| **Whole School Geography End Points** | | | | | | |
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| **Year 1** | **Autumn** | **Spring** | | **Summer** | | |
| **What’s it like where we live?** | **Where in the world do these people live?** | | **Where do our favourite animals live?** | | |
| **Substantive Knowledge** | **Substantive Knowledge** | | **Substantive Knowledge** | | |
| **EP1 - I can name two places where I go regularly and two places I go rarely**  *(Journey to school, transport, supermarket)*  **EP2 - I can name two places that are near to me, and two places that are far away**  *(school, home, place of worship, swimming baths, holiday or family location)*  **EP3 - I can read, understand and locate key features of a plan of my classroom**  *(Classroom details)*  **EP4 - I can read, understand and locate two key features on a map of my local area**  **(town)**  **EP5 - I know and can locate my nearest open space on a map**  *(Sale Water Park, the Meadows, parks, journey, landmarks)*  **EP6 - I can remember and recreate parts of a recent journey in my local area** | **EP1 - I can describe at least 3 main characteristics of my local area**  *(urban, some local parks, 4 miles from Manchester, metrolink stops, main road, mainly houses, Stretford mall, kelloggs factory, Old Trafford)*  **EP2 - I can describe what the coast is like and what life might be like there**  *(beach, coastline, seas, animals, milder temperature)*  **EP3 - I can name at least one rainforest in the world, and what life might be like for people there** (jobs, houses, food, )  **EP4 - I understand how and why buildings are built differently in different places**  *(glass, concrete, wood, steel, brick, climate)*  **EP5 - I know at least two similarities and differences between cities in different countries and can locate them on a map**  *(continents, New York, Beijing, Sydney, capital city, population)*  **EP6 - I can give at least two reasons why people journey to another country**  *(holiday, work, refugee)* | | **EP1 - I can locate and describe the home of emperor penguins**  *(continent, Antarctica)*  **EP2 - I can locate and describe the home of the Asian panda**  *(continent, Asia)*  **EP3 - I can describe specific place knowledge about the location of a whale shark**  *(Oceania, ocean, Arctic Ocean, Indian Ocean, Pacific Ocean, Atlantic Ocean, Southern Ocean)*  **EP4 - I can locate and describe the African landscape where the African elephant lives**  *(continent, Africa)*  **EP5 - I can explain why animals migrate**  *(swallow, warmer climate, food, winter conditions )*  **EP6 - I can explain and understand the location of one of the places studied in a different country**  *(physical geography)* | | |
| **Fieldwork Opportunity: Go on a journey around the local area. Use symbols to create map of their journey.** | **Fieldwork Opportunity: Study how buildings are built around school.** | | **Fieldwork Opportunity: End of topic - Look around school grounds and start to gather some animal habitats around school** | | |
| **Disciplinary Knowledge**  **Identify the significant features (landmarks) of their local area and consider viewpoints in relation to this**  **Name the four countries of the UK and their capital cities**  **Use aerial photos and plans to recognise landmarks**  **Understand near/far, often/rarely**  **Compare journeys and landscapes**  **Learn about maps, map-making and symbols.** | **Disciplinary Knowledge**  **Start to use use a world map, atlas or globe to locate the world’s seven continents**  **Begin to use simple compass directions and locational knowledge**  **Learn about the human and physical geography of a small area in several non-European countries**  **Use basic geographical vocabulary**  **Read images, maps, atlases and globes**  **Draw simple maps e.g. of the school grounds** | | **Disciplinary Knowledge**  **Use world maps, atlases and globes to identify countries, continents and oceans (know the names of 7 continents and 5 oceans)**  **Use simple fieldwork and observational skills.** | | |
| **Vocabulary**  **high street, supermarket, car park, hospital, playground, house, school, holidays, features, map, classroom, town, landmark, open space, map, journey** | **Vocabulary**  **characteristics, urban area, parks, beach, coastline, sea, continents, journey** | | **Vocabulary**  **Antarctica, continent, Asia, Oceania, Ocean, Arctic Ocean, Indian Ocean, Pacific Ocean, Atlantic Ocean, Southern Ocean, Africa, Climate, food, winter, summer, physical, human** | | |
| **Year 2** | **Autumn** | **Spring** | | **Summer** | | |
| **What are seasons?** | **Where does our food come from?** | | **What are the wonders of our world?** | | |
| **Substantive Knowledge** | **Substantive Knowledge** | | **Substantive Knowledge** | | |
| **EP1 - I can describe different types of weather, make observations and predictions for the weather in our area**  **EP2 - I can understand weather data from pictures, words and symbols**  *(stormy, thunder, lightning, gale, wind)*  **EP3 - I can understand why weather changes**  *(wind, directions, compass, north, east, south, west)*  **EP4 - I know and can describe that there are four seasons**  **(***Spring, summer, autumn, winter)*  **EP5 - I can talk about the weather in the four capital cities of the United Kingdom**  ***(****London, Belfast, Edinburgh, Cardiff)*  **EP6 - I can identify daily and seasonal weather patterns in the United Kingdom** | **EP1 - I can identify where my local high street is, and know what food is sold there**  *(high street, shops, supermarkets, market, farm, local)*  **EP2 - I know that food comes from either plants or animals and can describe the key steps it takes to get to us**  *(farm, plant, food, factory)*  **EP3 - I understand what farming is, and what jobs a farmer does**  *(farm, farmer, tractor, chicken, eggs)*  **EP4 - I understand what a dairy farmer does and how milk is produced**  *(cow, milk, grassland, pasture)*  **EP5 - I can name some of the traditional foods from different parts of the United Kingdom**  *(United Kingdom, England, Scotland, Wales, Northern Ireland)*  **EP6 - I understand the types of foods produced in different parts of the United Kingdom**  *(North West)* | | **EP1 - I can identify some wonderful locations in our local area**  *(physical features, human features, compare, contrast)*  **EP2 - I can identify and describe the world’s highest mountain, and can give a reason why it is a physical wonder of our world**  *(physical features, Mount Everest)*  **EP3 - I can identify and locate three of the world’s major rivers and how it is different to a desert**  *(Congo, Yangtze, Amazon, Nile, Volga, Mississippi)*  **EP4 - I can name an ancient wonder and compare to a wonder built in the last 100 years**  **EP5 - I can locate a major world city in a different continent and compare it to my home city (Manchester)**  *(continent, country, human, physical, skyline)*  **EP6 - I can explain and describe a world wonder we have studied** | | |
| **Fieldwork Opportunity: Make weather observations in the local area over a period of time.** | **Fieldwork Opportunity: Visit local shops and start to record what food is sold there** | | **Fieldwork Opportunity: Local walk to identify some wonderful locations in our local area** | | |
| **Disciplinary Knowledge**  **Develop locational and place knowledge about their locality, and the UK as a whole (Name, locate and identify the four countries of the UK and their capital cities)**  **Use aerial photos and plans to identify features - hauman and physical**  **Understand basic subject-specific vocabulary relating to physical geography**  **Identify seasonal and daily weather patterns in the UK**  **Begin to use geographical skills, including first-hand observation, to enhance their locational awareness**  **Use simple fieldwork and observational skills in their school, its grounds and surroundings**  **Devise simple maps and construct basic symbols in a key.** | **Disciplinary Knowledge**  **Understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production**  **Use simple compass directions and locational language to describe the location of features and routes on a map**  **Use locational and directional language (e.g. near and far) to describe the location of features and routes on a map**  **Name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas**  **Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied** | | **Disciplinary Knowledge**  **Name, locate and identify characteristics of the seven continents and 5 oceans**  **Use world maps, atlases and globes**  **Understand geographical similarities and differences when studying both human and physical geography**  **Identify the locations and names of hot and cold areas around the world (in relation to the Equator and the North and South Poles)**  **Use basic vocabulary to refer to physical and human features**  **Develop knowledge about the world.** | | |
| **Vocabulary** | **Vocabulary** | | **Vocabulary** | | |
| **Year 3** | **Autumn** | **Spring** | | **Summer** | | |
| **Why is climate important?** | **Where on Earth are we?** | | **Do we like to be beside the seaside?** | | |
| **Substantive Knowledge** | **Substantive Knowledge** | | **Substantive Knowledge** | | |
| **EP1 - I understand patterns to weather and seasons in my own and other environments**  *(weather, seasons, forecast, climate, climate zones, biome)*  **EP2 - I can describe and give characteristics of the polar climate**  *(Arctic, Antarctic, continent, frozen, polar)*  **EP3 - I know where some of the hottest, driest places on Earth are, in relation to the Equator**  *(tropical desert climate, tropical desert biome)*  **EP4 - I know where some of the hottest, wettest places on Earth are, in relation to the Equator**  *(tropical rainforest climate, rainforest biome, monsoon)*  **EP5 - I can describe the climate zone and biome that we live in**  *(temperate, seasons, flora, fauna, deciduous)*  **EP6 - I can give two arguments to explain how climate and biomes affect lives**  *( weather, season, climate, biome)* | **EP1 - I know the world is a sphere and can understand the difference between globes and maps**  *(globe, map, equator, longitude, latitude, hemisphere)*  **EP2 - I know and understand my address**  **EP3 - I can name and locate the key lines of latitude on a world map and globe**  *(Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle)*  **EP4 - I can understand how and why we have day and night**  *(rotation, axis, lines of longitude, Greenwich/Prime Meridian)*  **EP5 - I can name and locate the International Date Line (IDL)**  *(International Date Line, Pacific Ocean)*  **EP6 - I can talk about how point’s on the Earth’s surface are described using longitude and latitude**  *(coordinates)* | | **EP1 - I can locate a coastal place on a map of the United Kingdom and can begin to describe it**  *(sea, coast, beach, sand, dunes, rocks, holiday)*  **EP2 - I can name and locate the counties of Cornwall, Devon, Dorset and Somerset**  *(fishing, harbour, physical features, human settlements, tourism, agriculture)*  **EP3 - I can describe key natural features along a coast**  *(hard/rocky coasts, soft/sandy coasts, erosion, tides, storms)*  **EP4 - I can name and describe activities that take place along a coast**  *(port, dock, harbour, shipping, trade)*  **EP5 - I can research a coastal location in the United Kingdom**  *(climate change, sea levels)*  **EP6 - I can write about which coastal region I would like to visit and why** | | |
| **Fieldwork Opportunity: Local study to find clues as to what climate/biome we live in** | **Fieldwork Opportunity: Local walk** | | **Fieldwork Opportunity: Local area visit to find what activities take place in our area - similarities and differences to a coastal region.** | | |
| **Disciplinary Knowledge**  **Begin to describe some key aspects of Physical Geography**  **Locate some of the world’s climate zones on a globe or map, name examples and have some understanding of them**  **Extract geographical data (e.g. rainfall, temperature, weather, climate/vegetation zones) from pictorial/graphical representations**  **Describe and give examples of the variety of biomes and vegetation belts**  **Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts**  **Identify the world’s hottest, coldest, wettest and driest locations.** | **Disciplinary Knowledge**  **Improve their locational knowledge through identifying the position and significance of latitude, longitude, the 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)**  **Practise geographical skills through using world maps, atlases, globes and digital/computer mapping to locate features studied**  **Use the eight points of the compass to build their knowledge of the wider world.** | | **Disciplinary Knowledge**  **Extend their knowledge and understanding beyond the local area to include more of the UK**  **Name and locate (some) counties and cities of the UK**  **Learn about key topographical or physical features of coasts to understand how some of these aspects developed, are hanging now and have changed over time**  **Understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain)**  **Describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity and safety**  **Consider tourism, as both an economic and a pleasurable activity**  **Think about the future and the effects climate change, rising sea levels and pollution, especially by plastics, are already having.** | | |
| **Vocabulary**  **Biome, Climate, Desert, Flora, Fauna, Weather, Temperate, Season, latitude, longitude, Equator, North Pole, South Pole, Northern Hemisphere, Southern Hemisphere, vegetation belts** | **Vocabulary**  **Antarctic circle, Arctic Circle, Compass points, Day, Equator, GPS, International Date Line, Latitude, Longitude, Night, Northern Hemisphere, North Pole, Ordnance Survey grid references, Prime Meridian, Southern Hemisphere, South Pole, Time Zone** | | **Vocabulary**  **Bay, beach, cliff, coast, coral, dock, dune, erosion, estuary, harbour, headland, pier, port, promenade, quay, rock pool, salt marsh, sand, tide, tourism** | | |
| **Year 4** | **Autumn** | **Spring** | | **Summer** | | |
| **Can you come on a Great American Road Trip?** | **How does the water go round and round?** | | **How does the Earth shake, rattle and roll?** | | |
| **Substantive Knowledge** | **Substantive Knowledge** | | **Substantive Knowledge** | | |
| **EP1 - I can identify and write down some geographical information about a North American city**  *(city, state, country, continent, North America, Northern Hemisphere, 8 compass points)*  **EP2 - I can identify and write down some geographical information about a South American city**  *(city, state, country, continent, South America, Southern Hemisphere, 8 compass points)*  **EP3 - I can identify two similarities and two differences between North and South American cities**  *(roads, city networks, landscapes, buildings)*  **EP4 - I can name and locate key environmental regions of North and South America**  *(Rockies, Great Plains/Prairies, Caribbean, Great Lakes)*  **EP5 - I can explain what and where Route 66 is**  **EP6 - I can present information about a section of Route 66 that I have researched and identify some physical and human features** | **EP1 - I can describe where rainfall goes when it falls to Earth**  *(river, stream, mountain, source, mouth, infiltration, estuary, sea)*  **EP2 - I understand what evaporation, condensation and precipitation means and the role they play in the water cycle**  *(evaporation, condensation, precipitation, clouds, sun, rain, snow)*  **EP3 - I can identify a range of rural and urban river features along a river from source to mouth**  *(source, mouth, valley, urban, rural, village, town, city, meander)*  **EP4 - I can describe and explain two ways in which people use and change rivers**  *(bridges, docks, ports, trade, irrigation)*  **EP5 - I can name and locate a key mountain range on a map**  *(Himalayas, Andes, Atlas, Rockies, Alps, glaciers)*  **EP6 - I can describe erosion, transportation and deposition by water**  *(meander, tributary, confluence, OS maps, erosion, transportation, deposition)* | | **EP1 - I know what earthquakes are and how they are caused**  *(earthquake, earth, core, mantle, crust, tectonic plate, plate boundary)*  **EP2 - I can describe what a volcano is and what happens when a volcano erupts**  *(volcano, crater, cone, eruption, lava)*  **EP3 - I can describe the distribution of earthquakes and volcanoes**  *(active, dormant, extinct, Ring of Fire)*  **EP4 - I can give three reasons why people live near volcanoes, and hazards that are associated with that**  *(hazard, risk, danger, tsunami, social, economic, environmental, advantages, disadvantages)*  **EP5 - I can talk about a recent earthquake or volcanic eruption**  *(Richter scale, magnitude)*  **EP6 - I can make a model of a volcano that erupts safely** | | |
| **Fieldwork Opportunity:** | **Fieldwork Opportunity: Walk to Stretford Meadows, look at land use around the river.** | | **Fieldwork Opportunity:** | | |
| **Disciplinary Knowledge**  **Enhance their locational and place knowledge**  **Focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, states and (some) major cities**  **Explore how some aspects of physical and human characteristics have changed over time**  **Name and locate countries and cities of the UK, describing geographical regions and topographical features**  **Understand geographical similarities and differences through looking at regions in North and South America**  **Begin to associate weather/climate with landscape and environment** | **Disciplinary Knowledge**  **Name and locate some of the UK’s and the world’s most significant rivers and mountain environments**  **Learn about the features of a named river (the River Thames) in the UK, from source to mouth**  **Learn how rivers and mountains are formed**  **Identify some of the processes associated with rivers**  **Understand where rivers and mountains fit into the water cycle.**  **Securely use maps, atlases, globes and digital/computer mapping**  **Learn to use the eight points of a compass** | | **Disciplinary Knowledge**  **Describe and understand the key aspects of volcanoes and**  **earthquakes**  **Understand that the distribution of earthquakes and volcanoes follows a pattern**  **Be introduced to plate tectonics.**  **Learn about the ‘Pacific Ring of Fire’.**  **Describe and understand the key aspects of human geography (settlement, land use, economic activity and distribution of natural resources).** | | |
| **Vocabulary**  **Amazon Basin, Amazon River, Compass points, Continent , Latitude, Longitude , Mountain , Mountain range , Physical feature, River , Rockies, Slum, Source, Tributary, Village** | **Vocabulary**  **Altitude, Channel, Condensation, Confluence, Deposition, Erosion, Estuary, Evaporation, Glacier, Infiltration, Mouth, Peak, Percolation, Precipitation, River, Run-off, Scree, Source, Transportation, Tributary** | | **Vocabulary**  **Active volcano, Crater, Dormant volcano, Earthquake, Eruption, Extinct volcano, Lava, Plate boundary, Richter scale, Tectonic plate, Tsunami, Volcano** | | |
| **Year 5** | **Autumn** | **Spring** | | **Summer** | | |
| **How is the UK changing?** | **Where should we go on holiday?** | | **Where does all our stuff come from?** | | |
| **Substantive Knowledge** | **Substantive Knowledge** | | **Substantive Knowledge** | | |
| **EP1 - I can name and locate some key topographical features of my local area and the United Kingdom**  *(physical, mountains, rivers, lakes, seas)*  **EP2 - I can give advantages and disadvantages of regeneration of a region (East London - 2012 Olympics)**  *(sustainable, legacy, history, environment)*  **EP3 - I can explain how the Second World War changed the West Midlands**  *(development, human features, physical features, factories)*  **EP4 - I can describe the changes that are happening in my local area**  *(physical features, human features)*  **EP5 - I can understand how my local area might change in the future**  **EP6 - I can offer opinions on what my local area is like now and the changes that are happening**  *(local area, human features, physical features)* | **EP1 - I can use photographs to identify features of a region**  *(settlement, human features, physical features, longitude, latitude)*  **EP2 - I can explain how fold mountains are formed**  *(tectonic plates)*  **EP3 - I understand how homes are adapted to suit the Alpine region**  *(stone built ground floor, recessed into mountainside, stables, timber upper floors)*  **EP4 - I can give two advantages and two disadvantages of tourism in the Alps**  **EP5 - I know how avalanches are caused and how humans protect against them**  *(observation, forecasting, snow retention, snow bridges)*  **EP6 - I understand how the Alpine region is unique and special** | | **EP1 - I can name and locate several countries where my food and clothes originate**  *(import, export, man made, trade, raw materials)*  **EP2 - I understand that different types of fruits grow in a particular season**  *(native, season, biome, climate)*  **EP3 - I know how cotton clothing is produced**  *(fair trade, recycle, reuse)*  **EP4 - I understand advantages and disadvantages to both imported and locally produced products**  *(import, producer, retailer, consumer, trade, sustainability)*  **EP5 - I understand that different interest groups have different opinions on local vs imported products**  *(consumer, retailer, producer, pollution, nutrition, cost)*  **EP6 - I can describe in detail the journey one product takes to get to my home** | | |
| **Fieldwork Opportunity: Go to Stretford Mall - identify changes that are happening there, why are they happening?** | **Fieldwork Opportunity: Compared to Manchester - what tourist sites are there in Manchester - how are they different? Why?** | | **Fieldwork Opportunity: Visit to Urmston high street - identify countries where food and clothes come from. Map drawing opportunity** | | |
| **Disciplinary Knowledge**  **Name and locate counties and cities of the UK, 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**  **Understand geographical similarities and differences through the study of human and physical geography of a region of the UK**  **Securely use world maps, atlases, globes and digital/computer mapping to build knowledge of the wider world**  **Use the eight points of a compass, grid reference and OS maps**  **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.** | **Disciplinary Knowledge**  **Use maps to focus on countries, cities and regions in Europe**  **\*Locate the majority of the world’s countries and cities using maps (focus on europe) and identify environmental regions/human and physical features**   * **time zones** * **latitude and logitude/north and south hemisphere** * **examine geographical similarities and differences**   **Identify position of the tropics of cancer and capricorn, arctic and antarctic**  **Be taught to understand a region of another European country**  **Be taught to understand some of the physical and human processes that shape a region**  **Extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world’s more significant human and physical features.** | | **Disciplinary Knowledge**  **Explain 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**  **Explain key aspects of physical geography, including: biomes, climate zones, rivers, mountains, earthquakes, the water cycle**  **Understand the interaction between human and physical processes and features**  **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.** | | |
| **Vocabulary**  **City, Continent, Country, County, GDP, Great Britain, Human feature, Industry, Mountain, Physical feature, Region, River, Settlement, The British Isles, Town** | **Vocabulary**  **Agriculture, Arable farming, Avalanche, Glacier, Human features, Industry, Lake, Longitude, Latitude, Tropic of Cancer, Mountain range, North, South, East, West, Physical features, River, Settlement, Tectonic plate, Tourism** | | **Vocabulary**  **Import, Export, Trade, Raw materials, Man-made, Native, Season, Biome, Climate, Recycle, Reuse, Fair trade, Raw material, Country of origin, Producer, Retailer, Consumer, Sustainability, Locally sourced, Consumers, Retailers and producers** | | |
| **Year 6** | **Autumn** | **Spring** | | **Summer** | | |
| **What is life like in the Amazon?** | **Are we damaging our world?** | | **How will our world look in the future?** | | |
| **Substantive Knowledge** | **Substantive Knowledge** | | **Substantive Knowledge** | | |
| **EP1 - I know where the Amazon is, and the countries it spans**  **EP2 - I can describe how the climate in the Amazon is different to the climate in the United Kingdom and how plants and animals have adapted**  **EP3 - I know some of the key human and physical features of a city within the Amazon basin**  *(similarities, differences, human features, physical features)*  **EP4 - I understand what life is like in the Amazon, and how it is changing**  *(settlement, tribe, indigenous, agriculture)*  **EP5 - I can give two reasons why deforestation is happening in the Amazon and what can be done to protect it**  *(rainforest, deforestation, mining, cattle, agriculture)*  **EP6 - I can explain the value of the Amazon rainforest** | **EP1 - I know their are threats to the health of our planet**  *(climate change, glaciers, wildlife diversity, ice sheets, population growth)*  **EP2 - I know the sources of important minerals used in everyday life**  *(coal, oil, salt, copper, aluminium, iron, sand, stone)*  **EP3 - I know there are both renewable and non-renewable sources of energy**  *(carbon cycle, wind, biomass, solar, geothermal, fossil fuels)*  **EP4 - I can describe two threats to our oceans**  *(pollution, climate change, overfishing, oil and gas extraction, habitat destruction, Marine Protected Area)*  **EP5 - I can understand some of the ways in which I can make my school more sustainable**  **EP6 - I can identify, know causes and offer possible solutions to one environmental issue** | | **EP1 - I know why my local area is special**  *(listed buildings, areas of scientific interest, places of worship, work places, entertainment, schools)*  **EP2 - I know the range of housing available in my local area, and can generate ideas to meet future needs of the community**  **EP3 - I can explain how different types of industry and employment have changed over time (how and why human and physical features have changed over time in the UK)**  *(primary, secondary, tertiary, quaternary)*  **EP4 - I know what services and amenities are available locally**  **EP5 - I can describe activities/facilities that support the development of community spirit**  **EP6 - I understand how developments can be made sustainable** | | |
| **Fieldwork Opportunity: What is the climate like in our area? How have plants and animals adapted?** | **Fieldwork Opportunity: Chn to set up their own enquiry question** | | **Fieldwork Opportunity: Draw map to show different types of housing, employment and local amenities in local area.** | | |
| **Disciplinary Knowledge**  **Extend their knowledge and understanding beyond their local area to include South America**  **Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge**  **Locate the world’s countries using maps,and concentrate on their environmental regions, key physical and human characteristics, countries and major cities**  **Understand geographical similarities and differences through the study of human and physical geography of a region in South America**  **Use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world**  **Describe and understand key aspects of physical and human geography**  **Use maps, atlases, globes and digital/computing mapping to locate countries and describe features studied.**  **Apply understanding of positional language e.g. longitude and latitude to explain geographical characteristics** | **Disciplinary Knowledge**  **Use maps, atlases and globes to locate countries and describe features studied**  **Use the eight points of a compass, symbols and keys to build their knowledge of the UK 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.** | | **Disciplinary Knowledge**  **Examine and explain key aspects of:**  **− physical geography**  **− human geography**  **Learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK including naming and locating**  **Use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.** | | |
| **Vocabulary**  **Continent, country, region, river, river basin, source, mouth, names of continents and relevant South American countries and regions, locational vocabulary: longitude, latitude, north, south, east, west** | **Vocabulary**  **Biomass, Fossil fuel, Geothermal energy, Hydroelectricity, Non-renewable energy , Physical feature, Renewable energy, Sustainability, Tidal energy, Wave energy** | | **Vocabulary**  **Brownfield, Community , Greenfield, Industry, Primary sector, Quaternary sector, Recycled, Secondary sector, Sustainable, Tertiary (service) sector** | | |