Geography Long Term Plan

	AUTUMN		SPRING		SUMMER	
Nursery	AUTUMN 1 What makes our community special?	AUTUMN 2 How does the environment around us change and why	SPRING 1 How do people in the coldest places live?	SPRING 2 How do people in the hot places live?	SUMMER 1 How does new life grow and change where we live?	SUMMER 2 What is the seaside like and how is it different to Scunthorpe?
Reception	AUTUMN 1 What makes our community special?	AUTUMN 2 How does the environment around us change and why does it matter?	SPRING 1 How do people in the coldest places live?	SPRING 2 How do people in the hot places live?	SUMMER 1 How does new life grow and change where we live?	SUMMER 2 What is the seaside like and how is it different to Scunthorpe?
KS1	How has Westcliff changed and who has shaped its story? Westcliff – supports Histroy How did trains change the way people travelled? Trains – supports History		How are the two Westcliffes different and how are they the same? Westcliffe - Colorado What changed for people and places after the Humber Bridge was built? Humber Bridge – supports History		How has aviation changed and why is Amy Johnson remembered today? Amy Johnson – supports History How and why is weather and landscape different in places around the world? Hot and Cold Places	
LKS2	How did conflict and settlement shape Britain? Anglo-Saxons and Scots, Vikings and Anglo-Saxon struggle - supports History How did people's lives change and stay the same from Stone Age to Iron Age? Changes in Britain, Stone Age to Iron Age – supports History		How did the Victorian Revolution change Scunthorpe and communities? Victorians – supports History How did Ancient Egypt become one of the world's greatest civilisation? Earliest civilisations – Ancient Egypt – supports History		How does geography shape the way people live in Italy? How do natural hazards shape people's lives?	
UKS2	How did WW2 change Britains people, places and way of life? World War 2 -supports History Why does Ancient Greece still influence our lives today? Ancient Greece – supports History		How did Early Islamic Civilisation change the world? Early Islamic Civilisation – supports History How does geography shape life in Brazil?		Should humans change the natural environments? -local environment project How did the Romans change Britain and what legacy remains? Roman Empire – supports History	

Geography Progression Document (EYFS, KS1, LKS2, UKS2)

This document has been created to map the progression of geographical knowledge and disciplinary understanding across the geography curriculum from EYFS to Year 6. It identifies how pupils' understanding develops over time through carefully sequenced learning, ensuring that knowledge, concepts and geographical skills are revisited, deepened and built upon as children move through the school.
The progression is organised under two overarching strands: **Substantive Knowledge** (the geographical content pupils know) and **Disciplinary Knowledge** (how pupils think and work as geographers). These are further organised into the key aspects of the geography curriculum: **Locational Enquiry, Place Enquiry, Human and Physical Geography, Geographical Skills and Fieldwork, Locational Knowledge, Place Knowledge, Human and Physical Geography** and **Geographical Concepts**. Together, these provide a consistent framework for planning, teaching and assessment across all year groups.

It is important to note that not every lesson or unit will explicitly teach or assess every aspect of geographical learning. However, there are frequent opportunities within lessons for pupils to apply, revisit and strengthen previously taught geographical knowledge and disciplinary thinking. For example, whilst a lesson may focus on investigating a locality through fieldwork, pupils will also draw upon their locational knowledge, understanding of human and physical geography and wider geographical concepts to explain and interpret what they observe.

The statements within this document should not be viewed as a checklist of facts that pupils are expected to remember indefinitely. Instead, they represent the geographical knowledge, understanding and disciplinary thinking that pupils encounter and develop throughout the curriculum. Some knowledge is deliberately revisited and strengthened in later units, whilst other content provides the context through which pupils develop increasingly sophisticated geographical understanding.

The purpose of this document is to demonstrate the progression of learning across the primary years. As pupils move from EYFS through to Year 6, they are expected to become increasingly confident in using geographical vocabulary, locating and comparing places, explaining human and physical processes, interpreting maps and other geographical sources, undertaking fieldwork and recognising the relationships between people, places and environments. This cumulative approach enables children to think and work more like geographers over time.

The statements below have been drawn from Development Matters and the EYFS Statutory Framework (People, Culture and Communities; The Natural World). They have been organised under the whole-school geography progression headings to demonstrate how the foundations of geographical knowledge and disciplinary thinking develop before the National Curriculum begins in KS1. In EYFS, geographical knowledge is not taught or assessed in the same way as it is in Key Stage 1 and beyond. The substantive statements represent the geographical concepts, vocabulary and experiences that children are introduced to through carefully planned adult-led teaching, continuous provision, stories, discussions, play, first-hand experiences, visits and exploration of their local environment. Children are not expected to recall or apply all of this knowledge independently or consistently. Instead, adults revisit key ideas regularly, model geographical language, ask questions, extend children's thinking and provide rich opportunities for children to notice, talk about, compare and make sense of the world around them. Similarly, the disciplinary statements do not represent skills that children are expected to master independently. They describe the ways in which children begin to think and work like geographers, supported by adults through shared enquiries, observation, investigation, discussion, simple map work, fieldwork and exploration. Many of these behaviours emerge gradually and are demonstrated with varying levels of adult support. The purpose of including these statements is to illustrate how geographical understanding begins to develop in EYFS so that children enter Key Stage 1 with a secure foundation of experiences, vocabulary and early geographical thinking upon which the National Curriculum can build. They should therefore be viewed as the intended learning journey rather than a checklist of independently secured knowledge or skills.

	Substantive Knowledge - (the content pupils know)	Disciplinary Knowledge - (how pupils work and think as geographers)
Nursery	Community and Me! • Know the name of their school (Westcliffe Primary School). • Know that they belong to their school community. • Know that different adults have different roles in school (e.g. teachers, caretaker, headteacher). • Know that people have different jobs in the local community (e.g. police officer, nurse, doctor). • Know that familiar places have different purposes (e.g. school, home, shops). • Know that they live in a home (house or flat). • Know their house number (where appropriate). • Know that their home is on a road and within a town.	Community and Me! • Explore the school environment through first-hand experiences. • Talk about familiar places in their local community. • Recognise and discuss important places in their daily lives (e.g. school and home). • Talk about the people who help them in school and in the community. • Use role play to explore familiar places and community roles.
	Autumn and Environment • Know that the environment changes during Autumn. • Know that different seasons bring different weather and changes to the environment. • Know that plants and animals need care. • Know that people have jobs which help care for the environment (e.g. caretaker, gardener). • Know that people have a responsibility to care for the natural environment. • Know that there are different places within the school grounds (e.g. allotment, garden, outdoor areas). • Know that there are different countries in the world. *(Introduced through Christmas around the world.)*	Autumn and Environment • Observe and talk about seasonal changes in the local environment. • Explore the outdoor environment using their senses. • Compare how the environment changes over time. • Take part in caring for the local environment through activities such as litter picking, sweeping leaves and planting bulbs. • Talk about what they notice in the school grounds. • Begin to recognise that different countries and places can be different from their own.
	Cold places • Know that there are different countries in the world. • Know that some places in the world are much colder than England. • Know that people live in very cold places. • Know that people who live in cold places may wear different clothes. • Know that people who live in cold places may live in different types of homes (e.g. igloos). • Know that people around the world have similarities and differences.	Cold places • Observe and talk about photographs and videos of cold places. • Describe what they notice about cold environments. • Compare life in a cold place with life in England. • Talk about similarities and differences between people and places. • Explore and discuss what it might be like to live in a cold place through role play and small world play.

	Hot places • Know that there are different countries in the world. • Know that some places in the world are much hotter than England. • Know that people live in hot countries. • Know that people in hot countries may wear different clothes. • Know that people in hot countries may live in different types of homes. • Know that people around the world may speak different languages. • Know that people around the world have similarities and differences. • Know that some animals live in hot places while others live in cold places.	Hot places • Observe and talk about photographs and videos of hot places. • Describe what they notice about hot environments. • Compare life in hot countries with life in England. • Compare hot and cold places. • Talk about similarities and differences between people, homes, clothing and ways of life. • Explore different cultures through music, food and photographs to learn about places around the world
	New Life • Know that the school grounds contain natural features such as plants and trees. • Know that plants and animals are living things. • Know that plants and animals need care. • Know that Spring is one of the four seasons. • Know that the weather and environment change during Spring. • Know that signs of Spring include new plants, flowers, leaves and baby animals. • Know that birds build nests in Spring. • Know that the school grounds change throughout the seasons.	New Life • Explore the school grounds using their senses. • Observe and talk about natural features in the local environment. • Collect and use natural materials from the local environment. • Care for plants in the school environment. • Talk about what they notice in different places.
	Seaside • Know that the seaside is a place people visit. • Know that the seaside has natural features such as the sea, beach and sand. • Know that people have different jobs at the seaside (e.g. lifeguard, coastguard, ice cream seller). • Know that some jobs at the seaside are different from jobs in their local community. • Know that people need to stay safe at the seaside. • Know that litter can harm seas, oceans and living things. • Know that there are different places in the world, including seaside places. • Know that people should care for the natural environment.	Seaside • Talk about their own experiences of visiting the seaside. • Explore and describe natural objects found at the seaside. • Compare the seaside with their local area. • Observe and discuss photographs of seaside environments. • Visit a seaside location (Cleethorpes) and talk about what they see and experience. • Draw and talk about features of the seaside following a visit. • Discuss how people can care for seaside environments and keep them clean.

	Substantive Knowledge - (the content pupils know)				**Disciplinary Knowledge - (how pupils work and think as geographers)**			
	Locational Enquiry (where places are)	**Place Knowledge** (what those places are like)	**Human and Physical Geography** (the geographical content)	**Geographical Concepts** (the big ideas pupils should understand)	**Locational Enquiry** (using maps and geographical tools to locate and describe places)	**Place Enquiry** (investigating, comparing and explaining the characteristics of places)	**Human and Physical Enquiry** (explaining how human and physical geography interact and influence each other)	**Geographical Skills & Fieldwork** (using geographical skills, evidence and fieldwork to investigate and communicate findings)
Reception	Community and Me! • Know the name of their school (Westcliffe Primary School). • Know they live in England. • Know the name of their road/street and address. • Know familiar places in the local community.	Community and Me! • Know features of their school. • Know features of their local area. • Know different types of homes. • Know that places can be special.	Community and Me! • Know the difference between homes, schools, shops and parks. • Know people have different jobs in the community. • Know features of the school grounds.	Community and Me! • Community • Place • Environment • Settlement • Leadership (school leaders) • Belonging	Community and Me! • Use simple maps. • Locate features of the school. • Describe where things are using positional language.	Community and Me! • Compare different homes. • Compare school and home. • Talk about favourite places. • Describe familiar places.	Community and Me! • Explain why people work in different places. • Discuss how people use different buildings.	Community and Me! • Walk around the school grounds. • Observe the local environment. • Draw simple maps. • Use photographs and maps to identify features.

Autumn and Environment • Know that they live in England. • Know that there are different countries in the world. • Know that celebrations happen in different places.	Autumn and Environment • Know that places can be different depending on where people live. • Know that places of worship are special to different communities. • Know some features of the local environment in Autumn.	Autumn and Environment • Know that Autumn brings changes to the weather and environment. • Know that people celebrate different festivals and traditions. • Know that people use different buildings for worship (e.g. church, mosque, mandir). • Know that people care for the environment during different seasons.	Autumn and Environment • Community • Place • Environment • Season • Change • Belonging	Autumn and Environment • Locate familiar places on simple maps. • Recognise places from photographs and aerial views. • Use positional language to describe locations.	Autumn and Environment • Compare places that are familiar with places seen in photographs. • Talk about similarities and differences between places. • Describe features of places of worship and other special places.	Autumn and Environment • Explain how seasonal changes affect the environment. • Talk about how people use different places for different purposes. • Compare how different communities celebrate.	Autumn and Environment • Observe seasonal changes in the school grounds. • Explore the outdoor environment. • Record observations through drawings and discussion. • Use photographs, maps and first-hand experiences to describe places.
Cold places • Know that England is where we live. • Know that the North Pole and South Pole are the coldest places on Earth. • Know that Greenland is a country in the Northern Hemisphere. • Know that Kulusuk is a place in Greenland	Cold places • Know that Greenland is much colder than England. • Know that Kulusuk has a very cold climate. • Know that people live in Greenland. • Know that homes and daily life in Greenland can be different from England.	Cold places • Know that climate describes the usual weather in a place. • Know that polar regions are cold, snowy and icy. • Know that people wear suitable clothing for cold climates. • Know that animals have adaptations to survive in cold environments. • Know that explorers need suitable equipment for cold places.	Cold places • Place • Climate • Environment • Similarity and difference • Exploration • Adaptation	Cold places • Use maps and a globe to locate England, Greenland, the North Pole and the South Pole. • Draw a simple route from England to Greenland. • Identify the Northern Hemisphere on a globe.	Cold places • Compare Greenland with England. • Describe what life might be like in Kulusuk. • Discuss similarities and differences between homes, clothing and daily life.	Cold places • Explain why people need different clothing in cold climates. • Explain why animals need adaptations to survive. • Discuss how climate affects the way people live and travel.	Cold places • Use photographs, maps, globes and videos to investigate Greenland. • Ask and answer questions about a contrasting place.
Hot places • Know that Africa is a continent. • Know where Africa is on a world map and globe. • Know that Egypt is a country in Africa. • Know that Africa contains many different countries.	Hot places • Know that Africa has many different landscapes. • Know that Africa has deserts, rainforests, rivers, cities and villages. • Know that Egypt has a hot climate. • Know that Egypt is different from the UK. • Know that people live in different types of homes around the world.	Hot places • Know that hot climates affect how people live. • Know that people wear different clothing depending on the climate. • Know that people have different jobs in different places. • Know that people travel in different ways. • Know that animals live in habitats suited to their environment. • Know that animals have adaptations to survive in hot climates.	Hot places • Climate • Environment • Place • Similarity and difference • Exploration • Adaptation	Hot places • Use maps and globes to locate Africa and Egypt. • Follow Mario Rigby's journey on a map. • Identify different countries within Africa. • Use photographs, Google Earth and maps to explore places.	Hot places • Compare Africa with the UK. • Compare Egypt with the local area. • Describe similarities and differences between places. • Compare homes, jobs, food, clothing and transport.	Hot places • Explain how hot climates influence the way people live. • Explain why animals need different habitats. • Discuss why explorers need different equipment in different environments. • Explain how landscapes influence travel and daily life.	Hot places • Use photographs, maps and globes to investigate places. • Interpret simple aerial and satellite images (Google Earth). • Ask and answer questions about places around the world. • Compare the local environment with hot and cold environments.

New Life • Know that they live in the United Kingdom. • Know the name of the town where their school is located. • Know that the school grounds are part of their local environment.	New Life • Know the features of the local environment in Spring. • Know that the local environment changes throughout the four seasons.	New Life • Know the four seasons: Autumn, Winter, Spring and Summer. • Know that Spring brings changes to the weather and natural environment. • Know that plants, birds and other animals change during Spring. • Know that people should care for the natural environment.	New Life • Place • Environment • Season • Change • Community • Care for the environment	New Life • Describe their immediate environment. • Recognise features of the local area from observations. • Begin to use simple maps and aerial views of familiar places	New Life • Observe and describe seasonal changes in the local environment. • Compare Spring with Autumn and Winter.	New Life • Explain how changing seasons affect plants and animals. • Discuss why people need to care for living things and the environment.	New Life • Explore the school grounds to identify signs of Spring. • Observe, identify and describe plants, birds and other wildlife. • Record observations through discussion and simple drawings. • Compare observations from the beginning and end of the half term to identify environmental change.
Seaside • Know that Scunthorpe is the town where we live. • Know that Cleethorpes is the nearest seaside town to Scunthorpe. • Know that the United Kingdom is where we live. • Know that the coast is where the land meets the sea. • Know that beaches can be found along the coast.	Seaside • Know that Cleethorpes is different from Scunthorpe. • Know that seaside places have features such as beaches, the sea and promenades. • Know that beaches can have sand, rocks, shingle or mud. • Know that different coasts look different. • Know that some places are inland and some are on the coast.	Seaside • Know that the sea, beaches, rocks and cliffs are natural features. • Know that roads, railways, piers and buildings are human features. • Know that tides make the sea move in and out. • Know that people visit the seaside for work and leisure. • Know that people travel to the seaside by car or train.	Seaside • Places have different physical and human features. • Places can be compared by looking at what is the same and different. • People move between places for different reasons. • Maps help us understand where places are. • Human and physical features together make places unique.	Seaside • Use a simple map to find Scunthorpe and Cleethorpes. • Identify the United Kingdom on a world map or globe. • Use maps to locate the coast.	Seaside • Compare Scunthorpe and Cleethorpes by identifying similarities and differences. • Describe what can be seen in photographs of seaside locations. • Talk about what makes a seaside place different from where they live. • Use observations and discussion to describe places.	Seaside • Identify whether a feature is natural or human-made. • Explain why people travel to the seaside. • Discuss how transport helps people travel between places. • Explain how the coast changes with the tide.	Seaside • Draw information from simple maps. • Use photographs to identify geographical features. • Observe and record similarities and differences between places. • Share findings through discussion, drawings and simple maps.
Substantive Knowledge - (the content pupils know)				**Disciplinary Knowledge - (how pupils work and think as geographers)**			

	Locational Enquiry (where places are)	**Place Knowledge** (what those places are like)	**Human and Physical Geography** (the geographical content)	**Geographical Concepts** (the big ideas pupils should understand)	**Locational Enquiry** (using maps and geographical tools to locate and describe places)	**Place Enquiry** (investigating, comparing and explaining the characteristics of places)	**Human and Physical Enquiry** (explaining how human and physical geography interact and influence each other)	**Geographical Skills & Fieldwork** (using geographical skills, evidence and fieldwork to investigate and communicate findings)
KS1 CYCLE A	Westcliff • Know Westcliff is in Scunthorpe. • Know Scunthorpe is a town. • Know Scunthorpe is in England. • Know London is the capital of England.	*Westcliff* *(No substantive place knowledge explicitly assessed in this unit.)*	Westcliff • Know the human features of Westcliff include houses, offices and shops. • Know the physical features of Westcliff include hills and weather.	Westcliff (No geographical concepts explicitly assessed in this unit.)	Westcliffe • Locate the UK on a globe and world map. • Locate England, Scotland, Wales and Northern Ireland on a map of the UK. • Locate places using aerial photographs and maps. • Use simple compass directions (North, South, East and West). • Use simple locational and directional language (near, far, left, right).	Westcliff • Identify human and physical features from aerial photographs and maps. • Identify human and physical features of the local area during fieldwork. • Describe the local environment using observations.	Westcliff • Identify and distinguish between human and physical geographical features. • Use geographical vocabulary to describe human and physical features.	Westcliff • Carry out simple fieldwork in the local area. • Observe and record human and physical features. • Draw a simple map showing important places. • Use symbols and a key when creating maps. • Use a key to interpret maps.
KS1 CYCLE A	Westcliffe -Colorado • Know the United States is in North America. • Know the Pacific Ocean and Atlantic Ocean.	Westcliffe -Colorado • Know the characteristics of Westcliffe, Colorado as a place. • Know similarities and differences between Westcliff, Scunthorpe and Westcliffe, Colorado.	Westcliffe -Colorado • Know the human geography of Westcliffe, Colorado (e.g. businesses, population, size, transport, leisure facilities and leaders). • Know similarities and differences between the human geography of Westcliff, Scunthorpe and Westcliffe, Colorado. • Know the physical geography of Westcliffe, Colorado (e.g. green spaces, trees, mountains, weather, seasons and vegetation). • Know similarities and differences between the physical geography of Westcliff, Scunthorpe and Westcliffe, Colorado.	Westcliffe -Colorado • Understand that places can be compared using their human and physical geographical features. • Understand that different places have similarities and differences in both their human and physical geography.	Westcliffe -Colorado • Use an atlas, globe and world map to locate the United States. • Locate the United States in relation to North America. • Locate the Pacific and Atlantic Oceans. • Use simple compass directions (North, South, East and West) to follow and describe routes. • Use locational and directional language when describing places and routes.	Westcliffe -Colorado • Compare the human and physical geography of Westcliff, Scunthorpe and Westcliffe, Colorado. • Identify similarities and differences between two contrasting places. • Ask geographical questions to investigate places. • Use aerial photographs, maps and images to make observations about places. • Explain what has been learnt from studying places, maps and photographs.	Westcliffe -Colorado • Identify and classify human and physical geographical features. • Use geographical vocabulary to describe human and physical features. • Explain similarities and differences between human and physical features in contrasting locations. • Use evidence to answer questions about human and physical geography.	Westcliffe -Colorado • Draw simple maps showing important places and features. • Construct and use a key with symbols. • Use aerial photographs and plan perspectives to identify landmarks and features. • Carry out simple fieldwork and observational studies. • Collect data through surveys and observations. • Create tally charts and pictograms to present fieldwork data. • Interpret fieldwork findings and communicate conclusions. • Use fieldwork to compare the local area with a contrasting locality.
KS1 CYCLE A	Flight and Amy Johnson • I can use an atlas to find where places are in the world. • Use maps to locate Europe, Asia and Oceania. • Use maps to locate Croydon (England) and Darwin (Australia).	Flight and Amy Johnson • Locate Croydon (England) and Darwin (Australia).	Flight and Amy Johnson • Say the climate for the flight over countries near the equator was much hotter.	Flight and Amy Johnson *Not explicitly covered*	Flight and Amy Johnson • Use atlases and world maps to locate Amy Johnson's flight route. • Locate Croydon, Baghdad, Jhansi, Singapore and Darwin. • Identify Europe, Asia and Oceania. • Use a globe to see how far Amy travelled. • Use compass language (North, South, East, West) where appropriate.	Flight and Amy Johnson • Discuss why Amy travelled through Europe and Asia before reaching Australia. • Consider why the journey was mainly over land rather than sea. • Compare Croydon and Darwin as places on the route. • Explore why places near the Equator have different climates.	Flight and Amy Johnson • Identify countries close to the Equator. • Discuss how climate became hotter during the journey. • Consider how weather and climate affected Amy's flight and the challenges she faced.	Flight and Amy Johnson • Use atlases, maps and a globe to locate places. • Plot Amy Johnson's route on a map. • Use map symbols (Y1 sun/snowflake; Y2 climate labels). • Interpret maps and globes to answer geographical questions.
KS1 CYCLE B	Trains *Not explicitly covered*	Trains *Not explicitly covered*	Trains • Identify human features: city, village, factory, port, canals, industries, train lines. • Identify the physical feature: river.	Trains *Not explicitly covered*	Trains • Use maps to locate Liverpool, Manchester and Rainhill. • Use world maps and atlases to identify England within the UK and Europe.	Trains • Ask and explain why a railway was built between Liverpool and Manchester. • Compare Liverpool and Manchester as places. • Explain why cities needed better transport links.	Trains • Explain how physical features (rivers) and human features (canals and railways) affected transport and trade. • Compare canals and railways and explain why railways were an improvement	Trains • Use aerial photographs to identify human and physical features. • Use maps to locate places and transport routes. • Interpret maps showing rivers, canals and railway lines. • Use geographical vocabulary accurately when describing maps and photographs.

KS1 CYCLE B	Humber Bridge • Know the Humber Bridge is near Scunthorpe. • Know the Humber Bridge crosses the River Humber.	Humber Bridge *Not explicitly covered*	Humber Bridge • Identify human features: bridge, town, city, houses, port. • Identify physical features: river, coast, sea.	Humber Bridge *Not explicitly covered*	Humber Bridge • Use maps, atlases and globes to locate the UK, countries, capital cities, continents and oceans. • Locate the Humber Bridge, Hull, Barton upon Humber and Scunthorpe. • Use compass directions and locational language to describe where places are.	Humber Bridge • Explore why the Humber Bridge was built where it is. • Compare maps before and after the bridge was built. • Explain how the bridge changed the local area and connected communities. • Compare routes with and without the bridge.	Humber Bridge • Identify and classify human and physical features from maps, aerial photographs and fieldwork. • Explain how the River Humber influenced where the bridge was built and how people travelled.	Humber Bridge • Use aerial photographs to identify features. • Use maps, atlases and globes. • Use compass directions (North, South, East, West). • Follow and describe routes using directional language. • Draw simple maps and routes. • Use and create simple keys and symbols. • Carry out fieldwork at the Humber Bridge, observing, recording, photographing and describing geographical features.
KS1 CYCLE B	Hot and Cold Countries • Name the seven continents. • Name the five oceans. • Name and point to the Equator. • Know that hot areas are near the Equator. • Know that cold areas are far from the Equator. • Know that cold areas are near the North and South Poles.	Hot and Cold Countries *Not explicitly covered*	Hot and Cold Countries • Be able to name three physical features (hills, mountains, rivers, sea, coast, weather). • Be able to name three human features (city, town, house, office, farm, shop).	Hot and Cold Countries • Understand the concept of the Equator. • Understand the relationship between location and climate (hot near the Equator, cold near the Poles).	Hot and Cold Countries • Use world maps, atlases and globes to locate continents, oceans, countries and the Equator. • Use compass points to describe where places are in relation to the Equator and each other. • Locate India, Iceland, Brazil and Antarctica on world maps.	Hot and Cold Countries • Compare India, Iceland, Brazil and Antarctica. • Ask and answer questions about why places are hot or cold. • Explain how location affects climate. • Compare the human and physical features of different places	Hot and Cold Countries • Use maps, photographs and videos to identify and describe human and physical features. • Explain how physical geography (distance from the Equator) affects climate and how people live.	Hot and Cold Countries • Use world maps, atlases and globes. • Use compass directions (North, South, East and West). • Interpret physical and human maps. • Use aerial photographs to identify features. • Label maps accurately. • Create postcards using geographical evidence and vocabulary.

	Substantive Knowledge - (the content pupils know)				Disciplinary Knowledge - (how pupils work and think as geographers)			
	Locational Enquiry (where places are)	**Place Knowledge** (what those places are like)	**Human and Physical Geography** (the geographical content)	**Geographical Concepts** (the big ideas pupils should understand)	**Locational Enquiry** (using maps and geographical tools to locate and describe places)	**Place Enquiry** (investigating, comparing and explaining the characteristics of places)	**Human and Physical Enquiry** (explaining how human and physical geography interact and influence each other)	**Geographical Skills & Fieldwork** (using geographical skills, evidence and fieldwork to investigate and communicate findings)
LKS2 CYCLE A	Anglo Saxons • …Know the location of Lindisfarne within the county of Northumberland and within the UK. • Know Lindisfarne is located in the Northern Hemisphere. • Know Lindisfarne is north of the Equator and the Tropics. • Know Lindisfarne is distant from the Equator.	Anglo Saxons… • Know Lindisfarne was surrounded by farmland. • Know the sea around Lindisfarne provided fish. • Know Lindisfarne was home to a monastery.	Anglo Saxons… • Know Lindisfarne is an island on the east coast of England. • Know the North Sea lies between Lindisfarne and Scandinavia. • Know Scandinavia is located in polar and temperate climate zones. • Know the UK is located in a temperate climate zone.	Anglo Saxons… • Know Lindisfarne is in the GMT time zone, whereas Scandinavia is in the CET time zone. • Understand that climate differs across regions. • Understand that geographical location influences settlement and human activity (e.g. farming, fishing and the location of the monastery).	Anglo Saxons… • Use maps to locate Lindisfarne within Northumberland and the UK. • Use maps to locate major UK cities and counties. • Use an atlas to locate places within geographical regions. • Identify the location of places using geographical vocabulary such as Northern Hemisphere, Equator and coast.	Anglo Saxons… • Identify the human and physical characteristics of Lindisfarne using maps and atlases. • Collect geographical information from a range of sources. • Use geographical evidence to answer the enquiry question: *Why did the Vikings choose to land at Lindisfarne?* • Make geographical deductions from evidence.	Anglo Saxons… • Identify and distinguish between human and physical geographical features. • Compare the physical geography of Lindisfarne and Scandinavia. • Use geographical vocabulary to describe human and physical features. • Explain how geography influenced Viking settlement and raiding.	Anglo Saxons • Find places on a map using 4-figure grid references (OS maps). • Read and use symbols on an OS map. • Use maps and atlases to identify human and physical features. • Interpret information from maps to answer geographical questions. • Use geographical evidence to support conclusions. …

LKS2 CYCLE A	Victorians
	• Know the location of Scunthorpe within the county of Lincolnshire and within the UK.
	• Know Scunthorpe is located in the Northern Hemisphere.
	• Know Scunthorpe is north of the Equator and the Tropics.
	• Know Scunthorpe is distant from the Equator.
		Victorians
		• Know Scunthorpe was once a rural place.
		• Know Scunthorpe became an industrial town.
		• Know Scunthorpe is known for the Steel Works.
		• Know Scunthorpe was surrounded by farmland.
		• Know the population of Scunthorpe has changed over time and explain why.
			Victorians
			-Know how the land use of Scunthorpe has changed over time, for example:
			• more houses have been built
			• the development of the steelworks
			• fewer fields and more built-up areas
			-Know the railway changed how people lived by:
			• helping people travel more easily
			• bringing goods and materials into and out of Scunthorpe
			  • supporting trade
			  • transporting iron and steel
			  • allowing people to visit other places and take holidays
				Victorians
				Not explicitly covered
					Victorians
					• Use maps to find major cities and counties in the UK.
					• Use an atlas to locate places within geographical regions.
					• Locate Scunthorpe within Lincolnshire and the UK using maps.
					• Use geographical vocabulary such as county, hemisphere, Equator and continent to describe location.
						Victorians
						• Identify human and physical characteristics using maps and atlases.
						• Compare maps of Scunthorpe from different time periods.
						• Use evidence from maps to explain how Scunthorpe has changed.
						• Answer geographical questions about why Scunthorpe developed
							Victorians
							• Identify human and physical features.
							• Compare land use over time.
							• Explain how physical and human features have influenced settlement.
							• Use geographical evidence to explain changes in population and industry.
								Victorians
								• Find places using 4-figure grid references.
								• Read and use OS map symbols.
								• Draw a sketch map.
								• Create and use a map key.
								• Collect fieldwork data.
								• Make simple charts from observations.
								• Take photographs to record geographical features.
								• Follow a route using a map and compass directions.
								• Observe, record and present geographical information.

LKS2 CYCLE A	Italy • Know the location of Italy within the continent of Europe. • Italy is located in the Northern Hemisphere. • It is north of the Mediterranean Sea. • Know Campania is a region in Italy. • Know it is the south/western part of Italy. • Know Yorkshire and Humber is a region in England. • Know it is the north west part of England. • England is in the GMT time zone. • Italy is in the CET time zone (usually an hour apart from England). • Italy is north of the Equator and the Tropics. • Know Italy's capital is Rome. • Know Italy is in Europe.	Italy • Know Port Naples. • Know the name of Port – Gunness Wharf. • Know Port Naples was a key part of Naples' history. • Know the use of Port Naples has changed over time. • Know what Port Naples is used for now (tourism).	Italy • Name Mt Vesuvius. • Name River Sarno. • It is in a Mediterranean climate zone (humid, subtropical, hot summers, rainfall, cool winters). • Know Campania is a mixture of coastal and mountainous land. • Name Yorkshire and Lincolnshire Wolds. • Name North York Moors. • Name River Humber and River Trent. • Know Yorkshire and Humber is a mixture of coastal and hilly land. • Know Mt Vesuvius is in Italy.	Italy Not explicitly covered	Italy • Use an atlas to find Italy within Europe. • Use an atlas to locate places within geographical region • Use the 8 points of a compass to describe location and direction. • Locate Campania within Italy using maps and compass directions. • Locate Naples within Campania using maps and atlases. • Locate Yorkshire and Humber within England. • Locate Scunthorpe within North Lincolnshire using maps and atlases. • Use maps to locate ports, rivers, mountains and regions.	Italy • Identify the human and physical characteristics of Italy, Campania, Naples, Yorkshire and Humber, and Scunthorpe using maps and atlases. • Research information about places using a range of geographical sources. • Explain why people visit Italy using evidence about its physical geography. • Explain why people live in Naples and Scunthorpe by considering their geographical features. • Investigate how humans have affected the River Sarno. • Compare Campania and Yorkshire and Humber, identifying similarities and differences. • Use geographical evidence to justify which region they would prefer to live in.	Italy • Identify and distinguish between human and physical geographical features. • Describe the physical geography of Campania and Yorkshire and Humber. • Explain how climate and landscape influence where people live. • Explain how human activity has affected the River Sarno. • Explain why Naples became an important trading city. • Explain how location influences trade, tourism and settlement. • Compare human and physical geography between Campania and Yorkshire and Humber. • Use geographical reasoning to explain similarities and differences between places.	Italy • Use maps, atlases and digital maps to locate places. • Use compass directions when describing location. • Identify human and physical features from maps. • Mark locations on maps. • Create annotated maps using labels, images and geographical information. • Research geographical information from atlases, books, maps and digital sources. • Record trade routes using maps. • Present geographical information using maps, diagrams and written explanations. • Compare geographical information and present findings using a chosen format (e.g. Venn diagram, Carroll diagram, spider diagram or lists).
LKS2 CYCLE B	Stone Age • Know Britain became separated from mainland Europe after the Ice Age. • Know Britain is located within Europe and early farmers travelled from areas that are now France and Belgium. • Know the location of Britain influenced migration, settlement and trade.	Stone Age • Know Stone Age people first lived as nomadic hunter-gatherers before becoming settled farmers. • Know settlements developed where the land, climate and natural resources supported farming. • Know Hengistbury Head developed into an important trading settlement because of its location.	Stone Age • Know hunter-gatherers depended on the natural environment for food and survival. • Know Britain's climate, vegetation and natural resources made farming possible. • Know trade developed through the exchange of crops, tools, metals and other resources. • Know coastal locations and trade routes supported the movement of goods and people.	Stone Age • Understand how physical geography influenced the change from nomadic life to settled farming. • Understand how land, climate and natural resources influenced settlement. • Understand how geographical location and available resources encouraged the growth of trade. • Understand how geography contributed to both trade and conflict over valuable resources.	Stone Age • Use maps to locate Britain within Europe. • Locate France and Belgium using an atlas. • Identify Britain within the Northern Hemisphere. • Use maps to identify coastal locations linked to early settlement and trade. • Use geographical vocabulary such as Europe, Northern Hemisphere, Equator and coastal to describe	Stone Age • Use maps and geographical evidence to explain why hunter-gatherers moved. • Compare Britain before and after the Ice Age using geographical evidence. • Use maps to investigate why early farmers travelled from mainland Europe. • Investigate why Hengistbury Head became an important trading settlement. • Make geographical deductions from maps and evidence.	Stone Age • Identify how physical features influenced where people settled. • Explain why hunter-gatherers were nomadic using geographical evidence. • Explain why farming developed in Britain. • Explain how natural resources supported farming and settlement. • Explain why trade developed using knowledge of location, resources and transport routes. • Use geographical vocabulary to describe human and physical features influencing settlement and trade. •	Stone Age • Use maps and atlases to locate countries and settlements. • Interpret maps showing Britain before and after the Ice Age. • Use maps to investigate early trade routes. • Interpret geographical information from maps and historical sources. • Use geographical evidence to support geographical conclusions.
LKS2 CYCLE B	Ancient Egypt • Know Africa is a continent. • Know Egypt is a country located within the continent of Africa. • Know Egypt is located close to the Equator. • Know Egypt's location means it is in a hotter climate than the UK. • Know Egypt is ahead of the UK in time because of its geographical location.	Ancient Egypt • Know Ancient Egypt developed around the River Nile. • Know the River Nile was central to where people lived and settled. • Know the River Nile is the longest river in the world. • Know the physical geography of Egypt is different from that of the UK.	Ancient Egypt • Know the River Nile provided water for crops. • Know the River Nile provided mud for making bricks. • Know the River Nile provided papyrus for making paper. • Know the River Nile provided fish for food. • Know the River Nile was an important transport route. • Know annual flooding deposited fertile soil that supported farming. • Know Egypt's hot climate and the River Nile made farming possible despite the surrounding desert.	Ancient Egypt • Understand that geographical location influences climate. • Understand that rivers influence where people choose to settle. • Understand that rivers provide natural resources which support human life. • Understand that climate, rivers and land use influence farming. • Understand how physical geography influenced the growth of Ancient Egyptian civilisation.	Ancient Egypt • Use a globe to locate Africa and Egypt. • Use a globe to identify the Equator and the Tropic of Cancer. • Use maps and atlases to locate Egypt within Africa. • Identify the Mediterranean Sea and the Red Sea on a map. • Use maps to identify the location of the River Nile. • Use geographical vocabulary such as continent, country, Equator, Northern Hemisphere, latitude, longitude and time zone to describe Egypt's location.	Ancient Egypt • Use maps and atlases to identify the human and physical characteristics of Egypt. • Use geographical evidence to explain why Ancient Egyptians settled along the River Nile. • Compare the physical geography of Egypt with that of the UK. • Investigate how Egypt's location influenced climate and settlement. • Make geographical deductions using maps and other geographical sources.	Ancient Egypt • Explain how Egypt's location near the Equator and Tropic of Cancer affects its climate. • Explain why the River Nile was essential for farming, transport and settlement. • Use geographical evidence to explain how flooding improved farming by leaving nutrient-rich soil. • Explain how climate, land use and natural resources influenced where people lived. • Explain how the River Nile supported economic activity including farming, fishing and trade. • Use geographical vocabulary to describe human and physical features.	Ancient Egypt • Use globes, maps and atlases to locate countries and physical features. • Identify human and physical features using maps. • Interpret maps to answer geographical questions. • Use geographical information from maps and research sources. • Record geographical observations using annotated maps. • Use geographical evidence to support conclusions about settlement and land use.

LKS2 CYCLE B	Extreme Earth • Know the location of the Northern Hemisphere. • Know San Francisco is a city in the United States, located in the continent of North America. • Know Port-au-Prince is the capital city of Haiti, located in the continent of North America. • Know Iceland is a country in Europe. • Know Italy is a country in Europe. • Know Iceland, Italy, San Francisco and Port-au-Prince are all located in the Northern Hemisphere. • Know the location of places can influence their physical geography and natural hazards.	Extreme Earth • Know Iceland and Italy have different landscapes and climates. • Know Iceland and Italy have different human and physical characteristics. • Know San Francisco, Haiti, Iceland and Italy experience different natural hazards. • Know settlements are affected by the physical geography of a place. • Know climate and landscape differ depending on geographical location.	Extreme Earth • Know the Earth's outer layer is called the crust. • Know the Earth's crust is made up of tectonic plates. • Know tectonic plates move. • Know tectonic plates pushing together create mountains. • Know tectonic plates rubbing together can cause earthquakes. • Know tectonic plates pulling apart can lead to volcanic eruptions. • Know some earthquakes are natural disasters and some are not. • Know some volcanic eruptions become natural disasters. • Know volcanoes occur in both hot and cold places. • Know earthquakes can result in loss of life, homes, schools, hospitals and businesses. • Know volcanic eruptions can affect people through loss of homes, farmland, businesses, health and transport. • Know flooding occurs when rivers overflow because of heavy rainfall, storms or snowmelt. • Know flooding affects people, wildlife, farming and businesses. Know water is essential for people, wildlife, farming and generating power. • Know water shortages affect people, farming and wildlife. • Know ways to conserve water. • Know the main parts of a mountain: ridge, summit (peak), foot and snowline. • Know the main parts of a volcano: vent, magma chamber, crater, lava flow, layers of ash and lava. • Know the main parts of a river: source, meander, mouth, floodplain and oxbow lake. • Know rivers play an important role in the water cycle. • Know runoff is water flowing over land into rivers and seas. • Know evaporation, condensation and precipitation are key parts of the water cycle.	Extreme Earth • Understand that physical processes shape the Earth's surface. • Understand that tectonic plate movement causes earthquakes, volcanoes and mountain formation. • Understand that natural hazards affect people and the environment. • Understand that geographical location influences climate, landscape and natural hazards. • Understand that human settlements can be affected by physical geography. • Understand the relationship between rivers and the water cycle. • Understand that water is a vital natural resource. • Understand that people can reduce water use through conservation. • Understand that the effects of natural hazards vary depending on where people live.	Extreme Earth • Use an atlas to locate countries in Europe and North America. • Use an atlas to locate major cities in Europe and North America. • Use maps and atlases to locate San Francisco, Port-au-Prince, Iceland and Italy. • Use maps, atlases and globes to identify the Northern Hemisphere. • Use maps to identify geographical regions and describe their locations. • Use geographical vocabulary such as continent, country, city, hemisphere and climate to describe location.	Extreme Earth • Use maps and atlases to identify the human and physical characteristics of Iceland and Italy. • Compare the landscapes and climates of Iceland and Italy. • Compare places affected by different natural hazards. • Use geographical evidence to explain why some places are more affected by earthquakes and volcanoes than others. • Make geographical deductions using maps and geographical information.	Extreme Earth • Identify and describe the human and physical impacts of earthquakes. • Explain how tectonic plate movement causes earthquakes, volcanoes and mountains. • Explain why volcanoes occur where tectonic plates meet. • Explain how flooding occurs using geographical vocabulary. • Explain how rivers contribute to the water cycle. • Explain the importance of water for people, wildlife and farming. • Explain the effects of water shortages on people and the environment. • Explain how people can reduce the impact of natural hazards and conserve water. • Use geographical vocabulary to describe physical processes and human impacts.	Extreme Earth • Use maps, atlases and globes to locate countries, cities and physical features. • Identify human and physical features using maps and atlases. • Interpret maps to answer geographical questions. • Use geographical information from maps, diagrams and other sources. • Label and interpret diagrams of rivers, mountains, volcanoes and tectonic plates. • Use geographical evidence to support explanations and conclusions. • Present geographical information using annotated diagrams and maps.

	Substantive Knowledge - (the content pupils know)				Disciplinary Knowledge - (how pupils work and think as geographers)			
	Locational Enquiry (where places are)	**Place Knowledge** (what those places are like)	**Human and Physical Geography** (the geographical content)	**Geographical Concepts** (the big ideas pupils should understand)	**Locational Enquiry** (using maps and geographical tools to locate and describe places)	**Place Enquiry** (investigating, comparing and explaining the characteristics of places)	**Human and Physical Enquiry** (explaining how human and physical geography interact and influence each other)	**Geographical Skills & Fieldwork** (using geographical skills, evidence and fieldwork to investigate and communicate findings)
UKS2 CYCLE A	WW2 • Know London is a city in England. • Know cities are often located where there are good transport links, such as rivers, ports and the sea.	WW2 • Know cities are urban areas that are densely populated. • Know the countryside is a rural area that is more sparsely populated. • Know cities and rural areas have different characteristics and land uses.	WW2 • Know cities are home to industries and are centres for trade and transport. • Know the countryside is associated with farming and agriculture. • Know London's transport links and large population made it an important location during World War II. • Know London's transport network enabled the distribution of food, supplies and weapons.	WW2 • Understand that land use differs between urban and rural areas. • Understand that transport links influence where cities develop. • Understand that geographical location can influence a place's strategic importance. • Understand that population, transport and industry influence economic activity and settlement.	WW2 • Use maps to locate London and Hull within England. • Locate counties including Greater London and the East Riding of Yorkshire. • Use maps to identify urban and rural locations. • Use maps and aerial photographs to identify where evacuees travelled. • Use geographical vocabulary such as city, county, urban and rural to describe locations.	WW2 • Compare the human and physical characteristics of urban and rural areas. • Compare aerial photographs to identify differences in land use. • Use geographical evidence to explain why rural areas were chosen for evacuation. • Use geographical evidence to explain why London and Hull became important wartime targets. • Make geographical deductions from maps, aerial photographs and geographical evidence.	WW2 • Explain how population density influenced evacuation decisions. • Explain how land use differs between urban and rural areas. • Explain how rivers and ports supported trade and transport. • Explain why cities developed around transport links such as rivers and ports. • Explain how transport networks made London and Hull strategically important during World War II. • Use geographical vocabulary to describe human and physical features. • Use geographical evidence to explain how geography influenced conflict during World War II.	WW2 • Use 6-figure grid references to locate places on OS maps. • Read and interpret symbols and keys on OS maps. • Identify human and physical features using OS maps. • Use aerial photographs alongside maps to identify land use. • Interpret geographical information from maps and aerial photographs. • Use geographical evidence to answer geographical questions. • Use geographical evidence to support conclusions about settlement, transport and land use. •
UKS2 CYCLE A	Ancient Islamic Civilisation • Know Baghdad is located in modern-day Iraq. • Know Córdoba is located in Spain. • Know Cairo is located in Egypt. • Know Baghdad, Córdoba and Cairo can be located on a world map. • Know the position of Baghdad, Córdoba and Cairo in relation to the Equator. • Know Baghdad is ahead of the UK in time because of its geographical location. • Know the Silk Road trade network connected Asia, Africa and Europe.	Ancient Islamic Civilisation • Know Baghdad, Córdoba and Cairo became important centres of trade and learning. • Know these cities developed because of their strategic geographical locations. • Know the Silk Road connected different countries, cultures and civilisations.	Ancient Islamic Civilisation • Know the Silk Road was a vast network of trade routes. • Know there were two main Silk Road routes: the overland route and the sea route. • Know the overland Silk Road mainly crossed Asia. • Know the sea route travelled around India and through Egypt. • Know the Silk Road enabled the trade of goods including silk, paper and gunpowder from China. • Know trade routes supported the movement of goods, ideas and cultures between civilisations.	Ancient Islamic Civilisation • Understand that geographical location influences the growth of settlements and cities. • Understand that trade routes develop because of geographical location. • Understand that transport routes connect places and support trade. • Understand that trade allows the movement of resources, knowledge and ideas between different regions. • Understand that a city's location can influence its economic and cultural importance.	Ancient Islamic Civilisation • Use maps, atlases and digital maps to locate Baghdad, Córdoba and Cairo. • Locate Iraq, Spain and Egypt on a world map. • Identify the continents of Asia, Europe and Africa. • Identify the Northern Hemisphere and the Equator using maps and globes. • Use latitude, longitude and time zones to explain Baghdad's location in relation to the UK. • Use geographical vocabulary such as continent, country, Equator, Northern Hemisphere, latitude, longitude and time zone to describe locations.	Ancient Islamic Civilisation • Use maps to investigate why Baghdad, Córdoba and Cairo became important centres of civilisation. • Use geographical evidence to explain why the Early Islamic civilisation spread across three continents. • Investigate how geographical location supported exploration and trade. • Use maps to identify the countries and modern-day places connected by the Silk Road. • Make geographical deductions from maps and geographical evidence.	Ancient Islamic Civilisation • Explain how trade routes supported the movement of goods between Asia, Africa and Europe. • Explain why merchants used both overland and sea trade routes. • Explain how geographical location influenced trade and exploration. • Explain how the distribution of natural resources influenced trade. • Explain why goods such as silk, paper and gunpowder were traded across continents. • Use geographical vocabulary to describe trade routes, resources, imports and exports.	Ancient Islamic Civilisation • Use atlases, globes and digital maps to locate countries and cities. • Interpret maps showing the Silk Road trade routes. • Use maps to identify countries, continents and trade routes. • Label countries and modern-day places on maps. • Use geographical information from maps to answer geographical questions. • Use geographical evidence to support conclusions about trade and the growth of civilisations.

UKS2 CYCLE A	Silica Ponds • Know the world's major biomes are found in different regions of the Earth. • Know the location of the six major biomes: desert, rainforest, grassland (savannah), taiga, tundra and deciduous forest.	Silica Ponds • Know each biome has distinctive environmental characteristics. • Know different biomes support different plants, animals and ecosystems. • Know local environments can be compared with other environments.	Silica Ponds • Know the six major biomes: desert, rainforest, grassland (savannah), taiga, tundra and deciduous forest. • Know ecosystems are made up of living things and their environment. • Know humans can change ecosystems through development. • Know human activities can affect vegetation, wildlife and habitats. • Know human activities can create litter, noise pollution and increased human traffic. • Know climate change affects biomes and ecosystems.	Silica Ponds • Understand that different biomes have different climates and ecosystems. • Understand that humans interact with and influence natural environments. • Understand that human activity can have positive and negative impacts on ecosystems. • Understand that environmental change can be measured and evidenced. • Understand that sustainable management helps protect environments.	Silica Ponds • Use world maps to identify the location of major biomes. • Use maps to identify where different biomes are found. • Use aerial photographs to identify human and physical features. • Use the 8-point compass to describe direction. • Use geographical vocabulary to describe locations and environments.	Silica Ponds • Compare natural ecosystems with developed settlements. • Compare the characteristics of different environments using observations and maps. • Investigate how human development changes a local environment. • Use fieldwork evidence to compare Silica Ponds with a developed housing area. • Make geographical deductions using fieldwork evidence.	Silica Ponds • Plan a fieldwork investigation by deciding what human and physical features to observe and measure. • Explain how human activity affects ecosystems. • Explain how settlements change vegetation, wildlife, litter, sound levels and human activity. • Use fieldwork evidence to explain the impact of human development on ecosystems. • Use geographical evidence to support conclusions about environmental change. • Use geographical vocabulary to describe human and physical features and their interactions.	Silica Ponds • Plan and carry out a geographical fieldwork investigation. • Carry out a simple risk assessment before fieldwork. • Use quadrats to sample vegetation and wildlife. • Use tally charts and data loggers to collect accurate data. • Observe, measure and record human and physical features. • Draw freehand sketch maps using observations and aerial photographs. • Use the 8-point compass when creating and interpreting maps. • Present fieldwork findings using graphs, tables, plans and maps. • Interpret fieldwork data to identify patterns. • Use geographical evidence to support conclusions and recommendations. • Communicate geographical findings using appropriate maps, graphs and written explanations.
UKS2 CYCLE B	Ancient Greece • Know Greece is located in the continent of Europe. • Know Greece is located in the Northern Hemisphere. • Know Greece is north of the Equator. • Know Greece lies within the Mediterranean climate zone. • Know the location of the Mediterranean Sea and the surrounding seas. • Know the location of Mount Olympus.	Ancient Greece • Know Greece is a mostly mountainous country. • Know Greece has a very long coastline with many peninsulas and islands. • Know Greece has a warm, dry Mediterranean climate. • Know the physical geography of Greece made travel over land difficult.	Ancient Greece • Know Greece's mountainous landscape limited the amount of land available for farming. • Know the long coastline and surrounding seas supported fishing and sea travel. • Know the physical geography of Greece encouraged settlements to develop separately. • Know the sea provided important trade and transport routes. • Know geography influenced the development of Greek colonies.	Ancient Greece • Understand that climate influences how land is used and what can be farmed. • Understand that physical geography influences settlement patterns. • Understand that coastlines and seas influence trade and communication. • Understand that mountainous terrain can isolate communities. • Understand that geographical location influences economic activity, including farming, fishing and trade. • Understand that geography can influence the growth and spread of a civilisation.	Ancient Greece • Use maps, atlases and digital maps to locate Greece within Europe. • Use maps to locate the Mediterranean Sea and surrounding seas. • Use maps to locate Mount Olympus. • Use maps to identify Greece's position in relation to the Equator and Northern Hemisphere. • Use latitude and longitude to describe Greece's location. • Use knowledge of the Prime Meridian and longitude to explain why Greece is in a different time zone from the UK. • Use topographical maps to identify mountainous areas and coastlines. • Use an 8-point compass to describe the location of physical features. • Locate important Ancient Greek cities using maps.	Ancient Greece • Interpret a range of geographical sources to investigate why Ancient Greeks settled where they did. • Compare different geographical regions of Greece using maps and other geographical sources. • Use temperature and climate information to describe Greece. • Draw conclusions about how Greece's geography influenced everyday life.	Ancient Greece • Use geographical evidence to explain why settlements developed in particular locations. • Explain how mountains, coastlines and climate influenced farming, fishing and trade. • Explain how physical geography contributed to isolated communities and the growth of city-states. • Use geographical evidence to explain why Greek colonies developed in other places. • Make geographical deductions from maps, topographical maps and climate data.	Ancient Greece • Use maps, atlases and digital mapping to investigate geographical features. • Read and interpret topographical maps. • Interpret temperature charts and other geographical data. • Use geographical sources (maps, climate data and topographical maps) to answer geographical questions. • Use geographical evidence to support explanations and conclusions.

UKS2 CYCLE B	Brazil • Know Brazil is the largest country in South America. • Know Brazil is located mainly in the Southern Hemisphere. • Know the Equator passes through Brazil. • Know Brazil also lies on the Tropic of Capricorn. • Know the capital city of Brazil is Brasília. • Know Amazonas is the largest state in Brazil. • Know the Amazon River flows through Amazonas. • Know the Atlantic Ocean lies to the east of Brazil. • Know Pico da Neblina is the highest mountain in Brazil. • Know Rio de Janeiro is a coastal state in Brazil. • Know the state of Rio de Janeiro contains its capital city of the same name.	Brazil • Know the climate varies across Brazil. • Know Amazonas is home to the Amazon Rainforest. • Know Rio de Janeiro is a coastal, hilly state with beaches. • Know settlements differ across Brazil. • Know the population density is lower in Amazonas because much of the state is covered by rainforest. • Know settlements in Amazonas include cities, villages and isolated Indigenous communities. • Know Rio de Janeiro is much more densely populated than Amazonas. • Use knowledge of Campania, Yorkshire and the Humber, and Rio de Janeiro to identify similarities and differences between regions.	Brazil • Know the Amazon River is the largest river in Brazil and the second longest river in the world. • Know settlements in Amazonas are concentrated along the Amazon River because it is important for transport and trade. • Know Rio de Janeiro has an important port used for trade. • Know trade takes place globally using ships, planes and lorries. • Know the wide variety of goods available in the UK is due to global imports. • Know people migrate to improve their quality of life. • Know deforestation takes place to obtain resources and create land for human use. • Know Brazil's main language is Portuguese. • Know Christianity (mainly Roman Catholicism) is the principal religion in Brazil. • Know Brazil is governed by a president. • Know Christ the Redeemer is a famous human landmark in Rio de Janeiro. • Know Rio contains a range of settlement types, including favelas and affluent neighbourhoods.	Brazil • Understand that climate and physical geography vary across a country. • Understand that physical geography influences where people settle. • Understand that rivers are important for transport, trade and settlement. • Understand that population density is influenced by the physical environment. • Understand that people migrate for social and economic reasons. • Understand that countries are connected through global trade. • Understand that human use of natural resources can lead to environmental change, including deforestation. • Understand that places can be compared by examining both their human and physical geography.	Brazil • Use atlases, globes and digital maps to locate Brazil within South America. • Use lines of latitude and longitude to locate places and explain their significance (Equator, Tropic of Capricorn, hemispheres and time zones). • Locate major cities, states, rivers, mountains and oceans in Brazil. • Use geographical vocabulary to describe the location of places (southern hemisphere, tropical, coastal, inland). • Identify Brazil's position in relation to other countries, continents and oceans.	Brazil • Identify and describe the key human and physical characteristics of Brazil. • Compare different regions of Brazil (Amazonas and Rio de Janeiro) and identify similarities and differences. • Compare Brazil with previously studied places (Campania and Yorkshire and Humber) using geographical evidence. • Investigate how places change over time due to human activity, including urbanisation and deforestation. • Recognise how settlements vary across Brazil, including cities, favelas, rural areas and indigenous communities. • Understand how geographical features influence the identity and characteristics of places.	Brazil • Investigate how climate varies across Brazil and explain why locations such as Manaus, Brasilia and Rio have different climates. • Explain how physical geography influences human activity, including settlement patterns, trade and transport. • Explain how rivers, climate zones, biomes and natural resources affect where and how people live. • Explain reasons for deforestation in the Amazon rainforest and evaluate its impacts on people, wildlife and the environment. • Explore how economic activity, including trade, exports and imports, connects Brazil to the wider world. • Explain why people migrate from rural to urban areas and evaluate push and pull factors. • Debate geographical issues and consider different viewpoints about human impact on environments.	Brazil • Use maps, atlases and digital mapping to locate countries, states, cities and geographical features. • Use the eight points of a compass to describe direction and location. • Interpret maps, climate graphs, photographs and data to answer geographical questions. • Collect, present and analyse geographical information using graphs, fact files, annotated maps and diagrams. • Use evidence from maps, images, data and sources to support geographical conclusions. • Ask and answer geographical questions using a range of sources. • Present findings using geographical vocabulary, diagrams, presentations and written explanations.
UKS2 CYCLE B	Romans • Know that Britain is located in Europe. • Know that Italy is located in Europe. • Know that Britain is in the Northern Hemisphere. • Know that Britain's position can be described using lines of latitude and longitude. • Know that Italy is south of Britain and has a warmer Mediterranean climate. • Know that the Roman Empire stretched across parts of Europe, including Italy and Britain.	Romans • Know that Britain is an island located off the north-west coast of Europe. • Know that Italy was the location of the Roman Empire and Rome was its capital city. • Know that Britain and Italy have similarities and differences in their physical and human geography. • Know that Britain's location made it important to the Roman Empire for resources and trade. • Know that Rome was located in Italy and became the centre of a large empire. • Know that the Romans changed places they conquered through roads, settlements and trade.	Romans • Know that Britain has a temperate climate with mild summers and cool winters. • Know that Britain's climate, landscape and natural resources influenced Roman settlement and invasion. • Know that Britain has natural resources such as iron, tin, wood and fertile land. • Know that Britain's fertile land allowed crops such as wheat and corn to be grown. • Know that Britain had valuable raw materials including metals such as iron, which attracted the Romans. • Know that Britain's coastline and rivers helped with transport and trade.	Romans • Know that geographical location influences where people settle and how they use land. • Know that natural resources can influence human decisions and settlement patterns. • Know that people choose places to live and invade based on geographical advantages. • Know that physical geography (climate, landscape and resources) affects human activity. • Know that geographical features can create opportunities and challenges for societies. • Know that human activity can change landscapes over time.	Romans • Use maps, atlases and digital mapping to locate Italy and Britain within Europe. • Locate Italy and Britain using geographical vocabulary including continent, country, Northern Hemisphere, latitude and longitude. • Identify the position of Italy and Britain in relation to the Equator, Prime Meridian and time zones. • Use maps to locate the Mediterranean Sea, North Sea, English Channel and Irish Sea. • Locate the Roman Empire and explain how its position in Europe enabled expansion into Britain. • Use knowledge of latitude and longitude to explain differences in climate between Italy and Britain.	Romans • Identify and describe geographical similarities and differences between Italy and Britain. • Describe the geographical characteristics of Italy, including its Mediterranean climate, surrounding seas and location within Europe. • Compare the physical features of Italy and Britain, including climate zones, biomes, vegetation belts and land use. • Explain how Italy's Mediterranean location supported the growth of Roman civilisation and trade links. • Explain how Britain's geographical location influenced Roman settlement, farming and communication. • Explain how geographical features influenced where Romans built settlements, roads and forts.	Romans • Explain how physical geography influenced human activity and settlement choices during Roman times. • Analyse how Britain's climate, landscape and natural resources made it attractive to the Romans. • Explain how resources such as iron, crops and other raw materials influenced trade and invasion decisions. • Describe how climate and land type affected agriculture and the availability of resources. • Explain how Britain's geographical features influenced Roman invasion routes and settlement patterns. • Use geographical evidence to explain why the Romans chose to invade Britain, considering climate, resources, landscape and accessibility. • Make geographical deductions about Roman decisions using evidence from maps, charts and other sources.	Romans • Use atlases, globes and digital maps to locate countries, seas and significant geographical features. • Use maps with keys and symbols to identify physical and human features linked to Roman invasion routes. • Interpret a range of geographical sources including climate maps, resource maps, topographical maps and data tables. • Use maps to identify Roman routes between Europe and Britain and explain why some routes were easier than others. • Compare different geographical sources and evaluate which evidence best explains Roman motivations for invasion. • Present geographical conclusions using maps, diagrams, written explanations and geographical vocabulary.