast is. Locate coasts in the UK. Name some of the physical features of coasts. Explain the location of UK coasts using the four compass directions. Name features of coasts and label these on a photograph. Identify human features in a coastal town. Describe how people use the coast. Follow a prepared route on a map. Identify human features on the local coast. Record data using a tally chart. Represent data in a pictogram. Describe how the local coast has been used.
Substantive Concepts	Place Knowledge	Environment, human and physical geography	Geographical skills and field work
Disciplinary Concepts	Similarities and difference	Cause and Consequence	Geographical enquiry

Key Skills	Recognising some physical features in their locality. Recognising some human features in their locality. Using an atlas to locate the UK. 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. 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 school and local area using simple pictures, colours or symbols to represent features. Using simple picture maps and plans to move around the school. Asking questions about the world around them. Commenting on the features they see in their school and school grounds on a walk around the respective places. 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.	Showing on a map which continent they live in. Locating the four countries of the United Kingdom (UK) on a map of this area. Beginning to locate the capital cities of the four countries of the UK on a map of this area. Showing on a map which country they live in and locating its capital city. 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’. Recognising some physical features in their locality. Using an atlas to locate the UK. Using an atlas to locate the four countries in the UK. 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. Using simple picture maps and plans to move around the school. Commenting on the features they see in their school and school grounds on a walk around the respective places. 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. Responding to instructions using directional language to follow routes. Recognising local landmarks on aerial photographs. Asking questions about the world around them.	Showing on a map the oceans nearest the continent they live in. Locating the surrounding seas of the UK on a map of this area. Confidently locating the capital cities of the four countries of the UK on a map of this area. Describing the key physical features of a coast and how it changes over time using subject-specific vocabulary. Describing and understanding the differences between a city, town and village. Describing the key human features of a coast and how it changes over time using subject-specific vocabulary. Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. 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 a map to follow a prepared route. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. 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 Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data. Understanding the difference between oceans and seas. Naming and locating the five oceans on a world map.
Key knowledge	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 the name of the country they live in. 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).	The name of two continents (Europe and Asia). That a continent is a group of countries. That they live in the continent of Europe. That the UK is short for ‘United Kingdom’. That a country is a land or nation with its own government. That the United Kingdom is made up of four countries and their names. The name of the country they live in. The four seasons of the UK. That ‘weather’ refers to the conditions outside at a particular time. That different parts of the UK often experience different weather. That a weather forecast is when someone tries to predict what the weather will be like in the near future. That weather conditions can be measured and recorded.	To know that a sea is a body of water that is smaller than an ocean. To know that there are four bodies of water surrounding the UK and to be able to name them. To know that coasts (and other physical features) change over time. To know some key physical features of the UK. To know that a sea is a body of water that is smaller than an ocean. To know some key human features of the UK. 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 a tally chart is a way of collecting data quickly. To know that a pictogram is a chart that uses pictures to show data.

		Simple directional language (e.g. near, far, up, down, left, right, forwards, backwards). That a compass is an instrument we can use to find which direction is north. Which direction is N, S, E, W on a map.	
Key Vocabulary	aerial photograph aerial view key atlas city country globe land directional language distance features improve locate location map north place questionnaire sea survey symbol town village	Atlas autumn direction east England Europe map north Northern Ireland Place Scotland season south spring Summer United Kingdom Wales weather West winter	aerial photograph capital city city cliff coast coastline continent country data collection fieldwork island harbour human feature lake landmark location locate ocean physical feature pictogram pier river sand dunes sea tally chart tourist town village
Field work opportunities	Using maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground: Lessons involving fieldwork: Lesson 3: What can we find in our school grounds? Location: School grounds Lesson 4: Where are the different places in our school? Location: School grounds	Considering how we change our behaviour in response to different weather and keep a weather diary or record. Lessons involving fieldwork: Lesson 2: What are the four seasons? Location: School grounds Lesson 3: What are the compass directions? Location: School grounds Lesson 4: What is the weather like today? Location: School grounds	Investigating how people use the local coastline by completing a tally chart. Lessons involving fieldwork: Lesson 5: how do people use our local coast? Location: Ideally a coastal town (if this is not possible, visit a local village, town or city that attracts visitors. Please note: if a coast is not visited, parts of the lesson plan may need to be amended to suit the chosen location.)
CLASS 4 Cycle B			
	Autumn	Spring	Summer
Over-arching enquiry	Where am I?	Would you prefer to live in a hot or cold place?	What is it like to live in Shanghai?
National Curriculum	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
Unit Outcomes	State that the UK stands for the United Kingdom. Point to each country in the UK on a map when prompted. Verbally identify features within the school grounds. Use and respond to directional language. State that an aerial photograph is taken from above.	Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map. Describe some similarities and differences between the UK and Kenya.	Give examples of human and physical features. Identify features they see on a walk. Explain the location of features using some directional language. Use an aerial photograph to locate physical and human features.

	Recognise some familiar features in aerial photographs. Explain that symbols show features on a map. Add symbols to a map. Identify how places on the school grounds make them feel.	Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map.	Draw simple pictures or symbols on a sketch map. Draw compass points. Name the continent they live in. Use an atlas to locate the UK and China on a world map. Use an atlas to locate Europe and Asia on a world map. Identify China's physical and human geography. Sort physical and human features using photographs. Identify physical and human features in images of Shanghai. Compare Shanghai to their locality. Identify similarities and differences between human and physical features.
Substantive Concepts	Place Knowledge	Environmental, physical and human geography	Locational Knowledge
Disciplinary Concepts	Geographical enquiry	Geographical enquiry	Similarity and difference
Key Skills	Recognising some physical features in their locality. Recognising some human features in their locality. Using an atlas to locate the UK. 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. 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 using simple pictures, colours or symbols to represent features. Using simple picture maps and plans to move around the school. Asking questions about the world around them. Commenting on the features they see in their school and school grounds on a walk around the respective places. Asking and answering simple questions about the features of their school and school grounds. Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.	Locating all the world's seven continents on a world map. 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. 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. Using a world map, globe and atlas to locate all the world's seven continents on a world map. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Recognising there are different ways to answer a question. Asking and answering simple questions about human and physical features of the area surrounding their school grounds.	Locating two of the world's seven continents on a world map. Showing on a map which continent they live in. 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. Recognising some physical features in their locality. Recognising some human features in their locality. Using an atlas to locate the UK. Using a world map and globe to locate four of the world's seven continents (Europe and Asia). Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean. Using directional language to describe features on a map in relation to other features (real or imaginary). 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 school and local area using simple pictures, colours or symbols to represent features. Adding labels to sketch maps. Commenting on the features they see in their school and school grounds on a walk around the respective places. 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.

Key Knowledge	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 the name of the country they live in. 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 some similarities and differences between their local area and a contrasting non-European country. 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. To be able to name the seven continents of the world. To know that a globe is a spherical model of the Earth. To begin to recognise world maps as a flattened globe.	To know the name of the 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 life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours. To know that physical features means any feature of an area that is on the Earth naturally. To know that human features means any feature of an area that was made or built by humans.
Key Vocabulary	aerial photograph aerial view atlas beach car park city country directional language farm feature feelings fieldwork forest hill house lake land locate location map mountain museum north ocean photograph place pond position shop post office postcard present river village roundabout route school grounds sea	Arid climate compass continent Country desert Equator globe grasslands human feature ice sheet land locate map mild ocean pack ice polar physical feature rain gauge rainforest rural savannah sea temperate thermometer tropical urban vegetation weather	Continent country different key human feature map directional language e.g. near, far, next to, behind, etc. physical feature similar symbol
Fieldwork Opportunities	Mapping feelings associated with places around school using sketch maps and symbols. Lessons involving fieldwork: Lesson 2: What is a feature? Location: School grounds Lesson 6: How do places in school make us feel? Location: School grounds	Comparing weather and climate in the North and South Poles, Kenya and the local area by measuring and recording conditions to find similarities and differences. Lessons involving fieldwork: Lesson 5: Do we live in a hot or cold place? Location: School grounds	Comparing features in Shanghai to those in the local area and making a simple map using data they have collected through fieldwork. Lessons involving fieldwork: Lesson 1: What can we see in our local area? Location: Local area surrounding school.

CLASS 5

Cycle A

	Autumn	Spring	Summer
Over-arching enquiry	Why do people live near volcanoes?	Why are the rainforests important to us?	Where does our food come from?
National curriculum objectives	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Geographical skills and field work: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Describe and understand key aspects of: 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
Unit Outcomes	Name all four layers of the Earth in the correct order, stating one fact about each layer. Explain one or more ways a mountain can be formed. Give a correct example of a mountain range and its continent. Describe a tectonic plate and know that mountains occur along plate boundaries. Correctly label the features of shield and composite volcanoes and explain how they form. Name three ways in which volcanoes can be classified. Describe how volcanoes form at tectonic plate boundaries. Explain a mix of negative and positive consequences of living near a volcano. State whether they would or would not want to live near a volcano. State that an earthquake is caused when two plate boundaries move and shake the ground. Explain that earthquakes happen along plate boundaries. List some negative effects that an earthquake can have on a community. Observe, digitally record and map different rocks using a symbol on a map. Identify rock types and their origins based on collected data.	Describe a biome and give an example. State the location and some key features of the Amazon rainforest. Name and describe the four layers of tropical rainforests. Understand that trees and plants adapt to living in the rainforest and give an example. Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. Name one way in which the Amazon is changing. Articulate why the Amazon rainforest is important. Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. Use a variety of data collection methods with support. Summarise how the local woodland is used and suggest changes to improve the area.	Identify that different foods grow in different biomes and say why. Explain which food has the most significant negative impact on the environment. Consider a change people can make to reduce the negative impact of food production. Describe the intentions around trading responsibly. Explain that food imports can be both helpful and harmful. Describe the journey of a cocoa bean. Locate countries on a blank world map using an atlas. Use a scale bar correctly to measure approximate distances. Collect data through an interview process. Analyse interview responses to answer an enquiry question. Discuss any trends in data collected.
Substantive Concepts	Environment, human and physical geography	Place Knowledge	Environment, human and physical geography
Disciplinary Concepts	Cause and Consequence	Geographical Enquiry	Change and Continuity
Key Skills	Locating some countries in Europe and North and South America using maps. Locating key physical features in countries studied including significant environmental regions.	Locating some countries in Europe and North and South America using maps. Locating key physical features in countries studied including significant environmental regions.	Locating some major cities of the countries studied. Locating key physical features in countries studied including significant environmental regions. Locating some key human features in countries studied.

	Locating the world's most significant mountain ranges on a map and identifying any patterns. Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. Identifying how topographical features studied have changed over time using examples. Describing how a locality has changed over time, giving examples of both physical and human features. Describing how and why humans have responded in different ways to their local environments. Understanding some of the causes of climate change. Describing how physical features, such as mountains and rivers 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 rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Beginning to use maps at more than one scale. Finding countries and features of countries in an atlas using contents and index. Asking and answering one-step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments. Using simple sampling techniques appropriately. Taking digital photos and labelling or captioning them. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. Finding answers to geographical questions through data collection.	Locating some key human features in countries studied. Locating some of the world's most significant rivers and identifying any patterns. Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. Identifying how topographical features studied have changed over time using examples. Describing how a locality has changed over time, giving examples of both physical and human features. 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. Identifying the position of the Tropics of Cancer and Capricorn and their significance. Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. Discussing climates and their impact on trade, land use and settlement. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. Mapping and labelling the six biomes on a world map. Understanding some of the causes of climate change. Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Describing how humans use water in a variety of ways. Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Describing how humans can impact the environment both positively and negatively, using examples. 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. Finding countries and features of countries in an atlas using contents and index. Making and using a simple route on a map. Beginning to choose the best approach to answer an enquiry question. Mapping land use in a small local area using maps and plans. Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.	Finding the position of the Equator and describing how this impacts our environmental regions. Identifying the position of the Tropics of Cancer and Capricorn and their significance. Identifying the position and significance of both the Arctic and Antarctic Circle. Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. Discussing climates and their impact on trade, land use and settlement. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. Mapping and labelling the six biomes on a world map. Understanding some of the causes of climate change. 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. 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 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. Beginning to choose the best approach to answer an enquiry question. 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. Making digital audio recordings for a specific purpose. Designing a questionnaire/interviews to collect qualitative fieldwork data. Using a questionnaire/interviews to collect quantitative fieldwork data. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.
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Key knowledge	To know the names of some countries and major cities in Europe and North and South America. To know the names of some of the world's most significant mountain ranges. to know that mountains, volcanoes and earthquakes largely occur at plate boundaries. To know the main types of land use. To know some types of settlement. 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. 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. To know the different types of settlement. To know that a natural resource is something that people can use which comes from the natural environment. To recognise world maps as a flattened globe. To know how to use various simple sampling techniques. To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.	To know where North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South America. To know the names of some of the world's most significant rivers. To know that climate zones are areas of the world with similar climates. To know the world's biomes. To know vegetation belts are areas of the world which are home to similar plant species. To know the name of some counties in the UK (local to your school). 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 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 that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know the world's different climate zones. To know that climates can influence the foods able to grow. To know the main types of land use.	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. To know the world's different climate zones. To know that biomes are areas of the world with similar climates, vegetation and animals. To know the world's biomes. To know vegetation belts are areas of the world which are home to similar plant species. To know the main types of land use. 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. 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 that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know that climates can influence the foods able to grow. To know that a natural resource is something that people can use which comes from the natural environment. 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 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. To recognise world maps as a flattened globe. To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. To know that an OS map shows human and physical features as symbols. To know an enquiry-based question has an open-ended answer found by research. To know what a questionnaire and an interview are. To know that quantitative data involves numerical facts and figures and is often objective. To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. To know that qualitative data involves opinions, thoughts and feelings and is often subjective. To know what a bar chart, pictogram and table are and when to use which one best to represent data.	To know the UK grows food locally and imports food from other countries. To know that grid references help us locate a particular square on a map. To know an enquiry-based question has an open-ended answer found by research. To know what a questionnaire and an interview are. To know that quantitative data involves numerical facts and figures and is often objective. To know that qualitative data involves opinions, thoughts and feelings and is often subjective.
Key Vocabulary	active volcano climate change crust magma composite volcano dormant volcano earthquake epicentre extinct volcano fault line index fault-block mountain fertile soil fold mountain geothermal energy igneous rock inner core outer core magma chamber man-made rock mantle metamorphic rock minerals natural rock negative effects plate boundary positive effects pyroclastic flow sedimentary rock seismic waves shield volcano tectonic plate tsunami vent volcanic mountain volcanic springs	Analyse biome buttress roots drought canopy layer community data deforestation emergent layer enquiry Equator forest floor global warming greenhouse gas interpret indigenous peoples lianas lines of latitude logging method mining present quote questionnaire risk route summarise Tropic of Capricorn Tropic of Cancer vegetation understorey layer vegetation belts	air freight carbon footprint consume distribution export fertiliser food bank food miles grant import pesticides produce qualitative quantitative reliability responsible trade sample size scale bar seasonal food source sustainability trade trend
Field work opportunities	Observing and recording the location of rocks around the school grounds and discussing how they originated. Lessons involving fieldwork: Lesson 6: Where have the rocks around school come from? Location: School grounds	Collecting data to understand how local woodland is used with a variety of data collection methods. Lessons involving fieldwork: Lesson 5: How is our local woodland used? Data collection Location: Local woodland (or park)	Designing and carrying out an interview to collect data on where school dinners are sourced. Lessons involving fieldwork: Lesson 5: Are our school dinners locally sourced? Location: School grounds

CLASS 5

Cycle B

	Autumn	Spring	Summer
Over-arching enquiry	Who lives in Antarctica?	Are all settlements the same?	What are rivers and how are they used?
National Curriculum	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	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	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 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 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)
Unit Outcomes	Describe what lines of latitude and longitude are, giving an example. Understand that the Northern and Southern Hemispheres experience seasons at different times. Define what climate zones are. Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. Describe Antarctica's location in the far south of the globe. State that tourism and research are the two main reasons people visit Antarctica. Describe equipment researchers might use and clothes they wear. List some of the research carried out in Antarctica. State the outcome of Shackleton's expedition. Successfully plot four-figure grid references at the point where the vertical and horizontal line meet. Describe a similarity and difference between life in the UK and life in Antarctica. Confidently use the zoom function on a digital map. Begin to recall the eight points of a compass, following at least four of them. Recognise and describe features on their school grounds from an aerial map. Draw a map of the route they take on an expedition. State one thing that went well on the expedition and one aspect that did not go as hoped.	Locate some cities in the UK. Describe the difference between villages, towns and cities. Identify features on an OS map using the legend. Describe the different types of land use. Follow a route on an OS map. Discuss reasons for the location of human and physical features. Locate some geographical regions in the UK. Identify and begin to offer explanations about changes to features in the local area. Describe the location of New Delhi. Identify some human and physical features in New Delhi. State some similarities and differences between land use and features in New Delhi and the local area.	Identify water stores and processes in the water cycle. Describe the three courses of a river. Name the physical features of a river. Name some major rivers and their location. Describe different ways a river is used. List some of the problems around rivers. Describe human and physical features around a river. Identify the location of a river on an OS map. Make a judgement on the environmental quality in a river environment. Make suggestions on how a river environment could be improved.

Substantive Concepts	Geographical skills and field work	Place Knowledge	Locational Knowledge
Disciplinary Concepts	Geographical enquiry	Similarity and difference	Geographical enquiry
Key Skills	Locating some countries in Europe and North and South America using maps. Locating key physical features in countries studied including significant environmental regions. Locating some key human features in countries studied. 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. 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. Identifying the position and significance of both the Arctic and Antarctic Circle. Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. Discussing climates and their impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in cold places. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. Describing where volcanoes, earthquakes and mountains are located globally. Describing how humans use water in a variety of ways. Describing and understanding types of settlement and land use. Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place. 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 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.	Locating some major cities of the countries studied. Locating key physical features in countries studied including significant environmental regions. Locating some key human features in countries studied. Locating some counties in the UK (local to your school). Locating some cities in the UK (local to your school). Beginning to locate the twelve geographical regions of the UK. Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. Describing how a locality has changed over time, giving examples of both physical and human features. Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. 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. Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. 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. 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 and human features in countries studied. Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map. 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.	Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied. Locating key physical features in countries studied including significant environmental regions. Locating the world's most significant mountain ranges on a map and identifying any patterns. Locating some of the world's most significant rivers and identifying any patterns. Locating some cities in the UK (local to your school). Beginning to locate the twelve geographical regions of the UK. Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. Describing how and why humans have responded in different ways to their local environments. Describing how physical features, such as mountains and rivers 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 rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Describing how humans use water in a variety of ways. 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. 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 and human features in countries studied. Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map. Beginning to 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. Beginning to locate features using the 8 points of a compass. 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.

	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.	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. Asking and answering one-step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments. Taking digital photos and labelling or captioning them. Finding answers to geographical questions through data collection.	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. Asking and answering one-step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments. Taking digital photos and labelling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Beginning to use a simplified Likert Scale to record their judgements of environmental quality. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection.
Key Knowledge	To know where North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South America. To know that climate zones are areas of the world with similar climates. To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). To know the world's biomes. To know the main types of land use. 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. 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 names of some of the world's most significant rivers. To know the name of some counties in the UK (local to your school). To know the name of some cities in the UK (local to your school). 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. To know the main types of land use. To know some types of settlement. To know water is used by humans in a variety of ways. To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside. To know that a natural resource is something that people can use which comes from the natural environment. To know the UK grows food locally and imports food from other countries. To understand that a scale shows how much smaller a map is compared to real life. To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. To know that an OS map shows human and physical features as symbols.	To know where North and South America are on a world map. To know the names of some of the world's most significant mountain ranges. To know the names of some of the world's most significant rivers. To know the name of some counties in the UK (local to your school). To know the name of some cities in the UK (local to your school). 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. To know the main types of land use. To know some types of settlement. To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know the courses and key features of a river. To know the different types of mountains and volcanoes and how they are formed. To know water is used by humans in a variety of ways. To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside. To know that a natural resource is something that people can use which comes from the natural environment. To know the UK grows food locally and imports food from other countries. To understand that a scale shows how much smaller a map is compared to real life.

	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 that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know the world's different climate zones. To know water is used by humans in a variety of ways. To know that a natural resource is something that people can use which comes from the natural environment. To understand that a scale shows how much smaller a map is compared to real life. To recognise world maps as a flattened globe. To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.	To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). To know an enquiry-based question has an open-ended answer found by research. To know what a bar chart, pictogram and table are and when to use which one best to represent data.	To recognise world maps as a flattened globe. To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. To know that an OS map shows human and physical features as symbols. To know that grid references help us locate a particular square on a map. To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). To know an enquiry-based question has an open-ended answer found by research. To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. To know a Likert scale is used to record people's feelings and attitudes. To know what a bar chart, pictogram and table are and when to use which one best to represent data.
Key Vocabulary	Climate climate zone compass points Direction drifting ice hemisphere ice sheet ice shelf iceberg lines of latitude lines of longitude treaty	agricultural land capital city commercial land compare country border county dispersed facilities land use legend linear local memorial metro monument nucleated place of worship recreational land region residential land settlement transportation	Condensation delta estuary evaporation Flooding floodplain groundwater irrigation Leisure meander oxbow lake percolation precipitation river mouth source transpiration Tributary valley water cycle waterfall
Fieldwork Opportunities	Interpreting instructions which include compass points to map and follow a simple route inspired by Shackleton's expedition. Lessons involving fieldwork: Lesson 6: How did our expedition go? Location: School grounds	Mapping and discussing why physical and human features are in particular locations. Lessons involving fieldwork: Lesson 3: Can I explain the location of features in my local area? Location: Local area	Identifying and locating human and physical features of a local river on a map. Lessons involving fieldwork: Lesson 6: What features does our local river have? Location: River environment

CLASS 6 AND 7

Cycle A

	Autumn	Spring	Summer
Over-arching enquiry	What is life like in the Alps?	Would you like to live in the desert?	Where does our energy come from?
National curriculum objectives	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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	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 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. 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)	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.
Unit Outcomes	Locate the Alps on a world map and identify and label the eight countries they spread through. Locate three physical and three human characteristics in the Alps. Research and describe the physical and human features of Innsbruck. Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. Compare the human and physical geography of their local area and Innsbruck. Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'	Identify the lines of latitude where hot desert biomes are located. Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Describe ways the Mojave Desert is used. Name and describe the physical features found in a desert. Identify how humans use the desert. Explain how human activity may contribute to the changing climate and landscape of a desert. Recognise that the Mojave Desert has a different time zone to the UK. Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment. Identify characteristics of two contrasting biomes and compare land use. Discussing if a desert environment is hospitable and why.	Describe the significance of energy. Give examples of sources of energy and their trading routes. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources. Describe the significance of the Prime Meridian. Identify human features on a digital map. Discuss how transport links have changed over time. Locate UK cities on a map. Use six-figure grid references to identify features on an OS map. Consider and justify the location of energy sources. Design and use interview questions. Plot points on a sketch map.
Substantive Concepts	Environment, human and physical geography	Locational Knowledge	Place Knowledge
Disciplinary Concepts	Change and Continuity	Geographical Enquiry	Similarities and differences

Key Skills	Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Locating some 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 and identifying any patterns. Explaining why a locality has changed over time, giving examples of both physical and human features. Using longitude and latitude when referencing location in an atlas or on a globe. Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. Understanding how climates impact on trade, land use and settlement. Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. 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. 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.	Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Locating some 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 and identifying any patterns. Confidently locating the twelve geographical regions of 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. 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. 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. Explaining how humans have used desert environments. Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Describing and understanding economic activity, including trade links. Describing the 'push' and 'pull' factors that people may consider when migrating. Understanding the distribution of natural resources both globally and within a specific region or country studied. 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. Confidently using and understanding maps at more than one scale.	Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Locating some key physical features in countries studied on a map. Locating key human features in countries studied. Locating many cities in 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. 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. Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. Understanding how climates impact on trade, land use and settlement. Using maps to explore wider global trading routes. Understanding some of the impacts and causes of climate change. Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. Describing and understanding economic activity, including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years. Understanding the distribution of natural resources both globally and within a specific region or country studied. 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. 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. 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 the difference between Ordnance Survey and other maps and when it is most appropriate to use each.
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	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 (photos with labels/captions) when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasoning's.	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. 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/live data. Drawing conclusions about an enquiry using findings from fieldwork to support your reasoning's. Analysing quantitative data in pie charts, line graphs and graphs with two variables.	Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using four and six-figure grid references to locate features on a map in regions studied. Making sketch maps of areas studied including labels and keys where necessary. 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. 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 (photos with labels/captions) when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasoning's.
Key knowledge	To know the name of many countries and major cities in Europe and North and South America. To know some similarities and differences between the UK and a European mountain region. To know the location of key physical features in countries studied. To know why tourists visit mountain regions. 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. 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.	To know the name of many countries and major cities in Europe and North and South America. To know the location of key physical features in countries studied. To name and describe some of the world's vegetation belts. 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 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. To know which factors are considered before people build settlements. To know a line graph can represent variables over time. To know that natural resources can be used to make energy. To know some negative impacts of humans on the environment. 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 GIS is a digital system that creates and manages maps, used to support analysis for enquiries. To know that a pie chart can represent a fraction or percentage of a whole set of data.	To know the name of many countries and major cities in Europe and North and South America. To know the name of many cities in the UK. 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 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. 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 what a range of data collection methods look like. To know how to use a range of data collection methods.
Key Vocabulary	Atlas climate climate change coniferous trees Data deciduous trees enquiry fold mountain	Agriculture airstrip arid barren biome Climate desert desertification drought	Biofuel coal consumption contour line crude oil Dam emissions energy source hydropower

	Glacier hemisphere human feature land height Latitude leisure longitude method tourist mountain climate mountain range OS map physical feature population questionnaire sea level recreational land use risk route scale temperate temperate forest tourism	flash flood mesa mining mushroom rock national park natural arch nature reserve rainfall ranching renewable energy salt flat sand dune sparse time zone tourist attraction vegetation weather	natural gas non-renewable nuclear power Prime Meridian producer regenerate renewable Replenish sea level solar power time zone urban planner wind power Six-figure grid reference
Field work opportunities	Investigating what there is to do in the local area using data collection. Lessons involving fieldwork: Lesson 4: What is there to do in our local area? Location: Local area – focus on recreational land use (tourism)	NONE	Collecting and presenting data on where to position a solar panel on the school grounds. Lessons involving fieldwork: Lesson 6: Where is the best place for a solar panel on the school grounds? Location: School grounds

CLASS 6 and 7

Cycle B

	Autumn	Spring	Summer
Over-arching enquiry	Why does population change?	Why do oceans matter?	Can I carry out an independent fieldwork enquiry?
National Curriculum	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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	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.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 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.
Unit Outcomes	Identify the most densely and sparsely populated areas. Describe the increase in global population over time. Begin to describe what might influence the environments people live in. Define birth and death rates, suggesting what may influence them. Define migration, discussing push and pull factors. Explain why some people have no choice but to leave their homes. Describe the causes of climate change, explaining its impact on the global population. Suggest an action they can take to fight climate change. Calculate the length of a route to scale. Follow a selected route on an OS map. Use a variety of data collection methods, including using a Likert scale.	Describe the water cycle. Describe how the ocean is used for human activity. Explain how the ocean helps to regulate the Earth's climate and temperature. Identify the Great Barrier Reef as part of Australia. Describe the benefits of the Great Barrier reef. Describe how humans impact the oceans and the consequences of this. Explain some actions that can be taken to help support healthy oceans. Explain which data collection method would be best for marine fieldwork and why. Collect data using a tally chart, photographs and a sketch map. Safely navigate the fieldwork environment.	Give examples of issues in the local area. Identify questions to be asked to find the relevant data. Justify which data collection method is most suitable. Design an accurate data collection template. Identify areas along a route that are best for data collection. Discuss how to mediate potential risks. Collect data at points located on an OS map. Manage risks during a fieldwork trip. Identify any outcomes from data collected. Map data digitally. Describe the enquiry process.

	Collect information from a member of the public. Create a digital map to plot and compare data collected from two locations. Suggest an idea to improve the environment.	Make suggestions for how to improve a marine environment. Present data using a tally chart and pie chart.	
Substantive Concepts	Environment, human and physical geography	Place Knowledge	Geographical skills and field work
Disciplinary Concepts	Cause and consequence	Change and Continuity	Geographical enquiry
Key Skills	Locating more countries in Europe and North and South America using maps. Locating key human features in countries studied. Locating many counties 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. Explaining why a locality has changed over time, giving examples of both physical and human features. 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. Understanding some of the impacts and causes of climate change. Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. Describing and understanding economic activity, including trade links. 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. Describing and explaining how humans can impact the environment both positively and negatively, using examples. 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. Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Beginning to use thematic maps to recognise and describe human and physical features studied.	Locating major cities of the countries studied. Locating some key physical features in countries studied on a map. Locating key human features in countries studied. Identifying significant environmental regions on a map. Identifying key physical and human characteristics of the geographical regions in the UK. Explaining why a locality has changed over time, giving examples of both physical and human features. 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. Using maps to explore wider global trading routes. Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. 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. 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. 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 the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Selecting a map for a specific purpose. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using four and six-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. Identifying the eight compass points on an OS map. Developing their own enquiry questions. Choosing the best approach to answering an enquiry question. Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.	Locating major cities of the countries studied. Locating some key physical features in countries studied on a map. Locating key human features in countries studied. 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. Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this 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. 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. 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 the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Selecting a map for a specific purpose. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using four and six-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. Identifying the eight compass points on an OS map. Developing their own enquiry questions. Choosing the best approach to answering an enquiry question. Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.

	Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using four and six-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. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. Beginning to use standard field sampling techniques appropriately. Using GIS (Geographical Information Systems) to plot data sets. Using a simplified Likert Scale to record their judgements of environmental quality. 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 (photos with labels/captions) when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasoning's. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables.	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. Beginning to use standard field sampling techniques appropriately. Using GIS (Geographical Information Systems) to plot data sets. Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasoning's. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables.	Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately. Using GIS (Geographical Information Systems) to plot data sets. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasoning's. Evaluating evidence collected and suggesting ways to improve this.
Key Knowledge	To know that 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. To know the name of many countries and major cities in Europe and North and South America. To know the name of many counties in the UK. To know the name of many cities in the UK. 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. To know the global population has grown significantly since the 1950s. To know which factors are considered before people build settlements.	To know the location of key physical features in countries studied. To know why the ocean is important. To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment. To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. To know that a pie chart can represent a fraction or percentage of a whole set of data. 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.	To know the name of many countries and major cities in Europe and North and South America. To know the name of many cities in the UK. To confidently name the twelve geographical regions of the UK. To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment. 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 GIS is a digital system that creates and manages maps, used to support analysis for enquiries. 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.

	To know migration is the movement of people from one country to another. To know some negative impacts of humans on the environment. To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. To know that a pie chart can represent a fraction or percentage of a whole set of data. 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.		
Key Vocabulary	air pollution birth rate cartogram climate climate change conclusions death rate deforestation densely populated fossil fuels digital technologies greenhouse gases impact improvements involuntary Likert scale migrants migration natural increase noise pollution population population density population distribution pull factors push factors qualitative quantitative refugee region sparsely populated voluntary	Atmosphere biodegradable buffer erosion coral bleaching coral reef decompose geology digital map disposable ecology ecosystem habitat human footprint marine micro plastics natural disaster ocean current policy species renewable energy single use plastic water cycle	Analyse audience city data enquiry issue data collection methods evidence impact justify improvement plot presenting process region recommendation risk route subjective viewpoint
Fieldwork Opportunities	Collecting and interpreting data about how population impacts the amount of traffic and litter in a local urban area. Lessons involving fieldwork: Lesson 5: How is population impacting our local environment? Data collection Location: Urban area (e.g. town centre)	Collecting data on the types of litter polluting a local marine environment. Lessons involving fieldwork: Lesson 5: How littered is our marine environment? Data collection Location: Marine environment (beach, river, reservoir, lake or pond)	Planning a full fieldwork enquiry using the enquiry cycle and collecting data to analyse and present on a relevant local topic. Lessons involving fieldwork: Lesson 4: Collecting the data. Location: Local area