Ridgeway Farm CE Academy

Curriculum Progression of Knowledge and Skills:

Geography

At Ridgeway Farm CE Academy, we aim to exploit the rich geography of the local area to inform children's learning. This shapes the curriculum and brings it to life. Geography and history are closely linked, so many of our studies are planned to coincide with relevant history units.

The teaching of geography is planned to balance four different forms of knowledge and two specific areas of skills:

Knowledge: 1) Location knowledge - knowing where continents, oceans, countries and capital cities are 2) Place knowledge – understanding similarities and differences in the human and physical geography of contrasting places. 3) Human Geography – types of settlement and the built environment 4) Physical Geography – weather patterns and climates, names of key physical features.

Skills: 1) Fieldwork – observational and recording and interpreting information 2) Map work - using maps, atlases, globes, compass points, directional language.

We use inspirational themes across our whole curriculum to help our pupils know more and remember more. We have defined these key set of themes that children will repeatedly visit throughout their time at Ridgeway Farm. Our themes are:

Each Geography unit will not include every concept, but over the course of their time at school, children will visit each one more than once. Themes are used across our History and Science curriculum also.

Concept:	Definition:
Children	The theme of childhood in geography explores how the environment and sustainability impact children's lives, both now and in the future. A key focus is understanding how human actions shape the world and the responsibility we have to protect it for future generations. In Year 4, children learn about environmental change through the topic "How are Polar Biomes being affected by climate change, and what can we do to protect these unique environments?" This understanding deepens in Year 6 with the study of "How are rainforests important to us?" where they explore the vital role rainforests play in global ecosystems and how conservation efforts can ensure their survival. Through these topics, children develop an awareness of their role in sustainability and the importance of caring for our planet.

Community	The theme of community is closely linked to geography as it helps children understand how people interact with their environment and how places change over time. Geography explores the physical features that influence where and how communities develop, such as rivers, mountains, and climate. It also looks at human aspects, including settlements, land use, and how people shape their local area. By studying their own community and comparing it to others, children can see how geography affects daily life, infrastructure, and cultural identity.
Leadership	Leadership influences both human and physical geography by shaping how communities develop and interact with the environment. In human geography, leaders make decisions about housing, transport, and infrastructure, affecting where and how people live. In physical geography, leadership impacts land use, conservation, and environmental policies. Sustainable leadership ensures that development meets community needs while protecting natural resources for the future.
Explorers	Explorers are closely linked to geography as they help us understand the places where we live and the wider world. By exploring the local area, children can observe physical and human features around them. Studying explorers in the UK shows how people have mapped and navigated different landscapes. Looking at global exploration helps children learn about different environments, cultures, and how geography has influenced travel, trade, and discovery throughout history.
Diversity	Through the topic of diversity in geography, children learn about the variety of places, people, and cultures that make up our world. They explore different environments, from cities to rural areas, and understand how geography influences the way people live. By studying diverse communities, children learn about different traditions, languages, and ways of life, fostering respect and global awareness. This helps them appreciate how geography connects people across the world while also highlighting the unique features of different regions.

Key Stage 1 Geography Overview

Year 1			
	Inspirational Theme: Explorers Exploring the UK What are some of the UKs amazing features and landmarks?	Inspirational Theme: Leadership Seaside What is it like by the coast?	What is the weather like in the UK? (Hot and Cold Places in the World)
Year 2			
	Inspirational Theme: Community Local Area What is special about where I live? (linked to History - Brunel)	Inspirational Theme: Explorers Africa How is Nairobi different to Swindon?	Ridgeway Fieldwork

Key Stage 2 Geography Overview

Year 3			
	Inspirational Theme: Community Physical and Human differences What is a settlement?	Inspirational Theme: Creation Volcanoes & Earthquakes Why do we have volcanoes and earthquakes and where do they happen?	Orienteering
Year 4			
	Inspirational Theme: Children Polar Biomes How are Polar Biomes being affected by climate change and what can we do to protect these unique environments for the future?	Inspirational Theme: Explorers Rivers What are rivers and how are they used?	Inspirational Theme: Creation Deserts What is it like to live in the desert?
Year 5			
	Inspirational Theme: Diversity European region What is life like in the Alps?	Orienteering	
Year 6			
	Inspirational Theme: Community Mexico How do Mexico and Wiltshire compare?	Inspirational Theme: Children Rainforests How are rainforests important to us?	Inspirational Theme: Explorers Oceans Why do oceans matter?

	EYFS	1	2	3	4	5	6
Locational Knowledge	Know what a globe is and what it represents. Knows the basic colour key on a map or globe; sea – blue, land – green, snow – white.	Know that the country we live in is England which is part of the United Kingdom Know and identify on a map the four countries that make up the	Know and identify on a map the 7 continents (Europe, Asia, Africa, North America, South America, Australasia and Antarctica).	Know and locate the world's countries using maps, with a focus on where volcanoes and earthquakes are Know the environmental	Know and locate the world's countries using maps, with a focus on North America. Know the environmental	Know and locate the world's countries using maps, with a focus on Europe (ensuring the knowledge that part of Russia is in the continent Europe).	Know and locate the world's countries using maps, with a focus on South America. Know the environmental regions, key physical and

	Knows there are many different countries in the world. Knows that the country we live in is England. Names some hot and cold countries.	United Kingdom (England, Wales, Scotland and Northern Ireland). Know the corresponding capitals for the countries of the UK and identify them on a map (London, Cardiff, Edinburgh and Belfast). Know and identify (on a map) the surrounding seas of the UK (North Sea, Atlantic Ocean, English Channel and Irish Sea.) Know some characteristics of the four countries in the UK e.g. Scotland has lots of mountains.	Know and identify on a map the five oceans (Atlantic, Pacific, Indian, Artic and Southern).	regions, key physical and human characteristics of the visited places. Know the major countries and cities of each area studied. Know where the northern and southern hemisphere are. Know that there are time zones and that it's day and night at different times in different places in the world.	regions, key physical and human characteristics of the visited places. Know where the equator is. Know the position of the Tropics of Cancer and Capricorn and know what a tropic is. Know the name and locate cities of the UK on a map. Know key topographical features in areas of the UK (hills, mountains, coast and rivers). Know land use patterns in the UK.	Know the environmental regions, key physical and human characteristics of the visited places. Know the major countries and cities of each area studied. Know that longitude lines go vertically across a map and latitude lines go horizontally.	human characteristics of the visited places. Know the major countries and cities of each area studied. Know key topographical features in areas of the UK and South America. Apply the knowledge of lines of longitude and latitude to identify the location of countries on a map. Apply the knowledge of the tropics of Cancer and Capricorn to describe environmental regions. Know the names of and locate counties and cities of the United Kingdom on a map. Know key topographical features in areas of the UK (hills, mountains, coast and rivers). Know land use patterns and changes over time in the UK.

							Know world time zones and compare Greenwich Mean Time.
Place Knowledge	Know that some places are far away and we cannot walk there. Understands that other countries have traditional foods, significant buildings, traditional clothing and their own language like we do in England. Knows people in the school environment and their roles. Knows that different countries have different landscapes. Know about the lifestyle of people in their countries. Know we have different environments in this country: Water/sea, woods, beaches, etc. Know some of the features of biomes.	Local: Know about the local area surrounding our school. Know that all streets have a name and a postcode. Know their own address and the address of the school. Know local buildings in the surrounding locality (school, shops, houses). World: Know features of hot places in the world – weather, housing and wildlife.	UK: Know that the region we live in is called the South West. Know that the continent we live in is called Europe. Know that the United Kingdom is a group of islands which are part of the European Continent. World: Know the similarities and differences through studying the human and physical geography between a small area of the UK (Purton) and a contrasting non-European country (Africa – Nairobi). Know features of cold places in the world – weather, housing and wildlife.	Know geographical similarities and differences through the study of human and physical geography between a region in The USA and a region of the UK. (Earthquakes)	Know geographical similarities and differences through the study of the human and physical geography between a region in North America and a region of the UK. Know how to compare and contrast living in the UK and another country in the world.	Know geographical similarities and differences through the study of human and physical geography between a region in France and a region in the UK - The Alps and Wiltshire). Know how to compare and contrast living in the UK and another country in the world.	Know the defining characteristics of a rainforest.
Human and Physical Geography	Know what an island is.	Know about seasonal and daily weather patterns in the UK: how	Know the location of hot and cold areas of the world in relation to	Know aspects of physical geography	Know and understand key aspects of physical geography including	Know and understand key aspects of human geography including	Know and use geographical language to identify and explain

	Talk about their home and the places they like to go in their immediate environment. Know the landmark buildings (including places of worship) in their local environment and discusses their importance. Name the four seasons and talk about their differences and the impact on their lives.	the weather is changeable and this makes the seasons. Know that the weather can be more than one season. Know weather-specific vocabulary and link words to the correct seasons using geographical language to describe the weather patterns. Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Know basic geographical vocabulary to refer to key physical and human features of seaside town: coast, cliff, beach, sea, ocean, shop, office, town, harbour, port.	the Equator and the North and South Poles and name some countries in these areas. Know basic geographical vocabulary to refer to key physical and human features of both Purton and the UK: hill, forest, mountain, valley, sail, vegetation, farm, village, house Know basic geographical vocabulary to refer to key physical and human features of places (Nairobi - Africa): River, city vs town, shop, factory, and other public facilities	including mountains and earthquakes (USA) Know and understand key aspects of human geography including types of settlement (Land use and Settlements). Know and use geographical language to identify and explain key aspects of physical geography including earth quakes and volcanoes	how rivers are formed and the water cycle. Know and understand key aspects of physical geography including biomes and climate zones (North America) Know and understand key aspects of physical geography including climate zones and vegetation belts	types of settlement and land use (Alps vs Wiltshire) Know and understand key aspects of physical geography including climate zones and vegetation belts Know and understand key aspects of human and geography including land use, economic activity including trade links and the distribution of natural resources including energy and food.	key aspects of physical geography including biomes and climate zones (Amazon Rainforest) Know and understand key aspects of human geography including land use, economic activity including trade links and the distribution of natural resources including wood water and food. (Amazon Rainforest)
Mapping	Create own map using basic key. Tree, sea, sand etc. Takes a personal interest in maps and globes.	**Navigation** Know that a map can help show you where to go. Know how to use a simple picture map to move around the school.	**Navigation** Follow a route on a map. Use simple compass directions (North, South, East, West). **Describing landscapes** know that a map is a 2D	**Navigation** Describe and follow a route on a map with symbols between two places using 8 figure compass points. Use letter/number grid references as the start and finish.	**Describing landscapes** Know that a small-scale map is one that shows less detail over a larger area and know that a large-scale map (e.g. OS map) is one that shows lots of detail,	**Navigation** Follow a route on a variety of scaled maps including an OS map between two places using 8 figure compass points.	**Describing landscapes** Describe the features shown on an OS map by using the key, symbols and scale. Use 8 figure compass directions to describe a detailed route.

	Draws own journey plans of immediate environment. Makes observations of landscapes in photos, books and videos.	**Describing landscapes** Know that we can describe the place of something. This is called its location. Use directional language such as near and far, up and down, left and right, forwards and backwards. Know that an aerial photograph is a photograph taken from above and use aerial photographs to recognise landmarks. Know that an aerial photograph is a photograph taken from above and use aerial photographs to recognise landmarks. **Drawing maps** Know that we can copy pictures from photographs and maps to create our own map. Draw basic maps, including appropriate pictures to represent places or features. Use photographs and maps to identify features.	representation of the real, 3D world. Know that a picture on a map represents a place or feature in the real world. Know that a compass can describe the location of something relative to the centre point. Use areial photographs and plan perspectives to recognise landmarks and basic human and physical features. **Drawing maps** Know that a symbol is a pictorial representation of a real-world object. Know that a key provides the names of a symbol to avoid having to label each symbol on a map. Know how to devise a simple map with basic symbols.	**Describing landscapes** Know how to use grid references to find places on maps. Know that the boundary of a country can be marked by a physical feature such as a mountain range or can be invisible but marked by a line on a map. Match boundaries (e.g. find same boundary of a country on different scale maps). Know that a map can show a small area of land (zoomed in) or a large area of land (zoomed out). Identify features on an aerial photograph, digital or computer map. Compare two landscapes using maps and aerial photographs. Begin to use 8 figure compass directions to describe locations on a map (north or south come first, then east or west. E.g. NE, NW, SE, SW). **Drawing maps**	normally over a smaller area. Describe the features shown on an OS map by using the key and symbols and contour lines. Know that when reading four-figure grid referecnes the first two numbers represent the x-axis and the second two numbers represent the y-axis. Know that four-figure grid references take you to a box within the grid. Use four-figure grid references to describe a location on a map, including the use of a key. Confidently use 8 figure compass directions to describe locations on a map (north or south come firest, then east or west. E.g. NE, NW, SE, SW). **Drawing maps** Draw a map based on a fieldwork sketch with positioning of key features located	Follow a route using 6 figure grid references as the start and finish. **Describing landscapes** Know that six-figure grid references are split into two groups of three digits. Know that the first two difits of the first group represent the numbers on the x-axis. Know that the first two digits of the second group represent the y-axis. Know that the last digit of each group of three represents going across/up the box as if it were split equally into ten columns and rows. Use six-figure grid references to describe a location on a map, including the use of a key. Compare two landscapes using maps and aerial photographs. **Drawing maps** Draw a map with positioning of key features located accurately in relation to one another and use OS symbols.	Know that geographical sources such as maps and aerial photographs can tell us about human behaviour, such as settlement choices. Make geographical conclusions based on analysis of a landscape using maps and aerial photographs. **Drawing map** Know that map scale is the relationship between distance on the map and distance in real life. Draw a map that shows appropriate distance between places or features based on a given scale.

				Draw a map of a real location that includes human and physical features. Know that standard symbols are used across lots of different maps to make them more familiar – start to use standard symbols when drawing maps.	accurately in relation to one another. Use standard symbols and a key.		
Enquiry and Communication	Takes an interest in the different roles of people who support their community and makes observations of their roles. Understands that not everyone celebrates the same celebrations. Answers and ask why questions. Describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and	Answer simple closed questions by using maps and fieldwork. Identify similarities and differences when studying places and features e.g. hot and cold places of the world. Answer simple closed questions making direct comparisons between two observations. Use maps and images to talk about everyday life e.g. where they live, a journey around the village. Communicate simple geographical information using	Ask and answer simple geographical questions when invesstigating different places and environments. Identify and describe similarities and differences e.g. comparing their lives with those of children in other places and environments. Communicate somple geographical information using pictures, charts and maps and through writing. Can express views about the environment and recognise how to affects them.	Identify similarities, differences and patterns when investigating different places, environments and people. Ask and respond to more searching geographical questions when investigating different places and environments including 'how?' and 'why?' Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age appropriate graphs and through writing,	Ask and respond to more searching geographical questions using evidence to support answers. Identify and describe similarities and difference and patterns when investigating different places, environments and people. Recognise that other people may think differently about environmental issues. Recognise the imapct that humans have on our environment and suggest ways forward.	Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Recognise geographical issues affecting people in different places and environments. Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Collate, analyse and communicate geographical information using numerical, quantitative	Using responses to questions posed, make predictions and test simple hypotheses about people, places and geographical issues. Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world. Collate, analyse and communicate geographical information using numerical quantitative data and writing at length. Choose an appropriate method to present this

	differences ebtween life in this country and life in other countries, drawing on knowledge from stories, non-fiction, texts and (when appropriate) maps.	pictures, charts, maps and simple labelling. Can express views about the environment.		using appropriate vocabulary. Express their opinions on environmental issues. Recognise how people can affect the environment both postively and negatively.	Analyse and communicate geographical information through a range of methods, e.g. maps with keys, labelled diagrams, graphs and through writing at length using appropriate geographical vocabulary.	data and writing at length.	information and give reasons why.
Fieldwork	Shows curiosity in the environment around them inside and outdoors. Says what they can hear, see, and feel whilst outside. Observe and immediatea change, feeling the wind pick up, getting sunny. Observes and talks about the changes in nature they notice.	Observe daily weather patterns and record observations over time using weather symbols. Orally comment on observations about what they can see. Carry out a simple survey of the school and space just outside the school, counting things as they go, filling in a simple tally chart. Draw simple features (e.g. buildings, playground, equipment, trees). Describe their drawings.	Orally comment on observations about what they see using more descriptive language and suggesting reasins for these findings. Carry out a small survey of the local area/school. Use a pro-forma to collect data e.g. tally survey and describe what these results tell us. Draw plans and with more detailed features (e.g. buildings, roads, tress, sign posts, bus stops) Label photographs and their own diagrams.	Observe and name physical and human features of the environment. Use numerical language to make geographical observations e.g. population, temperatures, amounts. Draw an annotated sketch from an observation including descriptive labels.	Collect data out in the field. Record and present findings using graphs and charts, interpreting the information gathered. Use other appropriate methods for data collection such as interviews, questionnaires and observations. Evalue the quality of evidence collected and suggest improvements. Draw an annotated sketch from an observation out in the field including descriptive and explanatory labels and	Observe, measure and record human and physical features of the environment. Use a range of numerical and quantative skills to present data collected from observations. Use sketches with annotations to explain geographical processes and patterns.	Observe, measure and record human and physical features using detailed sketch maps, plans, graphs and digital technologies. Use a range of numerical and quantative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings. Use more detailed sketches with annotations to explain geographical processes and patterns and to try to evidence a point.

					indicating direction and position.		

Progression by Year Group

EYFS					
Children will learn about our planet and all the wonderful things that happen here. We will explore different environments and look at how they differ.		Children will learn about their own special celebrations, whilst learning about how others may celebrate differently. We will explore different cultures and religions through this topic.		Children will learn about being citizens of the world. We will explore current issues and see how we can make a difference to our world.	
Locational Knowledge	**Place Knowledge**	**Human and Physical Geography**	**Mapping**	**Enquiry and Communication**	**Fieldwork**
Know what a globe is and what it represents. Knows the basic colour key on a map or globe; sea – blue, land – green, snow – white. Knows there are many different countries in the world. Knows that the country we live in is England. Names some hot and cold countries.	Know that some places are far away and we cannot walk there. Understands that other countries have traditional foods, significant buildings, traditional clothing and their own language like we do in England. Knows people in the school environment and their roles. Knows that different countries have different landscapes.	Know what an island is. Talk about their home and the places they like to go in their immediate environment. Know the landmark buildings (including places of worship) in their local environment and discusses their importance. Name the four seasons and talk about their differences and the impact on their lives.	Create own map using basic key. Tree, sea, sand etc. Takes a personal interest in maps and globes. Draws own journey plans of immediate environment. Makes observations of landscapes in photos, books and videos.	Takes an interest in the different roles of people who support their community and makes observations of their roles. Understands that not everyone celebrates the same celebrations. Answers and ask why questions. Describe the immediate environment using knowledge from observation, discussion,	Shows curiosity in the environment around them inside and outdoors. Says what they can hear, see, and feel whilst outside. Observe and immediatea change, feeling the wind pick up, getting sunny. Observes and talks about the changes in nature they notice.

	Know about the lifestyle of people in their countries. Know we have different environments in this country: Water/sea, woods, beaches, etc. Know some of the features of biomes.			stories, non-fiction texts and maps. Explain some similarities and differences ebtween life in this country and life in other countries, drawing on knowledge from stories, non-fiction, texts and (when appropriate) maps.	

Year 1		
What is the weather like in the UK? (Hot and Cold Places in the World)	What are some of the UKs amazing features and landmarks?	What is it like by the coast?
Local to the UK with a focus on geographic enquiry – looking at weather charts and patterns. Gathering data and enquiry.	In depth focus of the UK and the physical and human features. Introduce terms coast, countryside, mountains, capital city, town, village.	In depth focus on a location of the UK (Weston Super Mare) and physical and human geography of a seaside town. Introduce terms coast, cliff, beach, sea, ocean, port, shop, office and town.
Substantive Knowledge		
- Know that the country we live in is England which is part of the UK - Know what temperature means - Know that a thermometer can find the temperature - Know the name of the seasons - Know weather vocabulary and which weather links to which seasons - Know the four seasons and the current season and describe some seasonal changes. - Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	- Know the four countries that make up the UK - Know the capital cities of these 4 countries. - Know the names of the seas that surround the UK - Know that the continent we live in is Europe - Know some characteristics of the four countries in the UK e.g. Scotland has lots of mountains.	- Know and understand the vocabulary cliff, beach, coast, harbour, port. - Locate coasts in the UK - Name some of the physical features of coasts - Explain the location of UK coasts using the four compass directions. - Name features of coasts and label these on a photograph. - Know human features in a coastal town. - Describe how people use the coast. - Describe how the local coast has been used.

Key Vocabulary		
Village Direction Address Church Pub Village Hall Near, far, left right	Season Thermometer Temperature United Kingdom Weather Forecast Summer Spring Autumn Winter	Continents Equator North and South Poles Extreme Ocean Region Settlement Remote

Year 2

What is special about where I live?	How is Nairobi different to Swindon?	Ridgeway Fieldwork
Fieldwork to develop knowledge and understanding of the school and local area.	A locational and comparative study looking at the two contrasting regions The capital city of Nairobi in Kenya and the town of Swindon. Geographical enquiry and use of digital mapping	Mapping, geographical enquiry and field work – surveys on parking, traffic, public transport. How can we improve our area?
Substantive Knowledge		
- Know that we live in a village called Purton - Know the features Purton has. - Know their own address - Know how to use directional language such as near, far, left and right - Know how the area has changed, especially the location of the school as a farm - Understand how Swindon has changed over time due to the increase in population and the industrial revolution	- Know the names of some countries that are in hot and cold places in the world. - Know the differences of living in a hot place (housing, weather, wildlife) - Know that Swindon is our nearest town and that is changed during the industrial revolution - Know the difference between a village, town and city and what facilities they might have. - Know Nairobi is in Kenya and Kenya is in Africa.	- Know how to use a tally chart - Know what an aerial photograph is - Know what public transport is - Know what North, South, East and West mean - Know why a symbol is used on a map
Key Vocabulary		

Compare Town Village Park River Railway Canal	Compare Town Equator North and South Pole Factory Wildlife Factories	Birds-eye view North, South, East, West Compass 2D and 3D Symbols Survey

Year 3

What is a settlement?	Why do we have volcanoes and earthquakes and where do they happen?	Orienteering
A study of settlements and land use patterns and how things change over time. A locational study of the UK.	A study of the physical geography of volcanoes and earthquakes	A chance to go out and read maps in the field and learn the skills to be able to follow routes effectively.
Substantive Knowledge		
- Know where London, Swindon, Bath, Cirencester, Gloucester, Exeter and Manchester are on the map of the UK - Know where England, Scotland, Wales and Northern Ireland are on a map - Know the capital cities of all four countries in the UK - Know what a settlement is - Know why people have often historically settled near rivers - Know the relevance of Roman history linked to the places located - Know how to use 4 figure grid references - Know how to use 8 compass directions to describe locations	- Know what the difference between active, dormant and extinct means when talking about volcanoes - Know that volcanoes are a type of mountain - Know what the Richter scale ise - Know what tectonic plates are - Know what causes earthquakes - Know about the ring of fire - Know that California is located in the ring of fire and how it affects the human and physical geography	- Know 8 figure compass points - Know how to follow a route using 8 figure compass points - Know how to use letter/number grid references to find places on a map - Know some standard symbols for features on maps. - Know the difference between a physical and human feature.
Key Vocabulary		
Mountain Coast Settlement	Richter Scale Tectonic Plates Fault Lines	Navigate Symbol Compass

Trade Agriculture Highlands Lowlands Relief Map	Volcanoes Dormant Extinct	Control Point Terrain Course Route

Year 4

How are Polar Biomes being affected by climate change and what can we do to protect these unique environments for the future?	What are rivers and how are they used?	What is it like to live in the desert?
An in depth study of biomes and how human behaviour can change places. Locational study with a focus on more technical geographical terminology	A study of the local area with fieldwork. A focus on the physical geography of rivers and the water cycle.	A locational and comparative study looking at two contrasting regions
Substantive Knowledge		
- Know that the Northern and Southern Hemispheres experience seasons at different times. - Know what climate zones are - Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. - Know the differences and similarities between life in the UK and life in Antarctica - Know that tourism and research are main reasons people visit Antarctica - Understand the changes that have occurred in the polar biomes in the last 100 years - Recognise that other people may think differently about environmental issues.	- Understand the water cycle - Understand that rivers start by rain water draining off the higher land and flowing out to sea - Know what water is then evaporated and turns into clouds - Know that an OS map is an Ordnance Survey map that shows lots of details and uses symbols and a key. - Locate rivers in the UK using maps - Know the features of a river - Know why rivers were important to the Ancient Egyptians	- Know the characteristics of a hot desert biome - Locate the largest deserts in each continent - Know how the Mojave Desert is used - Know the physical features of a desert - Know how humans use deserts - Know how human activity may contribute to the changing climate and landscape of a desert - Know that the Mojave Desert has a different time zone - Know the characteristics of two contrasting biomes and compare land use.
Key Vocabulary		
Climate Climate zone Biome Time Zone	Condensation Delta Estuary Evaporation	Agriculture Airstrip Arid Barren

Tropic of cancer and Capricorn Greenwich Mean Time Compass points Direction Drifting ice Hemisphere Ice sheet Ice shelf Iceberg Lines of latitude Lines of longitude	Flooding Floodplain Groundwater Irrigation Leisure Meander Oxbow lake Percolation Precipitation River mouth	Biome Climate Desert Desertification Drought Flash flood Mesa Mining Mushroom rock National

Year 5

What is life like in the Alps?	Orienteering
A locational and comparative study looking at two contrasting regions	A chance to go out and read maps in the field and learn the skills to be able to follow routes effectively
Substantive Knowledge	
- Know the location of the Alps and label the eight countries they spread through - Know three physical and three human characteristics in the Alps - Know the human and physical geography features of Wiltshire and Innsbruck - Know how mountains are formed - Know what a snow line is on a mountain	- Know how to use 6 figure grid references to find a place on a map - Know 8 figure compass points - Know how to follow a route using 8 figure compass points - Know most standard symbols for features on maps - Know the difference between a physical and human feature.
Key Vocabulary	
Atlas Climate Climate change Coniferous trees Data Deciduous trees Enquiry	Navigate Symbol Compass Control Point Terrain Course Route

Fold mountain Glacier Hemisphere Human feature Land height Latitude Leisure	

Year 6		
How do Mexico and Wiltshire compare?	How are rainforests important to us?	Why do oceans matter?
A local and comparative study looking at two contrasting regions	A study of the physical and human geography of rainforests.	An in depth look at biomes and the ocean and human behaviour and change places. Locational study with a focus
Substantive Knowledge		
- Know that Wiltshire is the county in which we live - Know that Mexico is in North America, however much history is common with South America - Know the human and physical features of Mexico - Know the similarities and differences of physical and human geography of the contrasting areas - Know climate zone, biomes and vegetation belts - Know types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	- Know where the Amazon rainforest is - Know that Brazil is in South America - Know what a biome is and the names of 3 of the major biomes - Know what the equator, the northern and southern hemispheres are - Know what the tropics of Cancer and Capricorn are - Know that the largest rainforest in the world is in Brazil with the largest river - Know the 4 layers of a tropical rainforest - Know the word indigenous - Know one way in which the Amazon is changing - Know why the rainforest is important - Know how humans are having a negative impact on the Amazon and action that can be taken to help	- Know how the ocean is used for human activity - Know how the ocean regulates the Earth's climate and temperature - Know that Australia is in the Southern Hemisphere - Know that the largest reef in the world is off the North East coast of Australia and that it can be seen from space - Know what a reef is - Know some dangers posed to reefs by humans - Know the oceans surrounding Australia - Know how to work out time zones using maps - Know that Australia has many biomes and why (size and location) - Know how humans impact the oceans and some actions that can be taken to support healthy oceans

	- Know that plants and trees adapt to living in the rainforest	
Key Vocabulary		
Mexico Equator Northern hemisphere Population Peninsula Climate Desert Tropical Settlement Economic Activity Spanish Trade United States Guadalajara Ecatepec	Hemisphere Biome Savannah Tropical Economic activity Export Deforestation Canopy Understory Emergent layer Forest floor Buttress roots Equator Global warming Greenhouse gas	Atmosphere Biodegradable Buffer Coral bleaching Coral reef Decompose Digital map Disposable Ecology Ecosystem Erosion Geology Habitat Human footprint Marine Micro plastics Ocean current Renewable Energy Species