

	Autumn		Spring		Summer	
EYFS	Understanding the world involves guiding children to make sense of their physical world and their community.(DFE) By the end of EYFS children at the expected level of development will:- - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. FOR MORE DETAILS, PLEASE VISIT THE EARLY YEARS CURRICULUM MAPS ON THE WEBSITE HERE					
Year 1	Autumn		Spring		Summer	
	Where I live plans, maps, keys and aerial photos		The UK - countries, capitals and weather patterns Catholic Social Teaching: Care for Creation		Poles Apart Big question: Would you prefer to live in a hot or cold place?	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
	Compass and directions / Field work / Physical and human vocabulary					
	1. Where in the world are we? Locate the school on an aerial photograph What features can you see on the aerial photo? Identify human and physical features Outcomes: Locate three features on an aerial photograph of the school and know the name of the city in which they live.	Use aerial photographs to investigate and develop knowledge of the local area and school grounds.	1. Where is the United Kingdom? Find the United Kingdom on a world map Learn what the United Kingdom is Name and locate the four countries of the United Kingdom on a map, atlas and globe What are the compass directions? Label a map of the UK with North, South, West and East	To explore and learn about the countries of the UK using maps Use simple compass directions when exploring maps	1. Where are the continents? Name the seven continents and locate them on a world map.	Learn how to use maps, globes and atlases to name and locate continents.
	2. What can we see in our classroom? Outcomes: Make a physical map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. Develop the use symbols and a key when creating a map of the classroom	Develop an understanding of maps by creating maps of the classroom.	2. What are the capital cities of the countries of the United Kingdom? Children explore a map of the United Kingdom to name and locate the four capital cities.	Physical themes	2. Where are the coldest places on Earth? Why are they so cold? Locate the cold areas of the world in relation to the Equator and the North and South poles Identify key physical and human features of each place. Identify that the arrow on a compass always shows north.	Explore atlases and globes to find Antarctica, The Arctic and the North/South Poles Use simple compass directions and locational and directional language, to describe the location of continents on a map, globe or atlas
	3. What can we find in our school grounds? Locate key human and physical features of the playground Develop the use symbols and use them to develop a key when creating a map of the playground Outcomes: Create a map of the playground, using symbols and a key.	Learn to locate human and physical features of the school grounds Learn to draw maps using simple pictures or symbols and to locate features using directional language.	3. What is the weather like in the United Kingdom? Observe daily weather patterns by investigating weather in the school playground Understand the difference between 'weather' and 'climate' Measure and record the weather on school grounds including type of weather and temperature	Talk about what you have found out about weather in England by doing the weather survey.	3. What is life like in the coldest places? Compare weather/temperature in the UK and The Arctic Think about how this affects daily living	Identify physical features of the UK and The Arctic

4. Where are the different places in our school? Outcome: Recognise four features in the school building using a plan. 5. What is the weather like where we live? Record the weather at the beginning of each day	Use directional and locational language to identify places on a plan of the school. Carry out fieldwork to record daily weather and investigate seasonal changes in the school grounds.	4. What are the four seasons? Identify the four seasons in the United Kingdom, the current season and describe some seasonal changes.. How do people prepare for the weather? Learn how the weather changes in different seasons and suggest the clothing and activities people might do in each season	Carry out fieldwork to record daily weather and investigate seasonal changes in the school grounds.	4. .What are the hottest parts of the world? Why? Find out what the Equator is Locate the Equator on a world map Explore key human and physical features of the Equator. To explore atlases and globes to find the continents that are on the Equator.	Explore atlases and globes to find Antarctica, The Arctic and the North/South Poles Use simple compass directions and locational and directional language, to describe the location of the Equator on a map
6. How do you feel about our playground? Survey feelings about the playground. How can we make our playground even better?	Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. Draw a design to improve three areas of the playground using the results from the survey.	5. How can we look after our school garden? Sustainability and Catholic Social Teaching (Care for Creation) lesson: Understand how looking after a garden helps plants and animals.	Human themes and impact Discover how caring for a garden helps plants and animals by planting plants that will create a habitat for insects, butterflies and bees	5. What is life like in the hottest places? Compare weather/temperature in the UK and Kenya. Think about how this affects daily living	Identify physical features of the UK and Kenya
7. How do you get to St Bart's? Identify key physical and human features on an aerial photo of the immediate locality Learn about compass directions and use them on a map of the local area	Devise a map to show the way to St Bart's, use it on a field trip and then amend it as necessary Construct basic symbols in a key Use simple compass directions and locational and directional language to describe a route on a map.			6. Do we live in a hot or a cold place? Use data from spring weather survey. Locate the United Kingdom in relation to the North/South Poles and the Equator Use their knowledge of hot and cold places to answer the big question 'Would you prefer to live in a hot or cold place?'	Explore globes, maps and atlases to find North and South poles and the Equator Use compass directions to locate places Identify key features of hot and cold places
Autumn		SUMMER		SPRING	
What a wonderful world Big question:		Let's go on holiday! Big question: Where would you like to go on holiday?		Caring for our wonderful world (Links to CST) Big question: Why do we need to protect our world?	
Skills		Knowledge	Skills	Knowledge	Skills
Compass and directions / Field work / Physical and human vocabulary					

Year 2

1. What and where are some of the amazing landmarks in the UK? To name, locate and identify characteristics of the four countries of the UK	Use aerial photographs and plan perspectives to recognise and locate landmarks and basic human and physical features. Use simple compass directions and locational and directional language to describe the location of features and routes on a map.	1. What is special about London? Find out about the human and physical features of London. Study the human and physical geography of a small area of the United Kingdom Use basic geographical vocabulary to refer to key physical and human features, such as: river, city, castle, park, lakes, weather	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	1. What are the amazing landmarks and features of our school grounds? Use basic geographical vocabulary to refer to key physical and human features, such as: field, hill, field, soil, vegetation, micro-habitats, school, playground, carpark	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple fieldwork to study the geography of the school and its grounds. Draw human and physical features on a simple map using symbols and a key.
2. Where are the continents? What is a continent? Name and locate the world's seven continents	Use maps, globes and atlases to name and locate continents. Use simple compass directions and locational and directional language to describe the location of features and routes on a map.	2. Where are the key landmarks along the River Thames? Use an aerial photograph to draw a simple sketch map.	Devise a map and use and construct basic symbols in a key Use simple compass directions and locational and directional language to describe the location of features and routes on a map.	2. What is special about our natural habitats? Use basic geographical vocabulary to refer to key physical features, such as: field, hill, field, soil, vegetation, micro-habitats, forest, river, season and weather	Use simple fieldwork to identify, name and explore natural habitats at Lee Valley. To investigate local habitats and record findings. Devise a simple map of these areas; Use and construct basic symbols in a key
3/4. Where are some of the world's most amazing places? Use basic geographical vocabulary to refer to specific physical and human landmarks, such as: The Eiffel Tower, Niagara Falls, Great Wall of China, Amazon Rainforest, Barrier Reef, The River Nile, South Pole Station	Use simple compass directions and locational and directional language, to describe the location of continents on a map	3. Where in the world is Brazil? To name and locate the world's seven continents What is special about Brazil? Use basic geographical vocabulary to refer to key physical and human features, such as: river, rainforest, mountain, city, beach, coast, ocean, weather,	Use world maps, atlases and globes to locate and identify countries, continents and oceans	3. How can we look after our natural habitats?	Sustainability Impact of humans on the environment and what can be done to remedy it
5. Where are our oceans? What is an ocean? How is the ocean different at the North Pole and the Equator? To name and locate the world's five oceans	Learn how to use maps, globes and atlases to name and locate oceans Use simple compass directions and locational and directional language, to describe the location of oceans on a map	4. What is special about Rio de Janeiro? Study the human and physical geography of a small area of a contrasting non-European country	Use aerial photos to identify human and physical features	4. What is air pollution and why is it an issue outside schools? How could air pollution be reduced outside our school?	Impact of humans on the environment and what can be done to protect our amazing planet

		5. Would you rather go on holiday to London or Rio de Janeiro? Understand geographical similarities and differences when comparing the human and physical geography of a small area of the UK and a small area in a contrasting non-European country.	Use maps, globes, atlases and aerial photos to compare the human and physical geography of two different parts of the world	5. Why are our oceans so special? Identify the five oceans and why they are important to our planet. What are the dangers to our oceans? What can we do to help to protect the oceans?	Sustainability Use maps, globes and atlases to name and locate oceans Impact of humans on the environment and what can be done to protect our amazing planet
Autumn		Spring		Summer	
Land Use - How diverse are local and UK landscapes?		Rivers: What is special about them?		Settlements - Where do people live and Why?	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
<i>Compass and directions / Field work / Physical and human vocabulary</i>					
1. UK human and Physical features. I can identify, classify and compare human and physical features using maps, photographs and aerial images.	Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	1. Introducing rivers. I can describe the key features of a river system and explain how rivers drain the land through the process of the water cycle.	Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	1. Settlement features. I can name and recognise the key features of villages towns and cities.	
2. Land Use in the UK. I can use maps and other geographical sources to identify and describe different types of land use in the UK	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	2. River processes and landforms. I can describe processes happening in river and landforms that they create.	Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	2. Villages, towns and cities in the UK. I can locate and identify villages towns and cities on maps and in atlases and on OS maps.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
3. Farming in the UK. I can interpret maps, photographs and data to investigate different types of farming and where they take place.	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	3. The river's journey. I can describe changes in a river and its landforms as it flows along its course.	Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	3. Location and growth of settlements. I can describe and explain why settlements are established and grow	Describe and understand aspects of human geography, including: types of settlement and land use, economic activity etc.

Year 3	4. Different land use in the UK. I can compare land use in different regions of the UK and explain similarities and differences.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	4. Flooding rivers. I can identify some causes and impacts of flooding and give recent examples. Flooding impacts and solutions. I can explain the short and long term impacts of flooding and describe ways that flooding can be reduced.	I can investigate information from a range of sources to identify causes and effects of flooding and communicate my findings.	4. Changes in our local area. I can use old Ordnance survey maps and photographs to identify some changes in my local area.	Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
	5. Use Grid reference to Identify land use. I can use four-figure grid references to locate places and identify patterns of land use on map.	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	5. Rivers in the UK. I can locate different rivers in the UK on a map and describe the features found along the River Severn.	I can use maps, atlases and digital mapping tools to locate UK rivers and identify key features along the River Severn.	5. Our local town - St Albans. I can use Ordnance survey maps of St Albans to identify some reasons my local town grew and compare it to another town I know.	Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
	6. Changing land use. I can analyse evidence from maps, photographs and fieldwork to identify and explain changes in land use over time.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	6. Rivers in Europe. I can locate rivers in Europe on a map and explain why they are important.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	6. Designing a new settlement. I can design a new settlement that would be good for the future.	Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

			7. Mighty rivers of the world. I can locate some of the world's largest rivers and describe a journey down the Nile.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		
	Autumn		Spring		Summer	
	Europe: How diverse are its landscapes and places?		Mountains and Volcanoes : What, where and why?		Local area: What needs changing?	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
	<i>Compass and directions / Field work / Physical and human vocabulary</i>					
	1. Using maps to locate the countries of Europe. I can use an atlas and a globe to locate the continent and countries of Europe.	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	1. The formation of mountains. I can use geographical vocabulary to describe and explain how mountains are formed and shaped over time.	Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	1. Change in the local area. I can use past and current sources of evidence to identify how I could investigate change in the locality.	
	2. Weather and climate in Europe. I can identify different climate zones in the worlds and describe the climate of different countries in Europe.	Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	2. Mountains and their features. I can recognise and name the key features of a mountain and landscape and describe the conditions found on Mount Everest.	Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	2. Fieldwork tools and techniques . I can identify and adapt appropriate techniques to support a fieldwork enquiry.	
	3. Major cities in Europe. I can locate a number of major cities in Europe and I understand what they are important.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	3. The UK's peaks. I can name and locate the UK's highest peaks and use OS maps to identify major physical and human features of Yr Wyddfa.	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	3. Risk assessment and staying safe. I can help plan a fieldwork visit and how to keep myself safe.	

Year 4	4. Physical features of countries in Europe. I can use digital and atlas maps to identify and locate key physical features of Europe.	Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	4. Volcanoes and their features. I can recognise the key features of a volcano and can use geographical vocabulary to name and explain them.	Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	4. Active fieldwork. I can gather and record it accurately through fieldwork.	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
	5. Human features of countries in Europe. I can describe key features of the human geography of Europe and use atlas maps to identify spatial patterns.	Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	5. Living near volcanoes. I can describe and explain the impact of volcanic eruptions on people and understand why some people choose to live near volcanoes.	Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	5. Presenting data. I can analyse, interpret and reflect on geographical data gathered through fieldwork.	
	6. Tourism in Europe. I can use different sources of information to choose and plan a holiday to a European country.	Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	6. The impact of eruptions: Eyjafjallajökull - Iceland. I can describe and explain the forces at work when volcanoes erupt , and how these may alter the landscape and environment.	Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	6. Future changes. I can suggest and argue for preferred change in the local area using sources of evidence.	

					7. Using digital maps to explore changes in our local area. I can use geographic information system (GIS) to see how my local area has changed over time.	
Year 5	Autumn		Spring		Summer	
	Natural resources: What are they, where are they found, why are they important?		North and South America: How diverse are their places and landscapes?		Sustainable world: Does it matter how we live?	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
	Compass and directions / Field work / Physical and human vocabulary					
	1. Introducing natural resources I can name some natural resources and describe how they can be used	Describe and understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	1. Using maps to locate countries in North and South America I can locate selected countries in North and South America on a map, identify lines of latitude and longitude, and start to appreciate the size of these continents	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	1. Introducing sustainability I can explain what sustainability means to me and start to identify choices that can be made with this in mind	Describe and understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
	2. Identifying renewable and non-renewable energy sources I can identify renewable and non-renewable energy sources and understand the difference between them		2. Climate of North and South America I can use climate data to investigate and describe different climates in North and South America	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	2. Carbon footprints I can explain what sustainability means to me and start to identify choices that can be made with this in mind	
	3. Global food production and its impacts I can identify different sources of food, explain why food production is sometimes harmful to the planet and know what sustainable farming is		3. Physical geography of North and South America I can describe physical features of areas of North and South America	Describe key features of the physical geography of North and South America, including a range of landscapes and biomes	3. Using energy wisely I can use identify ways to reduce use of fossil fuels and explain why this matters	
	4. Economic minerals and their uses I can describe what economic minerals are and explain where they can be found and how we use them		4. Human geography of North and South America I can describe key features of the human geography of the Americas, including population distribution and major cities	Describe key features of the physical geography of North and South America, including a range of landscapes and biomes	4. Tackling food waste I can use identify ways to reduce use of fossil fuels and explain why this matters	
	5. Wood and its many uses I can describe what economic minerals are and explain where they can be found and how we use them		5. Economic activities of North and South America I can describe economic activities in the Americas and make comparisons between countries	Describe and understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	5. Biodiversity and sustainability I can use identify ways to reduce use of fossil fuels and explain why this matters	

	6. Water: our essential resource I can describe what economic minerals are and explain where they can be found and how we use them		6. Planning a journey through the Americas I can design a trip covering six geographical highlights of North and South America using research.	Describe and understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	6. Making cities more sustainable I can research, identify and give examples of some ways in which cities can become more sustainable	
			7. Using digital maps to identify different landscapes of North and South America I can use geographic information system (GIS) to investigate different landscapes in North and South America	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies		
Year 6	Autumn		Spring		Summer	
	Time zones:		Global trade:		Coasts:	
	Can we time travel on planet Earth?		How do we get our stuff?		What happens where the land meets the sea?	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
	Compass and directions / Field work / Physical and human vocabulary					
	1 Day and night I can explain why we have day and night and what lines of longitude are.	Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	1 Global trade I can investigate how we are linked to other people and places through global trade in clothing.	Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	1 The coast of the UK I can describe what a coast is and how people’s lives are affected by it.	Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
	2 Longitude and time zones I can identify the Prime Meridian and understand time zones.		2 Imports and exports I can use import and export data to investigate global trade in commodities and manufactured goods.		2 Mapping the coast I can use maps and other sources to recognise, locate and describe a range of coastal features in the UK.	
	3 The International Date Line and time I can use time and date maps and the International Date Line to explore time zones around the world.	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	3 Supermarkets and global supply chains I can understand that most of the supermarkets in the UK are global companies and describe how they get their food from global supply chains.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America	3 Coastal erosion I can understand how coastal erosion affects people’s lives.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
	4 Travel and time I can understand that time zones can have an effect on travel.		4 Patterns of production I can investigate the production of a mobile phone and describe some of the effects the manufacturing process has on people's lives.		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
		Understand geographical				Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

	5 Using digital maps to plan a trip to a different time zone I can use a geographic information system (GIS) to investigate the differences in time and the climate between my home place and a country in a different time zone.	similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	5 Global transportation of goods I can describe how different types of goods are transported from producers to supermarkets and evaluate the costs and benefits of different forms of transport.	Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)	5 Protecting the land I can name and describe different types of coastal protection and discuss their effectiveness.	Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
		Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)	6 Ethical trading I can explain how the choices we make can affect other people, places and environments, and reflect on my own opinions about ethical trade.	Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length	6 Coastal habitats and ecosystems I can identify some threats to coastal habitats around the world and explain why these places matter to wildlife.	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
		Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length		Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	7 Coasts and tourism I can research and present information about a coastal place using geographical enquiry and sources. 8 Coasts and the future I can discuss the impacts of climate change on the coast and explain what we can do to protect it.	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world