

Year Group	Autumn	Spring	Summer
1	<p style="text-align: center;">How's the Weather?</p> <ul style="list-style-type: none"> I can identify daily and seasonal weather in my locality. I can describe how weather can change during a day or what it is likely to be like at different times of the year 	<p style="text-align: center;">Where I Live</p> <ul style="list-style-type: none"> I can talk about and describe my locality I can investigate my locality through fieldwork and make simple observations. I can talk about /describe my locality using some appropriate vocabulary e.g. features, location, geographical characteristics such as weather and what happens there). I can ask and answer some questions to help me investigate I can use plans, simple maps, globes, atlases and aerial images to recognise some features and places I know which is left and which is right. 	<p style="text-align: center;">All Over the UK</p> <ul style="list-style-type: none"> I can name, locate and identify the countries and capitals of the UK I know what a continent is and I know I live in Europe. I can use plans, simple maps, globes, atlases and aerial images to recognise some features and places (in my locality/ in the UK) I can talk about /describe a locality using some appropriate vocabulary e.g. features, location, geographical characteristics such as weather and what happens there.
2	<p style="text-align: center;">Hot and Cold</p> <ul style="list-style-type: none"> I know the four compass points NSEW (<small>'explore cardinal directions' lesson National Geo</small>) I know where in the world the North and South Poles and Equator are. I can identify hot & cold areas of the world (using globes and atlases) in relation to the Equator & North & South Poles. I can describe some differences between places near the equator and at the poles. <ul style="list-style-type: none"> I can use atlases, maps (scaled 1:1000 - 1:1250) and globes to identify and describe some features and places. I can use aerial images to help me describe what a place is like and locate key features. 	<p style="text-align: center;">Continents and Seas</p> <ul style="list-style-type: none"> I know the four compass points NSEW (<small>'explore cardinal directions' lesson National Geo</small>) I can identify, name and locate the 7 continents. I can name, locate and identify the 5 oceans. I can name, locate and identify the seas surrounding the UK . I can use globes and atlases to assist me. 	<p style="text-align: center;">Home and Away – (comparing local area with a non-European country)</p> <ul style="list-style-type: none"> I can compare places at a local scale (Southampton and Jinja in Uganda) using the following vocabulary: coast, ocean, port, harbour, river, forest, mountain, weather, vegetation, city/town/village. I recognise and describe simple patterns in the environment (eg the variations in traffic during the day, seasonal changes). I can investigate my locality through fieldwork and collect data to help me describe and compare places. I can use atlases, maps (scaled 1:1000 - 1:1250) and globes to identify and describe some features and places. I can make and use simple maps and plans (paper and digital) to help me investigate and compare places.

			<ul style="list-style-type: none"> • I can use aerial images to help me describe what a place is like and locate key features. • I can read, use and make simple symbols on maps and diagrams (to help me find out about places and share information).
<p style="text-align: center;">3</p>	<p style="text-align: center;">Lordswood and Beyond</p> <ul style="list-style-type: none"> • I know where the UK is located, and can name and locate some major urban areas; locate where I live in the UK using locational terminology (north, south, east, west) and the names of nearby counties. • I can use globes and atlases to assist me. • I can identify and sequence different human environments, such as the local area and contrasting settlements such as a village or a city; recognising features and some activities that occur in different settlements using a range of key vocabulary. • I can recognise the main land uses within urban areas and the key characteristics of rural areas. • I can understand the physical and human geography of the UK and its contrasting human and physical environments and can explain why some regions are different from others. • I can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK. • I can use a simple letter and number grid. • I can give direction instructions up to four compass points. • I can use maps scaled 1:2500 outside (e.g. follow a route on an OS map and identify some features). • I can make a simple sketch map. • I can use fieldwork to observe, measure, record and present the human and physical features in the local area. • I can present information gathered in fieldwork using a simple graph. • I can use digital maps to identify familiar places. 	<p style="text-align: center;">Viva la France</p> <ul style="list-style-type: none"> • I can locate some of the world's countries, focusing on Europe (include France and Russia), using a map or atlas. • I can show awareness of the physical and human characteristics of a European region (France) • I can describe and compare similarities and differences between some regions in Europe (including France and England). • I can use a map (scaled 1:2500) or atlas to locate some countries and cities in Europe. <ul style="list-style-type: none"> • I can use a simple letter and number grid. 	<p style="text-align: center;">Volcanoes and Earthquakes</p> <ul style="list-style-type: none"> • I can describe and understand some of the processes associated with volcanoes and earthquakes (e.g. independently make a working model of a volcano, label it with the features of a volcano and describe how, and offer reasons why, it erupts, and relate this to one or more examples of volcanoes around the world). <ul style="list-style-type: none"> • I can begin to understand the interaction between physical and human processes by describing how some physical processes can cause hazards to people (volcanoes and earthquakes). • I can recognise that there are advantages to living near volcanoes. • I can use a map (scaled 1:2500) or atlas to locate some countries and volcanoes in Europe (also use aerial images to recap Y2).

	Climate	Rivers	The USA and Mexico
4	<ul style="list-style-type: none"> ● I know the eight compass points. ● I know and can identify the position of the equator, the poles, the northern hemisphere and the southern hemisphere. ● I can describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary (e.g. prepare a report, using maps and photographs, about an animal they have chosen; this should contain details of the animal, where it lives in terms of climate and biome, and what it eats). ● I can use a map (scaled 1:2,500 – 1:10,000) or atlas to locate some countries and cities within these various climate zones. ● I can use four-figure grid references. ● I can give direction instructions up to eight compass points. 	<ul style="list-style-type: none"> ● I know the eight compass points. ● I know and can locate some human and physical characteristics of the UK – including using a map of the British Isles to locate and identify the main British rivers, as well as the names of settlements at the mouth of the rivers). ● I can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. ● I can explain the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers. <p>I can establish an understanding of the interaction between physical and human processes and describe some advantages and disadvantages of living in hazard-prone areas (e.g. rivers flooding).</p> <p>I can use four-figure grid references</p> <ul style="list-style-type: none"> ● I can adeptly use maps scaled 1:2500 – 1:10000 outside (e.g. follow a local river downstream on an OS map, identify human and physical features along the river's course and record these with grid references). ● I can give direction instructions up to eight compass points. ● I can make a detailed map of a short route with features in the correct order and in the correct places. <ul style="list-style-type: none"> ● I can present information gathered in fieldwork using a range of graphs. ● I can plan a fieldwork investigation in the local area selecting appropriate techniques (e.g. planning and creating a river in the playground and selecting a range of natural materials to use – using a watering can to form the river, observe and record what happens to the water over different materials; take photographs and annotate with key river features and processes). 	<ul style="list-style-type: none"> ● I can locate many of the world's countries, focusing on North America, using a map or atlas. ● I can describe and compare similarities and differences between some regions in Europe (include the UK) and North America (Mexico) ● I can understand how the human and physical characteristics of one region in Europe (UK) and North America (Mexico) are connected and make it special. ● I can describe and compare the physical and human characteristics of some regions in North America (E.g. Mexico and the USA). ● I can use a map (scaled 1:2500 – 1:10000) or atlas to locate some countries and cities in North America. ● I can use a map to locate some states of the USA. ● I can use the zoom function on digital maps to explore places at different scales and add annotations (e.g. using Google Earth – starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states, cities and physical features of the USA; locate them on a map). ● I can use four-figure grid references. ● I can use the scale bar or 1 km grid to estimate distance. ● I can make a scale plan of a room with objects in the room. ● I can present information gathered using a range of graphs.

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How is Our Area Changing?

- I can locate and describe several physical environments in the UK, e.g. mountain and coastal environments, and how they change.
- I can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.
- I can identify broad land-use patterns of the UK (e.g. create a 'Top Trumps' game for other groups in the class for rivers, mountains in the UK, as well as their own categories such as waterfall, lake or city population).
- I know and understand what life is like in cities and in villages and in a range of settlement sizes.
- I can explain how the types of industry in the area have changed over time.
- I understand how a region has changed and how it is different from another region of the UK
- I can read and compare map scales up to 1:25,000 (e.g. use a large-scale OS map of the local area to annotate with photographs and information about how the local area has changed).
- I can make sketch maps of areas using symbols, a key and a scale.
- I can use digital maps to investigate features of an area.
- I can present information gathered in fieldwork using a range of graphs (e.g. research into how the local area is changing, using a range of digital sources including historical maps, images and newspapers).
- I can plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques (e.g. to research how and why an area is changing/has changed and the impact this has had/is having on the local population).

World Kitchen

- I can locate cities, countries and regions of Europe and Asia on physical and political maps.
- I can locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, and their latitude and longitude, and relate this to their climate and vegetation (e.g. produce a world fruit map based around a world map locating the origin of some fruits and relate this to latitude, longitude, the equator, the Tropics of Cancer and Capricorn, and climate).
- I can understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert.
- I can understand how food production is influenced by climate (e.g. produce a world fruit map showing where the fruit we eat is grown and the key aspects of the climate in these locations).
- I can understand that products we use are imported as well as locally produced.
- I understand how human activity is influenced by climate and weather.
- I can use globes and atlases to locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, and their latitude and longitude.
- I can use thematic maps for specific purposes.
- I can read and compare map scales up to 1:25,000

Marvellous Mountains

- I can locate and describe mountain environments in the UK.
- I can locate cities, countries and regions of Europe and Asia on physical and political maps.
- I can describe key physical and human characteristics and environmental regions of Europe and Asia (E.g. Use physical and political maps of Asia to create a junk model of the Himalayas. Draw the borders of the countries, and label main cities and mountains.).
- I can describe and understand a range of key physical processes and the resulting landscape features.
- I can understand how a mountain region was formed (e.g. make a clay model to show the formation of fold mountains of the Alps in Europe and annotate it with simple explanations of what it shows).
- I know information about a region of Asia, its physical environment and climate, and economic activity (e.g. design an app/webpage/leaflet for tourists to the Himalayas, selecting a range of information about the physical and human environment).
- I understand hazards from physical environments and their management, such as avalanches in mountain regions.
- I can use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics of Europe and Asia.
- I can use globes and atlases to locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, and their latitude and longitude.
- I can use thematic maps for specific purposes (e.g. use physical and political maps to identify the Himalayas, its countries, cities and topography).
- I can describe height and slope from a map.

			<ul style="list-style-type: none"> • I can read and compare map scales up to 1:25,000 • I can use digital maps to investigate features of an area.
<p>6</p>	<p style="text-align: center;">Rainforests</p> <ul style="list-style-type: none"> • I can locate places and regions of South America, and can identify the distinct characteristics of some regions. • I can locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation. • I can describe, compare and contrast key physical and human characteristics, and environmental regions of South America. • I can understand how climate and vegetation are connected in a range of biomes, such as the tropical rainforest, a hot desert, or the Arctic. • I can explain climate patterns of a region, describe the characteristics of a biome, what its climate is like and how plants and animals are adapted to it. • I can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. • I can explain several threats to wildlife/habitats (e.g. make an animation to show why the Amazon Rainforest is valuable and under threat, and why it should be protected). • I can use physical and political maps to describe key physical and human characteristics of regions of South America. • I can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. • I can use and draw thematic maps for specific purposes (e.g. to show average annual precipitation/vegetation/climate in South America). • I can work confidently with a range of maps from large-scale street maps to 1: 50,000 maps. • I can use digital maps to research factual information about features. • I can design, plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques (e.g. design, plan and carry out an enquiry to investigate how sustainable one aspect of the school's work is; collect evidence from surveys, photographs and interviews, and present findings to the Head teacher). 		<p style="text-align: center;">N/A</p>