



King's Meadow Academy

Geography

Subject Statement Geography

Rationale	At King's Meadow Academy, we believe Geography helps children make sense of the world and their place within it. Through studying people, places and environments, pupils develop curiosity about the world whilst understanding how physical and human processes shape the landscapes and communities around them. Our carefully sequenced curriculum develops geographical knowledge from the Early Years through to Year 6, beginning with the local environment before expanding to regional, national and global contexts. Through enquiry, fieldwork and practical experiences, pupils become confident geographers who understand the importance of caring for our planet and respecting the diversity of people, cultures and environments. Through our whole-school 4Cs pedagogy, pupils continually connect prior geographical knowledge, cultivate new understanding through enquiry and fieldwork, embrace increasingly challenging geographical questions and refine their thinking through coaching, discussion and reflection.
Vision for the Curriculum	Our vision is for every child to become a curious, knowledgeable and responsible geographer who understands the connections between people, places and environments. We want pupils to confidently ask geographical questions, investigate the world around them and develop informed opinions about environmental and global issues. Through our Reading Enhanced Curriculum, children explore significant places, cultures, environments and geographical concepts using carefully selected texts that broaden their understanding of the world. Pupils develop an appreciation of both their local community and the wider world, recognising how geographical knowledge helps us understand the challenges and opportunities facing our planet today. Through connected learning experiences and increasingly ambitious geographical enquiries, pupils develop the confidence to investigate the world independently and make informed decisions about the future of our planet.
Intent	Our Geography curriculum is carefully sequenced from the Early Years through to Year 6 to progressively develop children's substantive knowledge of places, human and physical geography and geographical processes alongside disciplinary knowledge through geographical enquiry, fieldwork and map skills. Every unit is driven by an overarching Big Question, encouraging pupils to investigate geographical issues, ask meaningful questions and apply their learning to real-world contexts. Through our Reading Enhanced Curriculum, pupils encounter ambitious vocabulary, influential explorers, environmentalists and geographers whilst developing a deeper understanding of diverse cultures and environments. The curriculum identifies clear Key Concepts to Assess within every lesson, ensuring essential geographical knowledge, vocabulary and enquiry skills are explicitly taught, revisited and assessed over time. Through regular retrieval practice, map work and fieldwork opportunities, pupils strengthen their understanding and become increasingly confident geographers. These carefully sequenced experiences reflect King's Meadow Academy's 4Cs pedagogy by enabling pupils to Connect prior learning, Cultivate new geographical understanding, respond to increasingly Challenging enquiries and develop greater independence through Coaching and responsive feedback. We aim for every pupil to:

	develop secure locational knowledge of the United Kingdom and the wider world; understand physical and human geographical processes and how they shape environments; confidently use maps, atlases, globes, aerial photographs and digital mapping technologies; develop enquiry, fieldwork and observational skills to investigate geographical questions; understand environmental sustainability and their role as responsible global citizens.
Implementation	Geography is taught through carefully planned units across our mixed-age curriculum, ensuring full National Curriculum coverage and clear progression between year groups. Learning is sequenced so that pupils revisit previous knowledge before applying increasingly sophisticated geographical skills and concepts. Each unit begins with retrieval practice before introducing new learning through enquiry-based questions, discussion, high-quality texts and practical investigation. Pupils regularly compare places, environments and cultures, making meaningful connections between local, national and global geography. Fieldwork forms an essential part of our curriculum. Children investigate the school grounds, local area and wider environment through first-hand experiences, collecting, recording and analysing geographical information using maps, sketches, photographs, surveys and digital technologies. The Key Concepts to Assess identify the essential knowledge and skills for every lesson and clearly demonstrate progression across mixed-age classes. Retrieval practice, regular assessment and revisiting prior learning ensure knowledge is retained and applied confidently. Reading is embedded throughout the curriculum, enriching pupils' understanding of geographical concepts, significant places, environmental issues and diverse cultures whilst developing ambitious geographical vocabulary. Teachers deliberately sequence learning so pupils repeatedly connect previous geographical knowledge with new concepts before independently applying their understanding to increasingly complex geographical enquiries.
Impact	By the end of Key Stage Two, pupils leave King's Meadow Academy with secure geographical knowledge and the confidence to investigate, interpret and explain the world around them. They understand how physical and human processes shape environments and can make meaningful comparisons between places at local, national and global scales. Children demonstrate progression through the successful acquisition of the Key Concepts to Assess, confidently applying previous knowledge to new geographical enquiries and using increasingly sophisticated geographical vocabulary. Assessment demonstrates that pupils become skilled at using maps, atlases, globes and digital technologies, carrying out geographical fieldwork and interpreting a wide range of geographical information. They leave primary school with the curiosity, knowledge and understanding needed to become informed, responsible citizens prepared for further geographical learning at Key Stage Three. Through the consistent application of the 4Cs pedagogy, pupils become increasingly confident at making geographical

	connections, analysing evidence, asking thoughtful questions and explaining the world around them using increasingly sophisticated geographical language.
Pedagogical Approach	Geography is taught through King's Meadow Academy's whole-school pedagogical approach. Learning begins by Connecting to prior geographical knowledge through retrieval activities, discussion and revisiting maps, vocabulary and previous enquiries. Teachers Cultivate new learning through explicit instruction, modelling geographical skills, introducing ambitious vocabulary and providing opportunities for pupils to explore geographical concepts through reading, maps, fieldwork and enquiry. Children are Challenged to ask questions, investigate evidence, compare places, identify patterns and explain geographical processes. They are encouraged to think critically about environmental issues and consider how geography influences people's lives. Teachers continually Coach pupils through effective questioning, responsive feedback and formative assessment, ensuring misconceptions are addressed and geographical understanding is deepened. Opportunities for collaborative discussion, fieldwork and reflection develop pupils into increasingly confident and independent geographers.
Adaptations for SEND learners	Our Geography curriculum is designed so every pupil can access ambitious learning whilst receiving the support needed to succeed. Teachers reduce cognitive load by introducing new knowledge in carefully sequenced steps, supported through explicit modelling, visual resources and practical experiences. Maps, aerial photographs, diagrams, globes, word banks, sentence stems and structured talk provide pupils with multiple ways to access geographical knowledge. Fieldwork activities are carefully scaffolded to enable all pupils to participate successfully. Key vocabulary is explicitly taught, revisited regularly and reinforced through retrieval practice and practical application. Adults provide targeted support where appropriate whilst maintaining high expectations, ensuring every child develops confidence in geographical enquiry, fieldwork and map skills. Teachers continue to Connect pupils with prior learning, Cultivate understanding through carefully modelled experiences, provide appropriate Challenge through adapted geographical enquiries and Coach pupils using responsive feedback so every learner experiences success.
Strengths	Carefully sequenced mixed-age curriculum providing clear progression from Early Years to Year 6. Strong emphasis on geographical enquiry, fieldwork and first-hand experiences within the local community. Reading Enhanced Curriculum enriches learning through high-quality geographical texts and diverse global contexts. Clearly identified Key Concepts to Assess provide precise assessment opportunities and demonstrate progression across year groups. Progressive development of locational knowledge, place knowledge, human and physical geography and geographical skills. Regular opportunities to use maps, atlases, globes, aerial photographs and digital mapping technologies. Retrieval practice and the 4Cs pedagogical approach ensure geographical knowledge is revisited, retained and confidently applied.

	Rich opportunities for pupils to develop environmental awareness, global citizenship and an understanding of how geography shapes people's lives, preparing them well for future learning and life beyond primary school.
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Medium Term Cycle A

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Autumn 1		
KS1	Our school (Locality)	
	Year 1	Year 2
	L1 – What are the features of our school? L2 – What is a map? L3 – What are the physical features of our school? L4 – What does a good map need? L5 – How can we make a map of the academy? L6 – How do we know if we have a good map?	L1 – What are the features of our school? L2 – What is a map? L3 – What are the physical features of our school? L4 – What does a good map need? L5 – How can we make a map of the academy? L6 – How do we know if we have a good map?
Key Concepts to assess	L1 – Children can identify the main features of their school environment and gather simple geographical information through observation. L2 – Children know that maps show places from above and can recognise simple features such as buildings, paths and routes. L3 – Children can identify and name some physical features of their school environment using simple geographical vocabulary. L4 – Children can follow a simple route on a map using positional language such as left, right, forwards and past. L5 – Children can create a simple map showing key features and a basic route around the school. L6 – Children can use a simple map to describe a route and identify the human and physical features of their school.	L1 – Children can gather and record geographical information about the school environment using simple sketches, observations and memory maps. L2 – Children can explain the purpose of a map and recognise its key features, including symbols, routes and an aerial viewpoint. L3 – Children can identify and compare the human and physical features of their school using appropriate geographical vocabulary. L4 – Children can use locational and directional language confidently to follow and describe routes on a map. L5 – Children can create an accurate simple map using symbols, labels and a key to represent important features. L6 – Children can evaluate their own map, ask geographical questions and collect information using a simple class survey.
Vocabulary	school, classroom, playground, field, building, map, route, path, left, right, forwards, backwards, near, far, physical feature, human feature, direction, location	Y1+ aerial view, symbol, key, compass, survey, sketch map, observation, environment, route, location, geographical vocabulary, fieldwork
Experiences	Complete a fieldwork walk around the school to identify and record human and physical features. Follow and create simple maps of the school grounds using symbols and directional language. Carry out a class survey about favourite places in school and present the results on a simple map. Use aerial photographs or digital maps (e.g. Google Maps) to compare the school from above with what pupils see on the ground.	
SMSC	Social – Working collaboratively to explore the school environment and create maps together. Cultural – Developing a sense of belonging and appreciation for the school community and local environment. Moral – Understanding the importance of caring for and respecting the school environment	
British Values	Individual Liberty – Developing confidence to explore and describe the school environment independently. Mutual Respect – Listening to others' ideas when creating maps and working together during fieldwork. Rule of Law – Understanding why rules help everyone stay safe when exploring the school grounds.	
School Values	We are happy – Enjoying exploring our school and discovering what makes it special. We are safe – Learning how to move safely around the school and follow agreed routes. We enjoy a challenge – Developing mapping skills and using geographical vocabulary to describe places. We celebrate diversity – Appreciating that different people use and value different areas of the school.	

	We show respect – Caring for our school environment and respecting shared spaces. We are ready and fit for our future – Developing observation, mapping and fieldwork skills that prepare us for future geographical learning.
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Spring 2		
KS1	Seasons and weather	
	Year 1	Year 2
	L1 – What is weather? L2 – What are seasons? L3A – How is climate different around the world? L3B – How is climate different around the world? L4 – Whatever the weather: What changes do we see each season? (Assessment)	L1 – What is weather? L2 – What are seasons? L3A – How is climate different around the world? L3B – How is climate different around the world? L4 – Whatever the weather: What changes do we see each season? (Assessment)
Key Concepts to assess	L1 – Children can identify different types of weather and talk about the weather they experience. L2 – Children know the four seasons and can describe the typical weather and changes that happen in each season. L3A – Children know that some places in the world are hotter or colder than others and can identify the Equator, North Pole and South Pole on a globe. L3B – Children can compare places using simple geographical language such as hot and cold. L4 – Children can describe the weather associated with each season using simple geographical vocabulary.	L1 – Children can ask and answer simple geographical questions about weather patterns using observations. L2 – Children can explain how weather changes throughout the four seasons and describe seasonal patterns using appropriate geographical vocabulary. L3A – Children can explain why places near the Equator are generally hotter and places closer to the North and South Poles are colder. L3B – Children can compare climates in different parts of the world using geographical vocabulary and information from maps and globes. L4 – Children can compare the weather across the four seasons and explain how seasonal changes affect people and the environment.
Vocabulary	weather, season, spring, summer, autumn, winter, rain, snow, sun, wind, cloud, hot, cold, warm, globe, Equator, North Pole, South Pole	Y1+ climate, temperature, forecast, seasonal change, hemisphere, environment, compare, observe, pattern, geographical enquiry
Experiences	Keep a daily weather diary and compare weather patterns over several weeks. Use globes and atlases to locate the Equator, North Pole and South Pole and compare climates. Carry out seasonal observations around the school grounds, recording changes using photographs and sketches. Create and present a simple weather forecast using geographical vocabulary.	
SMSC	Social – Working together to observe, record and compare seasonal changes in the local environment. Cultural – Exploring how weather and climate influence the lives of people around the world. Moral – Developing an understanding of how weather affects people, animals and the environment and why we should care for our world.	
British Values	Individual Liberty – Developing confidence to observe and investigate the world independently. Mutual Respect – Listening respectfully to others' observations and ideas during geographical enquiries. Rule of Law – Understanding why weather warnings and safety advice help to protect people.	
School Values	We are happy – Enjoying exploring the changing seasons and weather around us. We are safe – Learning how to stay safe in different weather conditions. We enjoy a challenge – Investigating weather patterns and using geographical vocabulary to explain our findings. We celebrate diversity – Appreciating that people around the world experience different climates and environments. We show respect – Caring for our environment and respecting the natural world.	

	We are ready and fit for our future – Developing observation, enquiry and geographical skills to understand the world around us.
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Summer 1		
KS1	UK and Tanzania (Non-European location)	
	Year 1	Year 2
	L1A – What does our area look like? L1B – What does our area look like? L2 – What are the different continents? L3 – Where in the world is Tanzania? L4A – What animals are found in Tanzania? L4B – What animals are found in Tanzania? (Trip) L5A – How is Tanzania different to where I live? L5B – How is Tanzania different to where I live? L5C – How is Tanzania different to where I live? L5D – How is Tanzania different to where I live? (Assessment)	L1A – What does our area look like? L1B – What does our area look like? L2 – What are the different continents? L3 – Where in the world is Tanzania? L4A – What animals are found in Tanzania? L4B – What animals are found in Tanzania? (Trip) L5A – How is Tanzania different to where I live? L5B – How is Tanzania different to where I live? L5C – How is Tanzania different to where I live? L5D – How is Tanzania different to where I live? (Assessment)
Key Concepts to assess	L1A – Children can observe their local area and identify simple human and physical features. L1B – Children can use aerial photographs to identify familiar features of their locality. L2 – Children know the names of the seven continents and can locate Africa and Europe on a world map. L3 – Children can locate England and Tanzania on a simple world map and ask simple geographical questions about Tanzania. L4A – Children can identify animals that live in Tanzania and compare them with animals found in England. L4B – Children can describe simple similarities and differences between animals in England and Tanzania. L5A – Children can identify some human and physical features of Tanzania. L5B – Children can compare simple features of their local area with Tanzania. L5C – Children can identify similarities and differences between the weather, plants and crops of England and Tanzania. L5D – Children can identify similarities and differences between the landscapes of England and Tanzania using simple geographical vocabulary.	L1A – Children can carry out simple fieldwork, recording observations using sketches, photographs and geographical vocabulary. L1B – Children can interpret aerial photographs to describe the human and physical features of their locality. L2 – Children can locate the seven continents confidently and identify England and Tanzania using maps and globes. L3 – Children can ask and answer geographical questions about Tanzania using maps and prior knowledge. L4A – Children can compare animals native to England and Tanzania, explaining similarities and differences. L4B – Children can explain how animals adapt to different environments using geographical vocabulary. L5A – Children can compare the human and physical features of Tanzania with their local area. L5B – Children can explain similarities and differences between the landscapes of England and Tanzania. L5C – Children can compare weather, plants and crops in England and Tanzania using geographical vocabulary. L5D – Children can draw together their knowledge to explain how Tanzania differs from where they live, using geographical evidence and vocabulary.

Vocabulary	continent, Africa, Europe, Tanzania, England, map, globe, locality, village, town, city, human feature, physical feature, landscape, weather, plants, crops, animals, fieldwork, photograph, observe	Y1+ equator, environment, climate, aerial photograph, compare, contrast, settlement, vegetation, habitat, geographical enquiry, location, atlas, globe
Experiences	Carry out fieldwork in the local area using maps, field sketches and photographs to record observations. Locate Tanzania and England using globes, atlases and digital maps before comparing their locations. Investigate animals from Tanzania and England, sorting them according to their habitats and environments. Taste or explore foods and crops from Tanzania and compare them with foods commonly grown in England.	
SMSC	Social – Working collaboratively to compare places and appreciate similarities and differences between communities. Cultural – Exploring the culture, wildlife and environments of Tanzania and appreciating life in another part of the world. Moral – Developing an understanding of how people live in different environments and why we should care for the world's habitats.	
British Values	Individual Liberty – Developing curiosity about the wider world and respecting different ways of life. Mutual Respect – Respecting people, cultures and environments that are different from our own. Tolerance – Appreciating diversity by learning about another country and recognising both similarities and differences.	
School Values	We are happy – Enjoying learning about another country and discovering different environments. We are safe – Understanding how environments influence the way people and animals live. We enjoy a challenge – Comparing geographical features and asking thoughtful geographical questions. We celebrate diversity – Appreciating the diversity of landscapes, wildlife, cultures and communities around the world. We show respect – Respecting different cultures, traditions and environments. We are ready and fit for our future – Developing geographical enquiry, fieldwork and map skills that help us understand our place in the wider world.	
Summer 2		
KS1	UK and Kenya (Non-European location)	
	Year 1	Year 2
	L1 – What is the weather like in Kenya? L2 – What trees grow in Kenya? L3A – What is a drought? L3B – What is a storm? L4 – What is a flood? L5 – Why are wells so important to Kenya? L6 – Water: Why is it so important to Kenya? (Assessment)	L1 – What is the weather like in Kenya? L2 – What trees grow in Kenya? L3A – What is a drought? L3B – What is a storm? L4 – What is a flood? L5 – Why are wells so important to Kenya? L6 – Water: Why is it so important to Kenya? (Assessment)
Key Concepts to assess	L1 – Children know that Kenya is in Africa and can locate Kenya and England on a simple world map. L2 – Children can identify some trees that grow in Kenya and compare them with trees found in the UK. L3A – Children know that a drought happens when there is very little rain for a long time. L3B – Children know that storms can affect people and places.	L1 – Children can locate Kenya and England on maps and globes and explain how the weather in Kenya differs from the UK. L2 – Children can compare native trees found in Kenya and the UK, explaining how climate affects vegetation. L3A – Children can explain how drought affects people, animals and the environment. L3B – Children can explain how storms affect communities and the natural environment.

	L4 – Children know that floods happen when there is too much water and can describe some of their effects. L5 – Children know that clean water is important for people to stay healthy. L6 – Children can identify why water is important and describe how droughts, storms and floods affect life in Kenya.	L4 – Children can explain the causes and effects of flooding and compare flooding in Kenya with flooding in the UK. L5 – Children can explain why access to clean water is important and describe how wells improve the lives of communities in Kenya. L6 – Children can explain how weather, climate and access to water influence daily life in Kenya, using appropriate geographical vocabulary.
Vocabulary	Kenya, Africa, England, weather, climate, drought, storm, flood, well, water, tree, map, globe, continent, environment, rainfall, dry, wet	Y2+ vegetation, climate zone, natural resource, rainfall, compare, environment, physical feature, human feature, geographical enquiry, sustainability, conservation
Experiences	Locate Kenya and England using globes, atlases and digital maps before comparing their climates. Investigate how clean water is collected and filtered by building a simple water filter model. Compare photographs of Kenya and the local area to identify similarities and differences in landscapes, weather and vegetation. Carry out a weather investigation, recording rainfall and temperature before comparing findings with Kenya's climate.	
SMSC	Social – Exploring how communities work together to access clean water and respond to environmental challenges. Cultural – Developing an appreciation of life in Kenya and recognising similarities and differences between communities. Moral – Understanding why access to clean water is a basic human need and considering how people can care for the environment.	
British Values	Individual Liberty – Developing curiosity about different places and recognising how geography influences people's lives. Mutual Respect – Respecting different cultures, lifestyles and environments around the world. Tolerance – Appreciating diversity by learning about the lives of people in Kenya.	
School Values	We are happy – Enjoying learning about Kenya and discovering how people live in different parts of the world. We are safe – Understanding how weather and access to clean water affect health and safety. We enjoy a challenge – Asking geographical questions and comparing environments using evidence. We celebrate diversity – Appreciating the diversity of landscapes, climates, wildlife and communities across the world. We show respect – Respecting people, cultures and environments that are different from our own. We are ready and fit for our future – Developing geographical enquiry, map-reading and comparison skills that help us understand our changing world.	

Spring 2		
LKS2	Mining Communities: Economic activity and land use (local geography)	
	Year 3	Year 4
	L1A – Where in the UK do I live? L1B – Where in the UK do I live? L2A – What are the features of coal mining locations? L2B – What are the features of coal mining locations? L2C – What are the features of coal mining locations? (Fieldwork) L3 – What industries are in our local area? Has this changed over time? L4 – How has local land use changed? L5 – How has coal mining shaped our locality? (Assessment)	L1A – Where in the UK do I live? L1B – Where in the UK do I live? L2A – What are the features of coal mining locations? L2B – What are the features of coal mining locations? L2C – What are the features of coal mining locations? (Fieldwork) L3 – What industries are in our local area? Has this changed over time? L4 – How has local land use changed? L5 – How has coal mining shaped our locality? (Assessment)
Key Concepts to assess	L1A – Children can locate major cities in the United Kingdom and use the eight points of a compass to describe location. L1B – Children know what an Ordnance Survey map is and can use it to identify features of their local area. L2A – Children can use maps to locate coalfields and identify the physical features of mining communities. L2B – Children can identify similarities and differences between mining communities in different parts of the UK. L2C – Children can carry out simple fieldwork by observing and recording human and physical features in a mining area. L3 – Children know that different industries provide different types of employment and can identify industries within their local area. L4 – Children can identify how land use has changed over time using maps and photographs. L5 – Children can describe how coal mining has influenced their locality and identify both human and physical geographical features.	L1A – Children can locate major cities in the United Kingdom and use the eight points of a compass to describe location. L1B – Children know what an Ordnance Survey map is and can use it to identify features of their local area. L2A – Children can use maps to locate coalfields and identify the physical features of mining communities. L2B – Children can identify similarities and differences between mining communities in different parts of the UK. L2C – Children can carry out simple fieldwork by observing and recording human and physical features in a mining area. L3 – Children know that different industries provide different types of employment and can identify industries within their local area. L4 – Children can identify how land use has changed over time using maps and photographs. L5 – Children can describe how coal mining has influenced their locality and identify both human and physical geographical features.
Vocabulary	coal, mining, coalfield, mine, pit, industry, employment, settlement, village, town, city, transport, railway, land use, Ordnance Survey, compass, map, fieldwork, physical features, human features	Y3+
Experiences	Use Ordnance Survey maps to locate former coalfields and mining communities across the UK.	

	Carry out local fieldwork to investigate land use, recording observations using sketches, photographs and digital devices. Visit a local mining museum, heritage centre or former mining site to investigate how mining shaped the local area. Compare historical and modern maps and aerial photographs to identify changes in land use over time.
SMSC	Social – Working collaboratively during fieldwork to investigate how communities and industries have changed over time. Cultural – Exploring the heritage of mining communities and understanding their importance in shaping local identity. Moral – Considering the environmental and social impact of mining and how land can be regenerated for future generations.
British Values	Democracy – Understanding how communities influence decisions about land use and regeneration. Individual Liberty – Appreciating how employment opportunities have changed over time. Mutual Respect – Respecting the experiences and contributions of mining communities. Rule of Law – Understanding how planning regulations and environmental laws influence land use today.
School Values	We are happy – Enjoying discovering the history and geography of our local community. We are safe – Carrying out fieldwork responsibly and following safety guidance. We enjoy a challenge – Using maps, fieldwork and geographical evidence to investigate change over time. We celebrate diversity – Appreciating the different communities and industries that have shaped our region. We show respect – Respecting local heritage, landscapes and the experiences of people who worked in mining communities. We are ready and fit for our future – Developing mapping, fieldwork and enquiry skills that help us understand how places change and evolve.

Autumn 1		
UKS2	Time and Place	
	Year 5	Year 6
	L1 – What are capital cities? L2 – What information does a map tell us? L3 – Why are there different time zones? L4 – What do grids on a map tell us about a location? (Assessment)	L1 – What are capital cities? L2 – What information does a map tell us? L3 – Why are there different time zones? L4 – What do grids on a map tell us about a location? (Assessment)
Key Concepts to assess	L1 – Children can locate the countries of Europe and identify their capital cities using maps and atlases. L2 – Children can identify and locate the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, latitude and longitude on a world map. L3 – Children can explain that the Earth is divided into different time zones and relate these to the Prime (Greenwich) Meridian. L4 – Children can use four and six-figure grid references to locate places accurately and interpret information from maps.	L1 – Children can explain the significance of European capital cities and use a range of maps and atlases to compare their locations. L2 – Children can explain how latitude, longitude and hemispheres help identify global locations and use this knowledge accurately. L3 – Children can explain why time zones exist, calculate simple time differences and relate them to the Earth's rotation and the Greenwich Meridian. L4 – Children can confidently interpret Ordnance Survey maps using six-figure grid references and explain how geographical information helps us understand places.

Vocabulary	Europe, country, capital city, atlas, map, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime Meridian, Greenwich Meridian, time zone, grid reference	Y5+ Ordnance Survey, six-figure grid reference, coordinates, hemisphere, scale, contour, projection, international date line, geographical data, spatial awareness, cartography, navigation
Experiences	Use atlases, globes and digital mapping software to locate European countries and capital cities. Investigate world time zones by calculating the time in different countries and relating this to the Prime Meridian. Complete an Ordnance Survey map challenge using four and six-figure grid references to locate landmarks. Plan an imaginary European journey using maps, atlases and digital route planners, comparing distances, directions and time zones.	
SMSC	Social – Working collaboratively to solve geographical mapping challenges and investigate global connections. Cultural – Developing an appreciation of the diversity of countries, cultures and capital cities across Europe. Moral – Understanding how accurate geographical knowledge helps people make informed decisions and supports global cooperation.	
British Values	Individual Liberty – Appreciating the opportunities that geographical knowledge provides for travel, communication and understanding the wider world. Mutual Respect – Respecting the cultures, traditions and identities of different European countries. Tolerance – Recognising and valuing the diversity of people, places and cultures across Europe.	
School Values	We are happy – Enjoying exploring maps and discovering countries around the world. We are safe – Using maps responsibly to navigate unfamiliar places safely. We enjoy a challenge – Applying mapping skills, grid references and geographical knowledge to solve increasingly complex problems. We celebrate diversity – Appreciating the diversity of European countries, cultures and landscapes. We show respect – Respecting different cultures, viewpoints and geographical environments. We are ready and fit for our future – Developing advanced mapping, navigation and geographical enquiry skills that prepare us for secondary education and life in an interconnected world.	

Autumn 2		
UKS2	Volcanoes, earthquakes and natural disasters (European country)	
	Year 5	Year 6
	L1A – What are mountains? L1B – What are mountains? L2A – What are earthquakes and why do they happen? L2B – What are earthquakes and why do they happen? L3 – What are volcanoes? L4A – What effect did the eruption of Mount Vesuvius have on Pompeii? L4B – What effect did the eruption of Mount Vesuvius have on Pompeii? L5 – How have natural disasters shaped our world? (Assessment)	L1A – What are mountains? L1B – What are mountains? L2A – What are earthquakes and why do they happen? L2B – What are earthquakes and why do they happen? L3 – What are volcanoes? L4A – What effect did the eruption of Mount Vesuvius have on Pompeii? L4B – What effect did the eruption of Mount Vesuvius have on Pompeii? L5 – How have natural disasters shaped our world? (Assessment)
Key Concepts to assess	L1A – Children can identify the main physical features of mountains and use six-figure grid references to locate mountainous areas. L1B – Children know that mountains are formed within the Earth's crust and can identify fold, fault-block and dome mountains using maps and satellite imagery.	L1A – Children can interpret topographic maps, satellite imagery and six-figure grid references to explain the distribution of mountain ranges. L1B – Children can explain how different mountain types are formed and evaluate how physical processes shape landscapes over time.

	L2A – Children can explain how earthquakes occur and recognise that they can have both positive and negative impacts. L2B – Children can compare the effects of earthquakes of different magnitudes using the Richter Scale and geographical evidence. L3 – Children can identify the main physical features of a volcano and record geographical data using tables and bar charts. L4A – Children can explain how the eruption of Mount Vesuvius changed the landscape of Pompeii. L4B – Children can draw a sketch map from a high viewpoint and describe geographical changes caused by volcanic activity. L5 – Children can explain how natural disasters have changed physical and human geography in Italy and the United Kingdom.	L2A – Children can explain the movement of tectonic plates and analyse why earthquakes occur in particular parts of the world. L2B – Children can evaluate the impact of earthquakes on human and physical environments using geographical evidence and data. L3 – Children can explain how volcanoes form, analyse volcanic hazards and present geographical data accurately using appropriate methods. L4A – Children can evaluate how the eruption of Mount Vesuvius transformed Pompeii and explain how evidence helps us understand landscape change. L4B – Children can produce accurate sketch maps and use geographical evidence to explain how volcanic activity changes landscapes over time. L5 – Children can evaluate how natural disasters shape environments, settlements and communities, drawing conclusions using a range of geographical evidence.
Vocabulary	mountain, fold mountain, fault-block mountain, dome mountain, volcano, crater, magma, lava, earthquake, tectonic plate, Richter Scale, topographic map, contour, grid reference, satellite imagery, natural disaster, Pompeii, Mount Vesuvius	Y5+ plate boundary, seismic activity, epicentre, focus, convection currents, volcanic eruption, hazard, risk, resilience, disaster management, physical processes, geographical evidence, GIS, topography, landscape evolution
Experiences	Use topographic maps, contour lines and six-figure grid references to investigate mountain landscapes in the UK and around the world. Create a simple tectonic plate model to demonstrate how earthquakes and volcanoes are formed. Investigate historical evidence from Pompeii using maps, photographs and archaeological reconstructions to explain landscape change. Analyse real earthquake and volcanic eruption data to identify global patterns and present findings using graphs and digital mapping software.	
SMSC	Social – Exploring how communities prepare for, respond to and recover from natural disasters. Moral – Considering the human impact of natural disasters and the importance of supporting affected communities. Cultural – Understanding how different countries and cultures adapt to living in areas prone to natural hazards.	
British Values	Individual Liberty – Understanding how geographical knowledge helps people make informed decisions about safety and risk. Mutual Respect – Respecting the experiences of communities affected by natural disasters around the world. Tolerance – Appreciating how different countries respond to natural hazards based on their geography, culture and resources.	
School Values	We are happy – Enjoying discovering how powerful natural processes shape our planet. We are safe – Understanding how to stay safe before, during and after natural disasters. We enjoy a challenge – Interpreting maps, analysing data and applying geographical knowledge to real-world situations. We celebrate diversity – Appreciating how people across the world live in and adapt to different physical environments. We show respect – Respecting the resilience of communities affected by natural disasters and valuing the importance of protecting lives and environments. We are ready and fit for our future – Developing advanced geographical enquiry, mapping and analytical skills that enable us to understand the changing world and global environmental challenges.	



Medium Term

Cycle B

Autumn 1		
KS1	London and the UK (British location)	
	Year 1	Year 2
	L1A – How do we give directions? L1B – What land and seas does Earth have? L2 – What is the United Kingdom? L3A – What do we know about the four countries of the United Kingdom? L3B – What is London like? L4 – What is a landmark? What landmarks does London have? L5 – How are parts of London different? L6 – What makes London special compared to other places in the UK? (Assessment)	L1A – How do we give directions? L1B – What land and seas does Earth have? L2 – What is the United Kingdom? L3A – What do we know about the four countries of the United Kingdom? L3B – What is London like? L4 – What is a landmark? What landmarks does London have? L5 – How are parts of London different? L6 – What makes London special compared to other places in the UK? (Assessment)
Key Concepts to assess	L1A – Children can use simple compass directions (north, south, east and west) and positional language to describe locations on a simple map. L1B – Children can name and locate the seven continents and five oceans on a globe and understand the difference between a map and a globe. L2 – Children can identify the United Kingdom on a map and name the four countries of the UK. L3A – Children can identify the four capital cities of the United Kingdom and recognise famous landmarks in each country. L3B – Children can ask and answer simple geographical questions about London using photographs and maps. L4 – Children can identify famous London landmarks using aerial photographs and simple maps. L5 – Children can recognise that different parts of London have different human and physical features. L6 – Children can describe why London is a special place and compare it with other parts of the United Kingdom.	L1A – Children can use compass directions and locational language confidently to describe routes and positions on maps of London. L1B – Children can confidently locate the seven continents and five oceans and explain the difference between maps and globes. L2 – Children can locate and label the four countries and capital cities of the United Kingdom using maps and atlases. L3A – Children can compare the geographical features and landmarks of the four countries of the United Kingdom using appropriate geographical vocabulary. L3B – Children can ask and answer geographical questions about London using maps, aerial photographs and prior knowledge. L4 – Children can explain why London's landmarks are significant and identify them using aerial photographs, plan views and maps. L5 – Children can compare different areas of London by describing similarities and differences in their human and physical geography. L6 – Children can explain what makes London unique compared with other places in the United Kingdom using geographical evidence and vocabulary.
Vocabulary	United Kingdom, England, Scotland, Wales, Northern Ireland, London, capital city, landmark, map, globe, atlas, continent, ocean, north, south, east, west, route, direction, human feature, physical feature, aerial photograph	Y1+ compass, locate, compare, capital, geography, environment, plan view, geographical feature, settlement, locality, United Kingdom, survey, observation
Experiences	Use maps, atlases and globes to locate the United Kingdom, its four countries, capital cities, continents and oceans. Follow and create simple routes around London using compass directions and positional language. Explore London landmarks using aerial photographs, digital maps and virtual tours before comparing them with local landmarks. Build a simple 3D map or model of central London showing famous landmarks and key geographical features.	
SMSC	Social – Working together to investigate different places within the United Kingdom and compare their geographical features. Cultural – Appreciating the landmarks, traditions and diversity found across the four countries of the United Kingdom. Moral – Developing an understanding of why we should value and care for important places and environments.	
British Values	Individual Liberty – Developing confidence to explore maps and learn about different places independently. Mutual Respect – Respecting the cultures, traditions and identities of people living across the United Kingdom.	

	Tolerance – Appreciating the diversity of communities, landscapes and cultures within the UK.
School Values	We are happy – Enjoying discovering the countries, landmarks and capital city of the United Kingdom. We are safe – Learning to use maps and directions safely and confidently. We enjoy a challenge – Developing mapping skills and using geographical vocabulary to investigate new places. We celebrate diversity – Appreciating the diversity of people, places, cultures and landscapes across the United Kingdom. We show respect – Respecting different communities, environments and the opinions of others during geographical enquiry. We are ready and fit for our future – Developing mapping, fieldwork and geographical enquiry skills that help us understand our place within the United Kingdom and the wider world.

Spring 2		
Mexico (Non-European location)		
KS1	Year 1	Year 2
	L1A – Where do we want to visit in Mexico? L1B – Where do we want to visit in Mexico? L2A – What can we see in Mexico? L2B – What can we see in Mexico? L2C – What can we see in Mexico? L2D – What can we see in Mexico? L3 – What is it like to visit Mexico? (Assessment)	L1A – Where do we want to visit in Mexico? L1B – Where do we want to visit in Mexico? L2A – What can we see in Mexico? L2B – What can we see in Mexico? L2C – What can we see in Mexico? L2D – What can we see in Mexico? L3 – What is it like to visit Mexico? (Assessment)
Key Concepts to assess	L1A – Children can locate the seven continents and five oceans on a globe and identify North America. L1B – Children can locate Mexico on a globe and atlas and begin to explain why they would like to visit. L2A – Children can identify some physical features of Mexico using simple geographical vocabulary. L2B – Children can identify some human features of Mexico, including famous landmarks. L2C – Children can record geographical features using simple sketches and diagrams. L2D – Children can use a simple key and create a basic map from a photograph. L3 – Children can describe similarities and differences between Mexico and their local area using simple geographical vocabulary.	L1A – Children can confidently locate Mexico, North America, the seven continents and five oceans using maps, globes and atlases. L1B – Children can explain and justify why they would choose to visit different places in Mexico using geographical knowledge. L2A – Children can identify and describe the physical features of Mexico using accurate geographical vocabulary. L2B – Children can identify and explain the significance of key human features and landmarks in Mexico. L2C – Children can record geographical observations using labelled sketches and diagrams. L2D – Children can create a simple map using symbols and a key to represent geographical features. L3 – Children can compare Mexico with their local area, explaining similarities and differences in physical and human geography using geographical evidence.
Vocabulary	Mexico, North America, continent, ocean, globe, atlas, map, landmark, physical feature, human feature, mountain, volcano, desert, rainforest, city, village, climate, culture, sketch, key, symbol	Y1+ environment, settlement, vegetation, compare, contrast, geographical enquiry, location, landscape, tourism, aerial photograph, compass, geographical evidence
Experiences	Locate Mexico using globes, atlases and digital maps before comparing its location with the United Kingdom. Create labelled sketches of famous Mexican landmarks and landscapes using photographs and aerial images.	

	Build a simple map of Mexico using symbols and a key to identify important geographical features. Explore Mexican culture through music, food and traditional celebrations while comparing life in Mexico with life in the UK.
SMSC	Social – Working collaboratively to compare life in Mexico with life in the United Kingdom and discussing how environments influence people's lives. Cultural – Developing an appreciation of Mexico's rich culture, traditions, landscapes and landmarks. Moral – Understanding the importance of respecting different cultures, communities and environments around the world. Individual Liberty – Developing curiosity about the wider world and recognising that people live differently in different countries. Mutual Respect – Respecting the cultures, traditions and lifestyles of people living in Mexico. Tolerance – Appreciating diversity by exploring another country's geography, culture and way of life.
British Values	Individual Liberty – Developing curiosity about the wider world and recognising that people live differently in different countries. Mutual Respect – Respecting the cultures, traditions and lifestyles of people living in Mexico. Tolerance – Appreciating diversity by exploring another country's geography, culture and way of life.
School Values	We are happy – Enjoying discovering the landscapes, culture and traditions of Mexico. We are safe – Understanding how different environments influence the way people live and travel safely. We enjoy a challenge – Using maps, globes and geographical vocabulary to investigate a new country. We celebrate diversity – Appreciating the diversity of landscapes, cultures, wildlife and communities found in Mexico. We show respect – Respecting different cultures, beliefs and environments while recognising similarities and differences. We are ready and fit for our future – Developing geographical enquiry, mapping and comparison skills that help us understand the wider world.

Spring 1		
LKS2	Greece (settlements and land use: European country) Rivers and the Water Cycle	
	Year 3	Year 4
	L1 – Where in the world is Greece? L2 – How are flora and fauna different in Greece and the UK? L3A – Is land use in Greece similar to the UK? L3B – What are biomes and how are they different? L4A – How do the physical features of Greece affect how the land was used in the past? L4B – What are vegetation belts and how are they different? L5A – Why are we going around in circles? (Cross-curricular with Science) L5B – What are the key features of a river? L6 – How are rivers used? / Land and water everywhere: How do they shape a place? (Assessment)	L1 – Where in the world is Greece? L2 – How are flora and fauna different in Greece and the UK? L3A – Is land use in Greece similar to the UK? L3B – What are biomes and how are they different? L4A – How do the physical features of Greece affect how the land was used in the past? L4B – What are vegetation belts and how are they different? L5A – Why are we going around in circles? (Cross-curricular with Science) L5B – What are the key features of a river? L6 – How are rivers used? / Land and water everywhere: How do they shape a place? (Assessment)

Key Concepts to assess	L1 – Children can locate Greece within Europe using maps and atlases and identify the Northern Hemisphere, Southern Hemisphere and the Equator. L2 – Children can identify the difference between flora and fauna and recognise the main physical features of Greece using maps. L3A – Children can identify different types of land use and compare land use in Greece with England. L3B – Children can describe different biomes and identify the main vegetation belts found in Greece. L4A – Children can explain that physical features influence where settlements develop and how land is used. L4B – Children can identify how land use in Greece has changed over time using maps and geographical evidence. L5A – Children can describe the stages of the water cycle and explain its importance. L5B – Children can identify the key features of a river and describe their functions. L6 – Children can explain how rivers are used and compare the physical and human geography of Greece and England.	L1 – Children can confidently locate Greece using atlases, maps and four-figure grid references and explain its geographical position within Europe. L2 – Children can explain how climate and physical geography influence the flora and fauna found in Greece and compare these with the UK. L3A – Children can compare different land uses in Greece and England and explain how physical geography influences human activity. L3B – Children can explain how climate, soil, drainage and elevation influence biomes and vegetation belts using geographical vocabulary. L4A – Children can analyse how physical landscapes influence settlement patterns and evaluate how land use has changed over time using historical and geographical evidence. L4B – Children can interpret a range of geographical sources to explain differences in land use between Greece and England. L5A – Children can explain the processes of the water cycle and relate them to rivers and weather patterns. L5B – Children can explain the characteristics of a river and use geographical vocabulary to describe river features accurately. L6 – Children can evaluate how rivers shape landscapes and support human activity, drawing conclusions using geographical evidence.
Vocabulary	Greece, Europe, hemisphere, Equator, atlas, map, four-figure grid reference, flora, fauna, biome, vegetation belt, settlement, land use, agriculture, residential, commercial, recreational, transport, river, source, mouth, meander, water cycle	Y3+ topographic map, elevation, drainage, climate, physical landscape, human geography, hydroelectricity, geographical evidence, interpretation, sustainability, tributary, erosion, deposition, evaporation, condensation, precipitation
Experiences	Use atlases, topographic maps and digital maps to locate Greece and compare its physical geography with England. Carry out a local river or stream investigation, identifying key river features and recording observations through sketches and photographs. Create a working model of the water cycle to demonstrate evaporation, condensation and precipitation. Compare land use in Greece and the local area using aerial photographs, digital maps and colour-coded land use surveys.	
SMSC	Social – Working collaboratively to investigate how geography influences where people live and work. Cultural – Exploring the landscapes, environments and traditions of Greece while comparing them with life in England. Moral – Understanding the importance of protecting rivers, water resources and natural environments for future generations.	
British Values	Individual Liberty – Developing confidence to investigate geographical questions independently using a range of sources. Mutual Respect – Respecting the different ways communities use and manage land and water resources. Tolerance – Appreciating how geography influences lifestyles, environments and cultures in different countries.	
School Values	We are happy – Enjoying discovering the landscapes, rivers and environments of Greece. We are safe – Understanding how rivers and water systems affect people and why water safety is important. We enjoy a challenge – Using maps, atlases, fieldwork and geographical evidence to investigate complex geographical questions. We celebrate diversity – Appreciating the diversity of landscapes, climates and communities found in Greece and across Europe. We show respect – Respecting natural environments and recognising the importance of protecting water resources. We are ready and fit for our future – Developing mapping, fieldwork and geographical enquiry skills that help us understand how physical and human geography shape our world.	

Summer 2		
LKS2	North America	
	Year 3	Year 4
	L1 – What countries are in North America? L2 – What is the difference between a country and a state? L3A – What different landmarks are there in North America? L3B – What different landmarks are there in North America? L4 – Where do people live in North America and why? L5A – What changes have humans made to Las Vegas? L5B – What changes have humans made to Las Vegas? L6 – Is changing a natural environment a positive or negative choice? (Assessment)	L1 – What countries are in North America? L2 – What is the difference between a country and a state? L3A – What different landmarks are there in North America? L3B – What different landmarks are there in North America? L4 – Where do people live in North America and why? L5A – What changes have humans made to Las Vegas? L5B – What changes have humans made to Las Vegas? L6 – Is changing a natural environment a positive or negative choice? (Assessment)
Key Concepts to assess	L1 – Children can locate the countries of North America using maps and atlases. L2 – Children can explain the difference between a country and a state using examples from North America. L3A – Children can identify and compare the physical features of different locations in North America. L3B – Children can identify and compare important human features and landmarks in North America using a range of geographical sources. L4 – Children can explain how physical and human features influence where people live. L5A – Children can identify ways humans have changed the landscape of Las Vegas. L5B – Children can describe both positive and negative effects of changing natural environments. L6 – Children can compare physical and human features across North America and explain whether changes to natural environments can be positive or negative.	L1 – Children can confidently locate the countries of North America using maps, atlases and digital mapping tools. L2 – Children can explain the relationship between countries and states and compare political boundaries within North America. L3A – Children can analyse the physical features of different regions of North America using a range of geographical sources. L3B – Children can explain how human landmarks reflect the geography and development of different locations in North America. L4 – Children can evaluate why populations are distributed differently across North America, using physical and human geographical evidence. L5A – Children can explain how human activity has transformed the landscape of Las Vegas and evaluate both the benefits and challenges of development. L5B – Children can analyse the environmental impact of changing natural landscapes using geographical evidence. L6 – Children can evaluate whether changing natural environments is beneficial or harmful, justifying their conclusions using a range of geographical evidence.
Vocabulary	North America, country, state, continent, atlas, map, landmark, population, settlement, physical feature, human feature, landscape, environment, tourism, Las Vegas, development, urban, rural	Y3+ political boundary, distribution, population density, sustainability, environmental impact, conservation, urbanisation, geographical evidence, interpretation, digital mapping, infrastructure, natural environment
Experiences	Use atlases, digital maps and globes to locate the countries and states of North America and identify key landmarks. Compare aerial photographs and satellite images of Las Vegas to investigate how the landscape has changed over time. Carry out a population mapping activity, comparing densely and sparsely populated regions of North America and discussing why people settle there. Hold a class debate: "Should natural environments be changed to support tourism and development?" using geographical evidence to justify opinions.	
SMSC	Social – Working collaboratively to investigate how geography influences where people live and how settlements develop.	

	Cultural – Exploring the diverse landscapes, cultures and landmarks found across North America. Moral – Considering the environmental impact of human development and reflecting on how natural environments can be protected.
British Values	Individual Liberty – Developing confidence to investigate geographical issues independently and form informed opinions. Mutual Respect – Respecting different communities, cultures and perspectives across North America. Tolerance – Appreciating the diversity of environments, lifestyles and settlements found across the continent.
School Values	We are happy – Enjoying discovering the countries, landmarks and environments of North America. We are safe – Understanding how geographical knowledge helps people make safe decisions about where and how we live. We enjoy a challenge – Analysing maps, geographical data and environmental issues to answer complex questions. We celebrate diversity – Appreciating the diversity of landscapes, cultures, settlements and environments across North America. We show respect – Respecting the natural world and recognising the importance of protecting different environments. We are ready and fit for our future – Developing advanced geographical enquiry, mapping and analytical skills that prepare us to understand global environmental and human issues.

Autumn		
UKS2	climate zones and biomes of Antarctica (Non-European country)	
	Year 5	Year 6
	L1 – How do places differ? L2 – How do map symbols help us make deductions about Antarctica? L3 – Is there a relationship between climate zones and time zones? L4 – What are the features of Antarctica's biome? How do these pose challenges? L5 – What is a research station and how do they affect Antarctica? L6 – What impact are humans having on Antarctica? L7 – Is the human impact on Antarctica worth it? L8 – Is discovering the world worth the side-effects? (Assessment)	L1 – How do places differ? L2 – How do map symbols help us make deductions about Antarctica? L3 – Is there a relationship between climate zones and time zones? L4 – What are the features of Antarctica's biome? How do these pose challenges? L5 – What is a research station and how do they affect Antarctica? L6 – What impact are humans having on Antarctica? L7 – Is the human impact on Antarctica worth it? L8 – Is discovering the world worth the side-effects? (Assessment)
Key Concepts to assess	L1 – Children can locate Antarctica, Russia and other significant countries using maps, atlases and digital mapping tools. L2 – Children can use atlas symbols to make deductions about the elevation, land use and physical features of Antarctica. L3 – Children can explain the relationship between latitude, longitude, climate zones and time zones. L4 – Children can identify and describe the key physical features of Antarctica's biome and explain why exploration is challenging. L5 – Children can explain the purpose of research stations and describe how humans interact with Antarctica. L6 – Children can identify ways human activity has changed Antarctica's landscape and environment. L7 – Children can explain different viewpoints about human activity in Antarctica using geographical evidence.	L1 – Children can confidently locate countries, continents and polar regions using a range of geographical sources and explain their global significance. L2 – Children can interpret atlas symbols and topographical information to analyse Antarctica's physical landscape and land use. L3 – Children can explain how latitude, longitude, hemispheres, climate zones and the Greenwich Meridian influence time zones and global patterns. L4 – Children can analyse the characteristics of Antarctica's biome and evaluate how physical geography affects exploration, biodiversity and survival. L5 – Children can evaluate the role of scientific research stations and explain both the benefits and environmental challenges they create. L6 – Children can analyse how human activity has changed Antarctica's landscape and evaluate the impact on fragile ecosystems using geographical evidence. L7 – Children can evaluate differing viewpoints about exploration and conservation, justifying opinions with geographical evidence.

	L8 – Children can use geographical sources to justify whether exploration and human activity in Antarctica should continue.	L8 – Children can independently select, interpret and evaluate geographical sources to justify conclusions about the future of Antarctica and the sustainability of human intervention.
Vocabulary	Antarctica, Russia, continent, biome, climate zone, time zone, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic Circle, Antarctic Circle, Prime Meridian, Greenwich Meridian, elevation, land use, research station, exploration, conservation	Y5+ topographical map, GIS, sustainability, environmental impact, ecosystem, biodiversity, glaciation, ice sheet, polar climate, cartography, topography, human intervention, renewable energy, scientific research, geographical evidence
Experiences	Use atlases, GIS and digital mapping software to investigate Antarctica's physical geography, climate zones and time zones. Interpret topographical maps and atlas symbols to identify elevation, glaciers, ice sheets and research stations. Investigate the work of Antarctic research stations through documentaries, live webcams or virtual tours before debating their environmental impact. Hold a class enquiry: "Should Antarctica remain untouched?", using a range of geographical sources to justify different viewpoints.	
SMSC	Social – Working collaboratively to investigate global environmental issues and debate the future of Antarctica. Cultural – Appreciating the international cooperation involved in Antarctic scientific research and exploration. Moral – Considering the ethical responsibility humans have to protect fragile environments and balance exploration with conservation.	
British Values	Democracy – Exploring how countries work together through international agreements such as the Antarctic Treaty to protect Antarctica. Individual Liberty – Developing informed opinions about environmental issues using geographical evidence. Mutual Respect – Respecting different viewpoints about conservation, exploration and scientific research. Tolerance – Appreciating how countries collaborate to solve global environmental challenges.	
School Values	We are happy – Enjoying discovering one of the world's most unique and extreme environments. We are safe – Understanding the challenges and risks of living and working in Antarctica. We enjoy a challenge – Interpreting maps, analysing geographical evidence and evaluating complex environmental issues. We celebrate diversity – Appreciating the diversity of Earth's climates, landscapes and ecosystems. We show respect – Respecting the natural world and recognising the importance of protecting fragile environments. We are ready and fit for our future – Developing advanced geographical enquiry, mapping and critical thinking skills that help us understand global sustainability and environmental responsibility.	

Summer		
UKS2	Contrasting location of South America Trade links and distribution of natural resources	
	Year 5	Year 6
	L1 – Where are the Americas? L2 – What are the environmental regions of South America? L3 – How do the environmental regions determine the resources South America produces and trades around the world? L4 – What are primary, secondary and tertiary processes of a supply chain? L5 – How does trade in South America compare to our local area and the UK? L6 – What is a marine biome? L7 – What are mangroves and where are they located in South America?	L1 – Where are the Americas? L2 – What are the environmental regions of South America? L3 – How do the environmental regions determine the resources South America produces and trades around the world? L4 – What are primary, secondary and tertiary processes of a supply chain? L5 – How does trade in South America compare to our local area and the UK? L6 – What is a marine biome? L7 – What are mangroves and where are they located in South America?

	L8 – How are humans having an impact on marine biomes? L9 – What makes South America a unique location? (Assessment)	L8 – How are humans having an impact on marine biomes? L9 – What makes South America a unique location? (Assessment)
Key Concepts to assess	L1 – Children can locate the countries, major cities and key physical features of North and South America using maps, atlases and digital mapping. L2 – Children can identify the environmental regions, climate zones, biomes and vegetation belts of South America. L3 – Children can explain how climate, elevation and biomes influence the natural resources produced and traded across South America. L4 – Children can describe the stages of a supply chain and explain the difference between primary, secondary and tertiary industries. L5 – Children can compare trade and industry in South America, the United Kingdom and their local area using fieldwork and geographical evidence. L6 – Children can identify and describe the characteristics of a marine biome. L7 – Children can explain what mangroves are, where they are found and why they are important to coastal environments. L8 – Children can explain how human activity affects marine biomes and identify threats to these environments. L9 – Children can describe how South America's climate, biomes, trade and physical geography make it a unique continent.	L1 – Children can confidently locate countries, capital cities and significant physical features of North and South America, selecting the most appropriate geographical sources independently. L2 – Children can analyse how climate, elevation, biomes and vegetation belts influence the distribution of ecosystems across South America. L3 – Children can evaluate how environmental regions influence global trade and explain why different natural resources are produced in different locations. L4 – Children can analyse global supply chains, explaining how primary, secondary and tertiary industries are interconnected. L5 – Children can evaluate similarities and differences between trade, industry and employment in South America, the UK and their local area using fieldwork and geographical evidence. L6 – Children can explain the characteristics and global importance of marine biomes and evaluate their role in supporting biodiversity. L7 – Children can evaluate the importance of mangrove ecosystems for wildlife, coastal protection and climate regulation. L8 – Children can analyse the impact of human activity on marine biomes and justify strategies that support conservation and sustainable development. L9 – Children can synthesise their geographical knowledge to evaluate why South America is geographically unique, using evidence from maps, climate, trade, ecosystems and physical geography.
Vocabulary	South America, North America, continent, climate, biome, vegetation belt, environment, elevation, natural resources, trade, import, export, industry, supply chain, primary industry, secondary industry, tertiary industry, marine biome, mangrove, rainforest	Y5+ ecosystem, biodiversity, sustainability, conservation, deforestation, economic activity, global trade, infrastructure, distribution, environmental region, climate zone, coastal ecosystem, renewable resources, geographical evidence, globalisation
Experiences	Use atlases, GIS and digital mapping software to investigate the countries, physical features and environmental regions of South America. Carry out a trade enquiry by tracing the journey of products such as bananas, cocoa or coffee from South America to the UK, identifying each stage of the supply chain. Undertake local fieldwork to investigate businesses and industries in the local area before comparing them with industries in South America. Investigate marine biomes and mangrove ecosystems through satellite imagery, documentaries and case studies before debating how these fragile environments can be protected.	
SMSC	Social – Working collaboratively to investigate global trade, environmental issues and the relationship between people and places. Cultural – Exploring the diverse cultures, environments and economies of South America and recognising their global significance. Moral – Considering the environmental consequences of trade, deforestation and human activity and reflecting on our responsibility to protect natural ecosystems.	
British Values	Democracy – Exploring how governments and international organisations work together to manage trade and protect the environment. Individual Liberty – Developing informed opinions about sustainability, ethical trade and environmental conservation. Mutual Respect – Respecting the cultures, economies and environments of South American countries. Tolerance – Appreciating the diversity of landscapes, ecosystems, communities and lifestyles across South America.	

School Values	We are happy – Enjoying exploring the rich landscapes, wildlife and cultures of South America. We are safe – Understanding how sustainable management of natural resources helps protect people and environments. We enjoy a challenge – Analysing geographical evidence, trade patterns and environmental issues to answer complex geographical questions. We celebrate diversity – Appreciating the diversity of South America's people, climates, ecosystems and economies. We show respect – Respecting natural environments and recognising the importance of protecting fragile ecosystems for future generations. We are ready and fit for our future – Developing advanced geographical enquiry, mapping, fieldwork and analytical skills that prepare us to understand global trade, sustainability and environmental responsibility.
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