



The British Isles seen from space.



There are two large islands and many smaller ones.



United Kingdom



England



Wales



Scotland



Northern Ireland



England, Scotland and Wales, together with Northern Ireland, make the United Kingdom.



Republic of Ireland

ATLANTIC OCEAN

NORTH SEA

Outer Hebrides

Shetland Islands

Orkney Islands

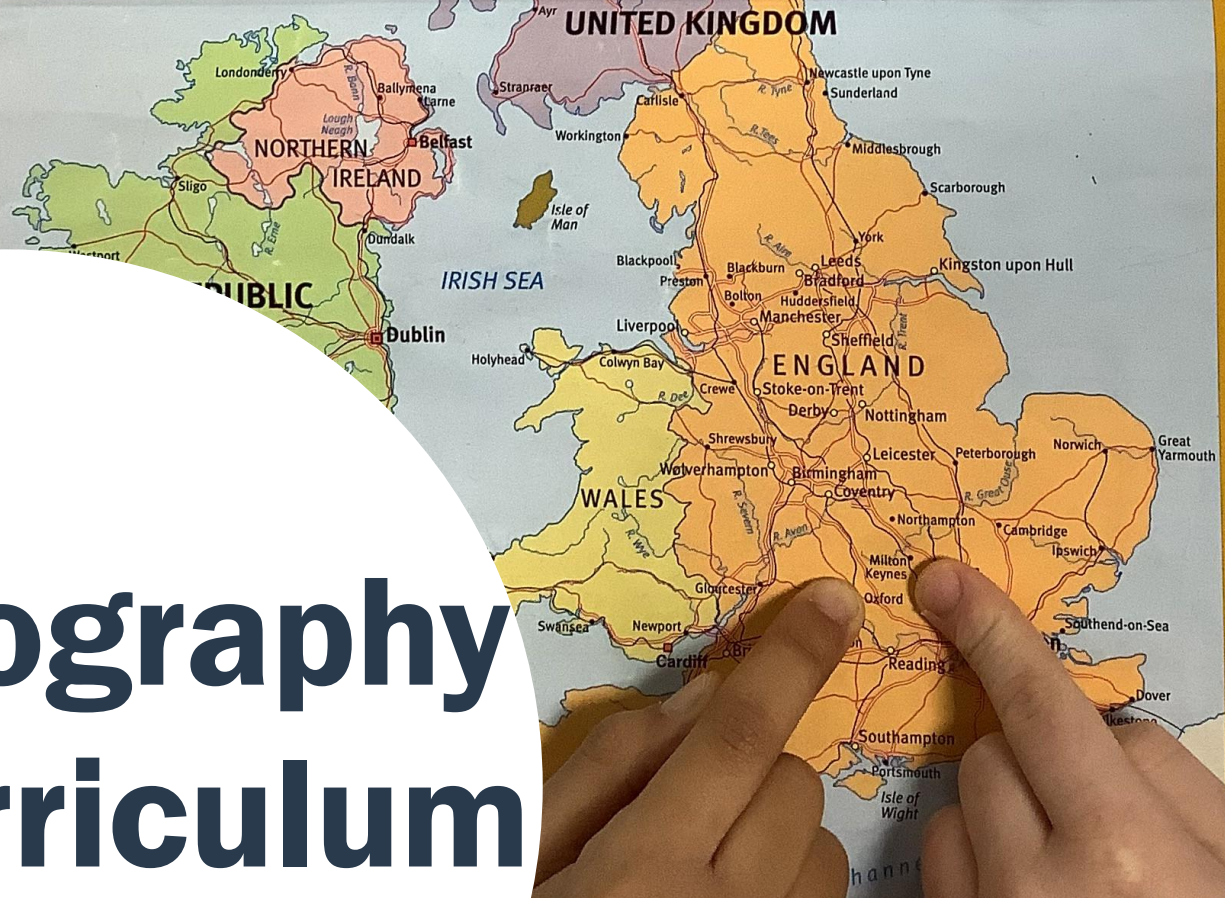
SCOTLAND

ENGLAND

REPUBLIC OF IRELAND

© Oxford University Press  
Tomorrow's Mapmaker Projection

© Oxford University Press  
Tomorrow's Mapmaker Projection



# Geography Curriculum

Broughton Fields Primary School

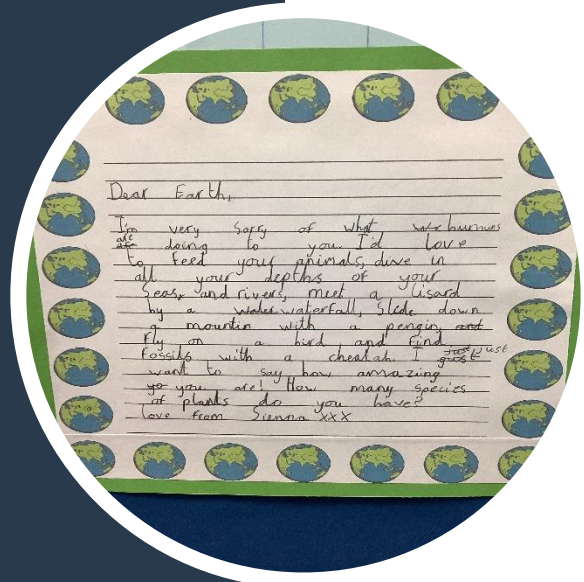


# Intent

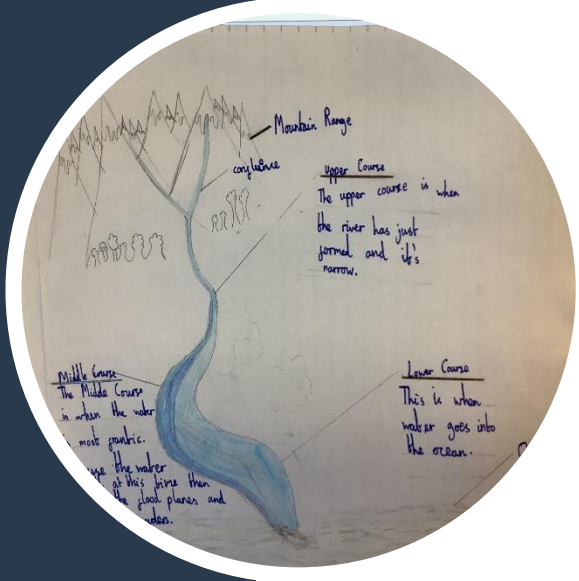
"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together." Barack Obama

At Broughton Fields Primary School we deliver a high-quality geography education to inspire in our children a curiosity and fascination about the world, its people and our place in it. Teaching should provide pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes and the interaction between them. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Our children, at Broughton Fields Primary School, are encouraged to be life-long compassionate geographers, learning with their hearts, sympathetic to the struggles of others living on Earth, our home. They are provided with the necessary knowledge to enable them to learn with an open mind, to think and give them the passion to bring about positive change, both now and in the future, on contemporary local and global issues for future generations.



**“Our children are encouraged to be life-long compassionate geographers, learning with their hearts, sympathetic to the struggles of others living on Earth, our home.”**





# Leader: Sarah O'Brien

Documents showing progression, knowledge and skills are shown below.

## EARTHQUAKE SAN FRANCISCO

The San Francisco earthquake happened at 13:12 (1:12pm) on Wednesday 18<sup>th</sup> April 1906 and lasted around 45-60 seconds. It was a 7.8 on the Richter scale. More than 3000 people died and 227,000-300,000 were left homeless. At the time roughly 410,000 people were in the city. It was the first Natural Disaster to be photos graphed. It took years to rebuild San Francisco. Over 80% of the city was destroyed. Shortly after it a tsunami was recorded at Presidio of San Francisco. The earthquake destroyed \$30,000 worth of property. (a famous opera singer) was there at the time. 8km (5 miles).

### Comparing rivers

Thames	River Nile
10-170 million years old.	There are more than 80 species of animals such as lungfish, Monitor lizards, Nile perch and Tiger fish.
A King's polar bear had the River as a pool.	Is 30 million years old.
125 species of fish.	The longest river in the world.
One of the cheapest rivers in the world.	4258 miles long.
Provides 2/3 of London's drinking water.	The Nile River starts in the country Burundi.
346 Km long	
<del>Similarities</del> Similarities	Differences
They both have species of fish.	The Thames is older than the Nile.
both provide drinking	The Nile has 675 more species than the Thames.



Broughton Fields Primary School – Geography Progression Map							
	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Vocabulary</b>	<p><b>Simple Vocabulary:</b></p> <p>Season, world, village, countryside, farm, factory, house, flat, apartment, hill, sea, beach, shop, map.</p>	<p><b>Simple Vocabulary:</b></p> <p>United Kingdom, world, country, England, Scotland, Northern Ireland, Wales</p> <p>Broughton</p> <p>Man-made</p> <p>Natural</p> <p>Human features</p> <p>Physical features</p> <p>Brook</p> <p>Pub</p> <p>Church</p> <p>School</p> <p>Detached</p> <p>Semi-detached</p> <p>Terrace</p> <p>Flat</p> <p>Weather</p> <p>Climate</p> <p>Trees</p> <p>Road</p> <p>Town</p> <p>Cars</p> <p>Bridge</p> <p>Human features</p> <p>Physical features</p> <p>Chembakolli</p> <p>India</p> <p>Village</p> <p>Tamil Nadu</p> <p>Weather</p> <p>Climate</p> <p>Tropical</p> <p>Adivasi people</p>	<p><b>Develop vocabulary:</b></p> <p>Capital, North, East, South, West, globe, compass, route, location, Europe, England, United Kingdom, England, London, Wales, Cardiff, Northern Ireland, Belfast, Scotland, Edinburgh, English Channel, North Sea, Irish Sea, North Atlantic Ocean.</p> <p>Human Features: city, town, village, factory, farm, house, office, port, pub, flats, harbour and shop.</p> <p>Physical Features: beach, cliff, coast, forest, hill, lake, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Atlantic Ocean.</p> <p>Pacific Ocean.</p> <p>Indian Ocean.</p>	<p><b>Continue to develop vocabulary:</b></p> <p>Buckinghamshire counties / county, Oxfordshire</p> <p>Bedfordshire</p> <p>Chiltern Hills</p> <p>Wendover Woods</p> <p>Europe – e.g. Russia, Spain</p> <p>climate, environment, landscape, transport, pollution, human characteristics, physical characteristics.</p> <p>The Alps, the Himalayas, the Andes, the Appalachian Mountains, the Rocky Mountains, the Atlas Mountains, Mount Kilimanjaro, height, 1000m, peak, summit, ridge, valley, scree, mountain range, climate, tourism, environment, human</p>	<p><b>Continue to develop vocabulary:</b></p> <p>United Kingdom, London, Cardiff, Belfast, Edinburgh, Prime/Greenwich Meridian, human characteristics – e.g. London Eye, Big Ben, Buckingham Palace, Houses of Parliament</p> <p>physical characteristics – e.g. River Thames, Hyde Park.</p> <p>European capital cities – for example, London, Paris, Madrid, Moscow</p> <p>Greece, Athens humid, climate, urban, rural , Mediterranean, Aegean, Ionian seas, seasons, hot and dry climate, Pindus mountain range, Crete, Peloponnese, Athens, European, Mount Olympus, Hellenic Republic.</p>	<p><b>Use precise geographical vocabulary:</b></p> <p>United Kingdom, England, Northern Ireland, Scotland, Wales, topographical features – physical features, landscape, mountains, rivers, valleys, hills, coasts.</p> <p>Geographical regions – e.g. Lake District. Yorkshire Moors.</p> <p>Lake District, landscape, North America, Yellowstone National Park ,altitude, States of America, Wyoming.</p> <p>Ordnance Survey, key, legend, relief, physical and human features, geysers, hot spring, canyon.</p> <p>Grand Prismatic Spring</p> <p>Earthquake, volcano, continent, ocean, continental and oceanic</p>	<p><b>Be able to describe and start to explain geographical processes using the correct terminology:</b></p> <p>Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, time zones.</p> <p>Biomes, natural resources, distribution, vegetation belts, rainforest, tropical, temperate, renewable, transpiration, deforestation, recyclable, sustainable, Brazil. Americas, Amazon Rainforest.</p> <p>Countries and major cities within the Americas.</p> <p>Economics, region, distribution, trade links, natural resources</p>

		<p>Mud houses Rickshaw Honey Forest</p> <p>Continents - Africa. Antarctica, Asia, Australasia and Oceania, Europe, North America. South America</p> <p>Weather Seasons – Spring, Summer, Autumn, Winter North and South Poles Equator Hot, cold</p>	<p>Southern Ocean, Arctic Ocean.</p> <p>Continents - Africa. Antarctica, Asia, Australasia and Oceania, Europe, North America. South America</p> <p>Kenya, Africa, Human and physical features, capital city (Nairobi), main cities (Mombasa, Kisumu) rivers (Tana), mountains (Mount Kenya) and surrounding oceans (Indian Ocean), National park, game reserve, savannah, wetlands, grasslands, marine, wildlife, endangered species, habitat, safari, tourism, tourists, holiday, protect.</p> <p>Seaside Coastline Beach Man-made Natural Aerial view Bird eye's view Observe</p>	<p>characteristics, physical characteristics, contour, foot, slope. Mid-Atlantic Ridge, Mariana Trench</p>	<p>Coasts, rivers, banks, channel, current, delta, deposition, erosion, source, estuary, floods, floodplain, marsh, gorge, bridge, meander, mouth, oxbow lake, plunge pool, rapid, reservoir, river, riverbed, sediment, source, transportation, tributary, waterfall, rapids, river mouth, delta, River Danube, River Nile, River Niger, The Yellow, the Yangtze, the Ob, the Ganges and the Indus, the Murray, the Mississippi, the Amazon.</p> <p>Capital cities: London (River Thames), Cardiff (River Taff), Edinburgh (River Leith), Belfast (River Lagan)</p> <p>Water cycle: evaporation, transpiration, clouds, water droplets,</p>	<p>plates, Latitude, Longitude, Northern hemisphere, Southern hemisphere, political map, evacuation, infrastructure, river, flood, search and rescue, epicentre, magnitude, distribution, location, pattern, energy, projection, tsunami, inner core, outer core, mantle, crust, fault, Alpine fault, design, homeless, refugees, wealth, eruption, magma, lava, rock, pumice, igneous rock, dormant, extinct, cone, vent, gas, cloud, pyroclastic flow, chamber, Pacific Ring of Fire, Mid-Atlantic ridge,</p>	
--	--	---	--	--	--	---	--

			<p>Southend – On – Sea</p> <p>Human Features          Bridge          Houses          Block of flats          Park          Shops          Schools          Pavilion          Pub          Pier          Railway          RNLI Lifeboat          Station          Lighthouse          Boats</p> <p>Physical Features          Brook          Beach          Cliffs          Rock pools          Coast          Waves          Sand dunes          Fields</p>		precipitation		
<b>Map Skills</b>	Provide play maps and small world for children to create their own environment.	<p>Follow directions; up/down, left/right, behind/in front of., near , far, left, right.</p> <p>Use own symbols on simple maps.</p> <p>Use relative vocab; bigger/smaller, like/unlike.</p>	<p>Follow directions; North, East, South, West.</p> <p>Use class agreed symbols on simple maps</p> <p>Spatial matching; match the same area eg. continent, ocean on a larger map.</p>	<p>Use pairs of coordinates and four compass points.</p> <p>Introduce need for a key and standard symbols.</p> <p>Spatial matching, boundary matching; eg. country boundary</p>	<p>Begin to use 4-figure grid reference to locate features on a map.</p> <p>Introduce need for a key and standard symbols.</p> <p>Make own maps of real places with increasing accuracy.</p>	<p>Use 4-figure grid reference to locate features on a map.</p> <p>Use eight compass points.</p> <p>Draw a map using symbols and a key, awareness of OS symbols.</p>	<p>Use 6-figure grid reference to locate features on OS map.</p> <p>Use OS standard symbols.</p> <p>Scale reading and drawing, comparison of map scale.</p>

		<p>Draw picture maps of imaginary places and from stories.</p> <p>Talk about their own maps.</p> <p>Make maps of the classroom / school.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, the continents and other countries in the world. E.g. India.</p> <p>Use world maps, atlases to identify the United Kingdom and other countries in the world, looking specifically at weather.</p>	<p>Use a plan and KS1 atlas to help create simple maps.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, capitals, the continents, oceans and other countries in the world. E.g. Kenya.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries and surrounding seas.</p>	<p>on a different scale map.</p> <p>Make a map of a short route with features in the correct order.</p> <p>Use larger scale map outside/use maps of other localities.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.– e.g. Spain, Russia.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and key mountain ranges.</p>	<p>Use a variety of maps of different scale to locate places.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and major cities in Europe including Greece, Athens.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate key rivers in the U.K. and around the world.</p>	<p>Measure straight line distance on a plan.</p> <p>Select maps for a purpose.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Draw scale plans of increasing complexity.</p> <p>Follow route on small-scale OS map and describe features seen</p> <p>Select maps for a purpose.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
<b>Enquiry Skills</b>	<p>Know that there are different countries and continents in the world and talk about the differences between them based on what they have learnt from experience, photos, videos and books.</p>	<p>Use resources provided and their own observations to respond to questions about places.</p>	<p>Select information from resources provided.</p> <p>Use this information and their own observations to ask and respond to questions about places.</p>	<p>Begin to use skills and sources of evidence to respond to a range of geographical questions.</p> <p>Begin to offer reasons for some of their observations and judgements about places.</p>	<p>Confidently use skills and sources of evidence to respond to a range of geographical questions.</p> <p>Confidently offer reasons for some of their observations and judgements about places.</p>	<p>Draw on their knowledge and understanding to suggest suitable geographical questions for study.</p> <p>Use a range of geographical skills and evidence to investigate places and themes.</p>	<p>Identify relevant geographical questions.</p> <p>Drawing on their knowledge and understanding they select and use appropriate skills and evidence to help them investigate places and themes.</p>

				Begin to offer explanations for the location for some human and physical features in different localities.	Confidently offer explanations for the location for some human and physical features in different localities.		They reach plausible conclusions and present their findings both graphically and in writing
<b>Field Work</b>	Draw information from a simple map or off site visit.	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries including India.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds surrounding area, devise a simple map; maps of school, map journey around Broughton, local walk.</p> <p>Use aerial photographs.</p> <p>Weather- keep a record, measure rain, wind, size of puddles. Data in bar graphs.</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use and construct basic symbols in a key.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map, and the key human and physical features of its environment.</p>	<p>Learn the eight points of a compass.</p> <p>2 figure grid references</p> <p>Use some basic symbols and a key (including the use of simplified Ordnance Survey maps) to build their knowledge of the United Kingdom, Europe and the wider world</p> <p>Begin to use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Use some basic symbols and a key (including the use of simplified</p>	<p>Use the eight points of a compass, four-figure grid references.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate European capital cities and describe features studied</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use the eight points of a compass, four-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.</p> <p>Confidently use fieldwork to observe, measure and record the human and physical features in the local area with increasing accuracy using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Independently use fieldwork to observe, measure and record the human and physical features in the local area accurately using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>



				Ordnance Survey maps) to build their knowledge of the United Kingdom and Europe.		countries and describe features studied.	
<b>Place and Locational Knowledge</b>	<p>Understand that some places are special to members of their community.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Begin to understand where we live within the U.K.</p> <p>Name, locate and identify the four countries of the United Kingdom.</p> <p>Name and locate the world's seven continents.</p> <p>Understand the difference between human and physical geography.</p> <p>Hot and cold countries. Countries near the equator North and South Poles..</p>	<p>Identify where Milton Keynes is within the UK.</p> <p>Name, locate and identify the capitals and characteristics of the four countries of the United Kingdom. Name and locate the surrounding seas of the United Kingdom.</p> <p>Name and locate the world's five oceans. Understand and study the difference between human and physical geography with a study of a contrasting location – Kenya.</p> <p>Know the basic compass directions (north east south, west). Understand geographical similarities and differences through</p>	<p>Identify the county of Buckinghamshire and other counties in the U.K.</p> <p>Name and locate countries in Europe including Russia and Spain.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Bucks), a region in a European country (Spain).</p> <p>Identify and locate key mountains in the UK and in the world.</p>	<p>Name and locate the major cities of the U.K &amp; Europe, including London, Madrid, Moscow.</p> <p>Identify the position and significance of Prime/Greenwich Meridian.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country – Athens, Greece. Compare to London.</p> <p>Key topographical features – coasts and rivers.</p>	<p>Name and locate geographical regions of the United Kingdom, identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers recap).</p> <p>Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region within North America – Yellowstone National Park .</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of the human and physical geography of a</p>

			studying the human and physical geography of a small area of the United Kingdom – Milton Keynes and Southend – On-Sea.			Compare to the Lake District.  Identify and locate where there have been / are volcanoes and earthquakes in the world.	region within South America . Locate the world's countries where trading links are made with the UK.  Name and locate geographical regions of the United Kingdom, identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time/
<b>Human and Physical Geography</b>	Understand the effect the seasons have on the world around them.	Use basic geographical vocabulary to refer to: key physical features and key human features in relation to Broughton.  Use basic geographical vocabulary to refer to: key physical features and key human features in relation to India.	Use basic geographical vocabulary to refer to: key physical features, and key human features. .  Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.  Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Study the human and physical features of Buckinghamshire.  The study of human and physical geography of a region of the United Kingdom (Bucks), a region in a European country (Spain).  Describe and understand key aspects of mountains:	Describe and understand key aspects of human and physical geography relating to the area of study.  Describe and understand key aspects of physical geography including coasts, rivers and the water cycle.	Confidently describe and understand key aspects of human and physical geography relating to the area of study  Describe and understand key aspects of: physical geography, including volcanoes and earthquakes.	Describe and understand key aspects of : Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) Fair/unfair distribution of resources (Fairtrade).  Describe and understand key aspects of: human geography: including: types of settlement and land use, economic activity

		<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Record daily weather patterns. Collect and analyse data.</p>					<p>including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
--	--	---	--	--	--	--	--



	Knowledge	Skills	
<b>Year 1 Autumn</b>			
Local Study Broughton	What are the four countries in the United Kingdom? Where are the countries located? What are the human geography features of Broughton? What are the physical geography features of Broughton? What is a locality? What does rural and urban mean and what does this look like where I live? What is Broughton like? How can I find out what Broughton looks like?	Vocabulary	Broughton Man-made Natural Human features Physical features Brook Pub Church School Detached Semi-detached Terrace Flat Weather Climate Trees Road Town Cars Bridge United Kingdom, England, Scotland, Wales, Northern Ireland locality
		Map Skills	Follow directions; up/down, left/right, behind/in front of., near, far, left, right Make maps of the classroom/school Use own symbols on simple maps. Use relative vocab; bigger/smaller, like/unlike. Talk about own maps.
		Enquiry Skills	Use resources provided and their own observations to respond to questions about places.
		Field Work	Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple fieldwork and observational skills to study the geography of their school and its grounds surrounding area, devise a simple map; maps of school, map journey around Broughton, local walk. Use aerial photographs.
		Place and Location Knowledge	Understand where we live within the Name, locate and identify the four countries of the United Kingdom
		Human and Physical Geography	Use basic geographical vocabulary to refer to: key physical features and key human features in relation to Broughton.
<b>Year 1 Spring</b>			
Comparing the United Kingdom to India	What are the seven continents of the world called? Where are the seven continents located? What are the physical geography features of Broughton compared to a village in India? What are the human geography features of Broughton compared to a village in India? What is life like in India?	Vocabulary	Human features Physical features Chembakolli India Village Tamil Nadu Weather Climate Tropical Adivasi people Mud houses Rickshaw Honey Forest Continents - Africa. Antarctica, Asia, Australasia and Oceania, Europe, North America. South America.
		Map Skills	Use world maps, atlases and globes to identify the United Kingdom and its countries, the continents and other countries in the world. E.g. India.
		Enquiry Skills	Use resources provided and their own observations to respond to questions about places.
		Field Work	Use world maps, atlases and globes to identify the United Kingdom and its countries as well India. Use simple fieldwork and observational skills to study the geography of their school and its grounds surrounding area, devise a simple map; maps of school, map journey around Broughton, local walk. Use aerial photographs.
		Place and Location Knowledge	Name and locate the world's seven continents. Understand the difference between human and physical geography.

		Human and Physical Geography	Use basic geographical vocabulary to refer to: key physical features and key human features in relation to India.
<b>Year 1 Summer</b>			
Weather	<p>What are seasons?            What are the different types of weather?            How does weather differ across regions of the United Kingdom?            What is the equator and where in the world is it?            What effect does the equator have on the world?            How do weather patterns change throughout the world?            What are the North and South Poles and where are they in the world?</p>	Vocabulary	Weather Seasons – Spring, Summer, Autumn, Winter North and South Poles Equator Hot, cold
		Map Skills	Use world maps, atlases to identify the United Kingdom and other countries in the world, looking specifically at weather patterns.
		Enquiry Skills	Use resources provided and their own observations to respond to questions about places.
		Field Work	Weather- keep a record, measure rain, wind, size of puddles. Data in bar graphs.
		Place and Location Knowledge	Hot and cold countries. Countries near the equator North and South Poles..
		Human and Physical Geography	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
<b>Year 2 Autumn</b>			
Milton Keynes study	<p>What are the capital cities of the United Kingdom and where are they?            What are the seas around the United Kingdom called and where are they?            What are the human geography features of Milton Keynes?            What are the physical geography features of Milton Keynes?            How do these compare to my area of Milton Keynes?</p>	Vocabulary	Capital, North, East, South, West, globe, compass, route, location, Europe, England, United Kingdom, England, London, Wales, Cardiff, Northern Ireland, Belfast, Scotland, Edinburgh, English Channel, North Sea, Irish Sea, North Atlantic Ocean.  Human Features: city, town, village, factory, farm, house, office, port, pub, flats, harbour and shop.  Physical Features: beach, cliff, coast, forest, wood, hill, lake, mountain, sea, stream, brook, river, soil, valley, vegetation, season and weather.
		Map Skills	Follow directions; North, East, South, West. Use class agreed symbols on simple maps.
		Enquiry Skills	Select information from resources provided. Use this information and their own observations to ask and respond to questions about places.
		Field Work	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use and construct basic symbols in a key. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map and the key human and physical features of its environment.

		Place and Location Knowledge	Identify where Milton Keynes is within the UK. Name, locate and identify the capitals and characteristics of the four countries of the United Kingdom. Name and locate the surrounding seas of the United Kingdom.
		Human and Physical Geography	Use basic geographical vocabulary to refer to: key physical features, and key human features. See above.
<b>Year 2 Spring</b>			
Comparing the UK to Kenya	<p>What are the five oceans of the world called and where are they?</p> <p>What are the physical geography features of Milton Keynes compared to a region in Kenya?</p> <p>What are the human geography features of Milton Keynes compared to a region in Kenya?</p> <p>What is life like in Kenya?</p> <p>Which continent is Kenya in?</p> <p>Where is Africa?</p> <p>What other countries are nearby?</p> <p>Which oceans are near to Kenya?</p> <p>Where is the UK located in relation to Kenya?</p>	Vocabulary	<p>Human Features: city, town, village, factory, farm, house, office, port, pub, flats, harbour and shop.</p> <p>Physical Features: beach, cliff, coast, forest, hill, lake, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Kenya, Africa, Human and physical features, capital city (Nairobi), main cities (Mombasa, Kisumu) rivers (Tana), mountains (Mount Kenya) and surrounding oceans (Indian Ocean), National park, game reserve, savannah, wetlands, grasslands, marine, wildlife, endangered species, habitat, safari, tourism, tourists, holiday, protect.</p> <p>Atlantic Ocean. Pacific Ocean. Indian Ocean. Southern Ocean, Arctic Ocean. Continents - Africa. Antarctica, Asia, Australasia and Oceania, Europe, North America. South America.</p>
		Map Skills	Spatial matching; match the same area e.g. continent, ocean on a larger map. Use world maps, atlases and globes to identify the United Kingdom and its countries, capitals, the continents, oceans and other countries in the world. E.g. Kenya.
		Enquiry Skills	Select information from resources provided. Use this information and their own observations to ask and respond to questions about places.
		Field Work	Use aerial photographs and photos to recognise landmarks and basic human and physical features.
		Place and Location Knowledge	Name and locate the world's five oceans. Understand and study the difference between human and physical geography with a study of a contrasting location – Kenya
		Human and Physical Geography	Use basic geographical vocabulary to refer to: key physical features, and key human features. See above.
<b>Year 2 Summer</b>			
Southend Study	<p>Where is Southend in relation to me?</p> <p>What does Southend look like?</p>	Vocabulary	Southend-On-Sea, seaside, coastline, man-made, natural.



	<p>What are the physical geography features of Southend?          What are the human geography features of Southend?          How does Southend compare to Broughton?          What happens in Southend?</p>		<p>Human Features:- bridge, houses, block of flats ,park, shops, schools, pavilion, pub, pier, railway, RNLI Lifeboat Station, lighthouse ,boats.</p> <p>Physical Features – brook, beach, cliffs, rock pools, coast, waves, sand dunes, fields, rocks, rock pools.</p>
		Map Skills	Use world maps, atlases and globes to identify the United Kingdom and its countries and surrounding seas.
		Enquiry Skills	Select information from resources provided. Use this information and their own observations to ask and respond to questions about places.
		Field Work	Use aerial photographs and photos to recognise landmarks and basic human and physical features. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map,and the key human and physical features of its environment.
		Place and Location Knowledge	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – Milton Keynes and Southend-On-Sea.
		Human and Physical Geography	Use basic geographical vocabulary to refer to: key physical features, and key human features. See above.
<b>Year 3 Autumn</b>			
Bucks study	<p>What is a county?          What are the names of the counties of England?          What county do I live in?          What counties are nearby?          What are the human characteristics of Buckinghamshire?          What are the physical characteristics of Buckinghamshire?</p>	Vocabulary	Buckinghamshire, counties / county, other counties of England, e.g. Oxfordshire, Bedfordshire. Human and physical features, e.g. Chiltern Hills, Wendover Woods, lake river.
		Map Skills	Use pairs of coordinates and four compass points. Introduce need for a key and standard symbols. Spatial matching, boundary matching; eg. country boundary on a different scale map. Make a map of a short route with features in the correct order. Use larger scale map outside/use maps of other localities.
		Enquiry Skills	Begin to use skills and sources of evidence to respond to a range of geographical questions. Begin to offer reasons for some of their observations and judgements about places. Begin to offer explanations for the location for some human and physical features in different localities.
		Field Work	Learn the eight points of a compass. 2 figure grid references Use some basic symbols and a key (including the use of simplified Ordnance Survey maps) to build their knowledge of the United Kingdom. Begin to use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

		Place and Location Knowledge	Identify the county of Buckinghamshire and other counties in the U.K.
		Human and Physical Geography	Study the human and physical features of Buckinghamshire.
<b>Year 3 Spring</b>			
Comparing the United Kingdom to Europe. Buckinghamshire to Spain	What are the countries of Europe? How do these look on the world map? Where is Russia on the world map? What is a region? What is life like in Spain? How do the physical characteristics of Spain compare to Buckinghamshire? How do the human characteristics of Spain compare to Buckinghamshire?	Vocabulary	Europe – e.g. Russia, Spain, climate, environment, landscape, transport, pollution, human characteristics, physical characteristics, region.
		Map Skills	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. – e.g. Spain, Russia.
		Enquiry Skills	Begin to use skills and sources of evidence to respond to a range of geographical questions. Begin to offer reasons for some of their observations and judgements about places. Begin to offer explanations for the location for some human and physical features in different localities.
		Field Work	Use some basic symbols and a key (including the use of simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and Europe.
		Place and Location Knowledge	Name and locate countries in Europe including Russia and Spain. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Bucks), a region in a European country (Spain).
		Human and Physical Geography	The study of human and physical geography of a region of the United Kingdom (Bucks), compared to a region in a European country (Spain).
		<b>Year 3 Summer</b>	
Mountains	What is a topographical feature? What is a hill? What is a mountain and what is the difference between that and a hill? What are the main features of a mountain? Where are the mountains in the United Kingdom and Europe? What are the names of the world's highest mountains? Do mountains only exist on land? How are mountains formed? What is a mountainous climate?	Vocabulary	The Alps, the Himalayas, the Andes, the Appalachian Mountains, the Rocky Mountains, the Atlas Mountains, Mount Kilimanjaro, height, 1000m, peak, summit, ridge, valley, scree, mountain range, climate, tourism, environment, human characteristics, physical characteristics, contour, foot, slope. Mid-Atlantic Ridge, Mariana Trench.
		Map Skills	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and key mountain ranges.
		Enquiry Skills	Begin to use skills and sources of evidence to respond to a range of geographical questions. Begin to offer reasons for some of their observations and judgements about places. Begin to offer explanations for the location for some human and physical features in different localities.
		Field Work	

		Place and Location Knowledge	Identify and locate key mountains in the UK and in the world.
		Human and Physical Geography	Describe and understand key aspects of mountains:
<b>Year 4 Autumn</b>			
London	<p>What are the main cities of the United Kingdom? Where are they located? Where is London located? What is the significance of London? How has London changed over time? What is the significance of Prime/Meridian to London's history? What are the human characteristics of London? What are the physical characteristics of London?</p>	Vocabulary	United Kingdom, London, Cardiff, Belfast, Edinburgh, Prime/Greenwich Meridian, human characteristics – e.g. London Eye, Big Ben, Buckingham Palace, Houses of Parliament Physical characteristics – e.g. River Thames, Hyde Park.
		Map Skills	Begin to use 4-figure grid reference to locate features on a map. Introduce need for a key and standard symbols. Make own maps of real places with increasing accuracy. Use a variety of maps of different scale to locate places.
		Enquiry Skills	Confidently use skills and sources of evidence to respond to a range of geographical questions. Confidently offer reasons for some of their observations and judgements about places. Confidently offer explanations for the location for some human and physical features in different localities.
		Field Work	Use the eight points of a compass, four-figure grid references.
		Place and Location Knowledge	Name and locate the major cities of the U.K. Identify the position and significance of Prime/Greenwich Meridian
		Human and Physical Geography	Describe and understand key aspects of human and physical geography relating to the area of study – London.
		<b>Year 4 Spring</b>	
Comparing a region of the UK to a region in Europe London to Athens	<p>What are the major cities of Europe? What is Athens like? Where is Athens located? What are the physical characteristics of Athens? What are the human characteristics of Athens? How do these compare with what I know of London? What are the similarities and differences of London and Athens? What are their environmental regions and how do these compare?</p>	Vocabulary	European capital cities – for example, London, Paris, Madrid, Moscow Greece, Athens humid, climate, urban, rural, Mediterranean, Aegean, Ionian seas, seasons, hot and dry climate, Pindus mountain range, Crete, Peloponnese, Athens, European, Mount Olympus, Hellenic Republic. Human and physical characteristics.
		Map Skills	Begin to use 4-figure grid reference to locate features on a map. Introduce need for a key and standard symbols. Make own maps of real places with increasing accuracy. Use a variety of maps of different scale to locate places. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and major cities in Europe including Greece, Athens.
		Enquiry Skills	Confidently use skills and sources of evidence to respond to a range of geographical questions. Confidently offer reasons for some of their observations and judgements about places.



			Confidently offer explanations for the location for some human and physical features in different localities.
		Field Work	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate European capital cities and describe features studied
		Place and Location Knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country – Athens, Greece. Compare to London.
		Human and Physical Geography	Describe and understand key aspects of human and physical geography relating to the area of study – Athens, Greece.
<b>Year 4 Summer</b>			
Rivers, Coasts and Water	<p>What is a river?            What is a coast?            What are the main rivers of the world?            What is the journey of a river?            What are the main features of a river system?            What are the surrounding coasts like in the UK?            What is erosion?            What is the impact that flooding can have?            What are the cities located around by the main rivers in the UK and why?            What is the water cycle?</p>	Vocabulary	Coasts, rivers, banks, channel, current, delta, deposition, erosion, source, estuary, floods, floodplain, marsh, gorge, bridge, meander, mouth, oxbow lake, plunge pool, rapid, reservoir, river, riverbed, sediment, source, transportation, tributary, waterfall, rapids, river mouth, delta, River Danube, River Nile, River Niger, The Yellow, the Yangtze, the Ob, the Ganges and the Indus, the Murray, the Mississippi, the Amazon. Capital cities: London (River Thames), Cardiff (River Taff), Edinburgh (River Leith), Belfast (River Lagan) Water cycle: evaporation, transpiration, clouds, water droplets, precipitation
		Map Skills	Use maps, atlases, globes and digital/computer mapping to locate key rivers in the U.K and around the world.
		Enquiry Skills	Confidently use skills and sources of evidence to respond to a range of geographical questions. Confidently offer reasons for some of their observations and judgements about places. Confidently offer explanations for the location for some human and physical features in different localities.
		Field Work	Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, graphs, and digital technologies.
		Place and Location Knowledge	Key topographical features – coasts and rivers.
		Human and Physical Geography	Describe and understand key aspects of: physical geography, including: rivers, coasts and the water cycle.
		<b>Year 5 Autumn</b>	
UK study	<p>What do we remember about the United Kingdom?            What are the countries within United Kingdom?            What are the geographical regions of the United Kingdom and how do these differ depending on location?</p>	Vocabulary	United Kingdom, England, Northern Ireland, Scotland, Wales, topographical features – physical features, landscape, mountains, rivers, valleys, hills, coasts, forests. Geographical regions – e.g. Lake District. Yorkshire Moors
		Map Skills	Use 4-figure grid reference to locate features on a map. Use eight compass points.

<p>Why might there be differences?          What are the key topographical features of the United Kingdom?          How have some of the key locations changed over time?</p>		<p>Draw a map using symbols and a key, awareness of OS symbols.          Measure straight line distance on a plan.          Select maps for a purpose.</p>
	Enquiry Skills	<p>Draw on their knowledge and understanding to suggest suitable geographical questions for study.          Use a range of geographical skills and evidence to investigate places and themes.</p>
	Field Work	<p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.          Confidently use fieldwork to observe, measure and record the human and physical features in the local area with increasing accuracy using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
	Place and Location Knowledge	<p>Name and locate geographical regions of the United Kingdom, identifying human and physical characteristics, key topographical features (Including hills, mountains, coasts and rivers recap).</p>
	Human and Physical Geography	<p>Confidently describe and understand key aspects of human and physical geography relating to the area of study – U.K.</p>

**Year 5 Spring**

<p>Comparing the United Kingdom to North America</p>	<p>Where is North America?          What are the countries of North America?          What are the capital cities of the countries in North America?          What are some of the significant locations within North America?          Why are these significant?          Where is Yellowstone Park?          What are the human characteristics of Yellowstone?          What are the physical characteristics of Yellowstone?          How do these compare to the Lake District?</p>	Vocabulary	<p>Lake District, landscape, North America, Yellowstone National Park ,altitude, States of America, Wyoming. Ordnance Survey, key, legend, relief, physical and human features, geysers, hot spring, canyon. Grand Prismatic Spring.</p>
	Map Skills	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.          Use 4-figure grid reference to locate features on a map.          Use eight compass points.          Draw a map using symbols and a key, awareness of OS symbols.          Measure straight line distance on a plan.          Select maps for a purpose.</p>	
	Enquiry Skills	<p>Draw on their knowledge and understanding to suggest suitable geographical questions for study.          Use a range of geographical skills and evidence to investigate places and themes.</p>	
	Field Work	<p>Use the eight points of a compass, four-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.           Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>	
	Place and Location Knowledge	<p>Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	

			Understand geographical similarities and differences through the study of the human and physical geography of a region within North America – Yellowstone National Park. Compare to the Lake District.
		Human and Physical Geography	Confidently describe and understand key aspects of human and physical geography relating to the area of study –Yellowstone National Park in North America / Lake District in UK.
<b>Year 5 Summer</b>			
Volcanoes and Earthquakes	<p>What is under our feet?          What is the earth made of?          How are volcanoes formed?          What are volcanic eruptions?          What is a tectonic plate?          How do Volcanoes and earthquakes affect people's lives?          What causes earthquakes and how are they made?</p>	Vocabulary	Earthquake, volcano, continent, ocean, continental and oceanic plates, evacuation, infrastructure, search and rescue, epicentre, magnitude, distribution, location, pattern, energy, projection, tsunami, inner core, outer core, mantle, crust, fault, Alpine fault, design, eruption, magma, lava, rock, pumice, igneous rock, dormant, extinct, cone, vent, gas, cloud, pyroclastic flow, chamber, Pacific Ring of Fire, Mid-Atlantic ridge.
		Map Skills	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
		Enquiry Skills	<p>Draw on their knowledge and understanding to suggest suitable geographical questions for study.</p> <p>Use a range of geographical skills and evidence to investigate places and themes.</p>
		Field Work	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.
		Place and Location Knowledge	Identify and locate where there have been / are volcanoes and earthquakes in the world.
		Human and Physical Geography	Describe and understand key aspects of: physical geography, including volcanoes and earthquakes.
		<b>Year 6 Autumn</b>	
The World	<p>What are the different climate zones of the Earth?          What biomes and vegetation belts are there?          What are time zones?          How has the physical geography of the world changed over time?          What is latitude and longitude and how does it relate to our world?          Where are the hemispheres and what is within them?          Where are the Tropics of Cancer and Capricorn?          Where are the Arctic and Antarctic and how do they compare?</p>	Vocabulary	Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, time zones, climate zones, biomes, vegetation belts.
		Map Skills	<p>Use 6-figure grid reference to locate features on OS map.          Use OS standard symbols.          Scale reading and drawing, comparison of map scale.          Draw scale plans of increasing complexity.          Follow route on small-scale OS map and describe features seen.          Select maps for a purpose.          Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
		Enquiry Skills	<p>Identify relevant geographical questions.          Drawing on their knowledge and understanding they select and use appropriate skills and evidence to help them investigate places and themes.</p>

			They reach plausible conclusions and present their findings both graphically and in writing
		Field Work	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.  Extend to 6 figure grid references with teaching of latitude and longitude in depth.
		Place and Location Knowledge	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
		Human and Physical Geography	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts.
<b>Year 6 Spring</b>			
Comparing a region of the United Kingdom to the Americas	<p>What are the countries within the Americas?            What are the major cities?            What different biomes are within the Americas?            Where are the rainforest locations?            What are the layers of the rainforest?            What is a rainforest climate?            What is deforestation?            What is the link between human impact on the physical geography of the rainforest?</p>	Vocabulary	Biomes, natural resources, distribution, vegetation belts, rainforest, tropical, temperate, renewable, transpiration, deforestation, recyclable, sustainable, Brazil, Americas, Amazon Rainforest. Countries and major cities within the Americas.
		Map Skills	Use maps, atlases, globes and digital/computer mapping to locate countries, cities and describe features studied.
		Enquiry Skills	Identify relevant geographical questions. Drawing on their knowledge and understanding they select and use appropriate skills and evidence to help them investigate places and themes. They reach plausible conclusions and present their findings both graphically and in writing
		Field Work	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.
		Place and Location Knowledge	Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of the human and physical geography of a region within South America.
		Human and Physical Geography	Describe and understand key aspects of : Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) Fair/unfair distribution of resources (Fairtrade).  Describe and understand key aspects of: human geography: including: types of settlement and land use, economic activity including trade links.
<b>Year 6 Summer</b>			
Land Use of the UK and changes over time.	<p>What are the natural resources of the UK?            What is trade?            What are the trade links that the UK has with other countries and why is this the case?</p>	Vocabulary	Economics, region, distribution, trade links, natural resources
		Map Skills	Select maps for a purpose. Use 6-figure grid reference to locate features on OS map. Use OS standard symbols.



<p>How does geography impact the economics of a country?  Where does our food come from?  Where do our clothes come from?  What is fair trade?</p>		<p>Scale reading and drawing, comparison of map scale.  Draw scale plans of increasing complexity.  Follow route on small-scale OS map and describe features seen.  Use maps, atlases, globes and digital/computer mapping to locate countries and trade links.</p>
	Enquiry Skills	<p>Identify relevant geographical questions.  Drawing on their knowledge and understanding they select and use appropriate skills and evidence to help them investigate places and themes.  They reach plausible conclusions and present their findings both graphically and in writing</p>
	Field Work	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Independently use fieldwork to observe, measure and record the human and physical features in the local area accurately using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
	Place and Location Knowledge	<p>Locate the world's countries where trading links are made with the UK.  Name and locate geographical regions of the United Kingdom, identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time/</p>
	Human and Physical Geography	<p>Describe and understand key aspects of :  Physical geography, including: climate zones, biomes and vegetation belts/ Fair/unfair distribution of resources (Fairtrade).</p> <p>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.</p>