

Reception			
Educational programmes: EYFS framework			
Understanding the world: The World			
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.			
	Autumn	Spring	Summer
Learning Priorities	Local environment Children will identify typical weather in Autumn. Children will know that London is in England. Comparing the UK with other countries - Children will know that a globe shows different countries around the world. - Children will know that the green on a globe is land and the blue is sea. - Children will know how people in different countries celebrate Christmas. Occupations - Begin to talk about / take on the role of a range of occupations e.g. police, paramedic, pharmacist, vicar, lman.	Local environment - Understand that some places are special to members of their community. - Different places and buildings in the local community have different purposes. - Begin to describe their immediate environment - Describe journey to school: - name different types of transport - name familiar places passed each day - Engage in walks around the local environment / community: - Name and talk about key features of the local area buildings e.g. chimney, path, gate, pavement, dome, spire. - Begin to draw information from a simple map. - Begin to understand a simple map of something familiar e.g. garden, small world, role play area. - Draw and create their own simple maps. - Children will identify typical weather in Winter. Comparing the UK with other countries - Begin to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non-fiction texts. - Begin to develop an awareness of the purpose of maps and globes (begin with UK); locate the UK & other countries of personal / class relevance; use maps to; understand how relatively far / close other countries are from the UK; talk about how you could travel from one country to another. Occupations - Talk about / take on the role of a range of occupations e.g. train driver, ticket officer, station master, vet, zoo keeper.	Local environment - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Talk about similarities and differences between Reception learning space and Year 1. - Draw information from a simple map. Comparing the UK with other countries - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate, maps. - Houses and homes around the world. - Children to understand more about animal habitats and the impact of deforestation. Occupations - Talk about the lives of the people around them and their roles in society e.g. bee keeper, sailor, coastguard. - How we can work together to protect our communities and make sure we don’t make a negative impact on our environment.
	Autumn	Spring	Summer
Retrieval Vocabulary	Live, house, classroom, playground, field, toilet, leaves, pine cones, conkers, twigs, ice, water, freeze, rain, sun, wind, autumn, winter	Park, shop, church, mosque, post office, road, traffic lights, zebra crossing, spring.	Pray, shop, melt, summer
New Vocabulary	Flat, down, up, around	Early, later, map, globe, land, sea, rock, water, wind, rain, blow	Coastguard

Tooting Primary School Geography Curriculum

KS1 National Curriculum

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Year 1	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Knowledge	Name and locate the world’s seven continents and five oceans. Name, locate and identify characteristics of the four countries of the United Kingdom.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	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. Use basic geographical vocabulary to refer to: key physical features, including: cliff, coast, season and weather. key human features, including: city, town, village.	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. 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 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
	Autumn	Spring	Summer	
	Focus	Whatever the Weather	What is it like here?	Amazing Africa
	Learning Outcomes	Name and locate the four countries on a map of the UK. Identify the country they live in. Identify the four seasons and the current season and describe some seasonal changes. Identify the four compass directions. Identify that the arrow on a compass always shows north. Use the compass directions to describe the location of features. Observe and describe daily weather patterns. Suggest appropriate clothing and activities for each season.	Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. Recognise four features in the school grounds using a map. Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. Draw a design to improve three areas of the playground using the results from the survey.	Give examples of human and physical features. Identify features they see on a walk. Explain the location of features using some directional language. Use an aerial photograph to locate physical and human features. Draw simple pictures or symbols on a sketch map. Draw compass points. Name the continent they live in. Use an atlas to locate the UK and Africa on a world map. Use an atlas to locate Europe and Africa on a world map. Identify Africa’s physical and human geography. Sort physical and human features using photographs. Identify physical and human features in images of Africa.
Sequence of Learning	To locate the four countries of the UK. To identify seasonal changes in the UK. To identify the four compass directions. To investigate daily weather patterns. To identify daily weather patterns in the UK. To understand how the weather changes with each season.	To locate the school on an aerial photograph. To create a map of the classroom. To locate key features of the playground. To draw a simple map. To investigate how we feel about our playground. To create a design to improve our playground.	To recognise physical and human features. To draw a sketch map. To name and locate some continents on a world map. To identify physical and human features of a non-European country. To describe what it is like in Africa. To compare Africa to a small area of the UK.	
Vocabulary	atlas autumn direction east England Europe map north Northern Ireland place Scotland season south spring summer United Kingdom Wales weather west winter	Park, shop, church, mosque, post office, road, traffic lights, zebra crossing, spring, early, later, map, globe, land, sea, rock, water, wind, rain, blow	continent country different directional language e.g. near, far, next to, behind, etc. key human feature map physical feature similar symbol	

Tooting Primary School Geography Curriculum

KS1 National Curriculum

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Year 2	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Knowledge	Name and locate the world’s seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	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. Use basic geographical vocabulary to refer to: 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.	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. 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 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
	Autumn		Spring	Summer
	Focus	Why is our world wonderful?	Would you prefer to live in a hot or cold place?	Comparing the Coast to Tooting
	Learning Outcomes	Identify and locate characteristics of the UK on a map. Identify human and physical features. Locate human and physical features on a world map. Explain the difference between oceans and seas. Name and locate the five oceans on a world map. Use an aerial photograph to draw a simple sketch map. Collect data by sketching findings on a map and completing a tally chart. Present their findings in a bar chart.	Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map. Describe some similarities and differences between the UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map	Name and locate the seas and oceans surrounding the UK in an atlas. Label these on a map of the UK. Describe the location of the seas and oceans surrounding the UK using compass points. Define what the coast is. 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. Identify human features in a coastal town. Describe how people use the coast. Follow a prepared route on a map. Identify human features on the local coast. Record data using a tally chart. Represent data in a pictogram. Describe how the local coast has been used.
Sequence of Learning	To identify geographical characteristics of the UK. To locate some of the world’s most amazing places. To know the names of the five oceans and locate them on a map. To understand how to draw human and physical features on a sketch map. To investigate local habitats and record findings. To understand how to present findings in a bar chart	To name and locate the seven continents. To locate the North and South Poles. To locate the Equator on a world map. To compare the UK and Kenya. To investigate local weather conditions. To identify key features of hot and cold places	To locate the seas and oceans surrounding the UK. To explain what the coast is. To identify the physical features of the coast. To identify human features on the coast. To investigate how people use the local coast. To present findings on how people use the local coast	
Vocabulary	climate compass continent country desert Equator globe grasslands human feature ice sheet land locate map mild ocean pack ice physical feature polar rain gauge rainforest rural savannah sea temperate temperature thermometer tropical urban vegetation weather	climate compass continent country desert Equator globe grasslands human feature ice sheet land locate map mild ocean pack ice physical feature polar rain gauge rainforest rural savannah sea temperate temperature thermometer tropical urban vegetation weather	arch aquarium bay capital city cliff coast coastline country data collection fieldwork island harbour human feature location locate mudflat ocean physical feature pictogram pier sand dunes sea stack tally chart tourist town village	

Tooting Primary School Geography Curriculum

KS2 National Curriculum

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Year 3	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Knowledge	Locate the world’s countries, using maps to focus on Europe (including the location of Russia). Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, including mountains and rivers, and land-use patterns.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.	Describe and understand key aspects of: Physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement, economic activity including trade links, and the distribution of natural resources including water.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. Use fieldwork to observe the human and physical features in the local area sketch maps.
	Autumn	Summer 1	Summer	
Focus	Are all settlements the same?	Why do people live near Volcanoes?	Who lives in Antarctica?	
Learning Outcomes	Locate some cities in the UK. Describe the difference between villages, towns and cities. Identify features on an OS map using the legend. Describe the different types of land use. Follow a route on an OS map. Discuss reasons for the location of human and physical features. Locate some geographical regions in the UK. Identify and begin to offer explanations about changes to features in the local area. Describe the location of New Delhi. Identify some human and physical features in New Delhi. State some similarities and differences between land use and features in New Delhi and the local area.	Name all four layers of the Earth in the correct order, stating one fact about each layer. Explain one or more ways a mountain can be formed. Give a correct example of a mountain range and its continent. Describe a tectonic plate and know that mountains occur along plate boundaries. Correctly label the features of shield and composite volcanoes and explain how they form. Name three ways in which volcanoes can be classified. Describe how volcanoes form at tectonic plate boundaries. Explain a mix of negative and positive consequences of living near a volcano. State whether they would or would not want to live near a volcano. State that an earthquake is caused when two plate boundaries move and shake the ground. Explain that earthquakes happen along plate boundaries. List some negative effects that an earthquake can have on a community. Observe, digitally record and map different rocks using a symbol on a map. Identify rock types and their origins based on collected data.	Describe what lines of latitude and longitude are, giving an example. Understand that the Northern and Southern Hemispheres experience seasons at different times. Define what climate zones are. Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. Describe Antarctica’s location in the far south of the globe. State that tourism and research are the two main reasons people visit Antarctica. Describe equipment researchers might use and clothes they wear. List some of the research carried out in Antarctica. State the outcome of Shackleton’s expedition. Successfully plot four-figure grid references at the point where the vertical and horizontal line meet. Describe a similarity and difference between life in the UK and life in Antarctica. Confidently use the zoom function on a digital map. Begin to recall the eight points of a compass, following at least four of them. Recognise and describe features on their school grounds from an aerial map. Draw a map of the route they take on an expedition. State one thing that went well on the expedition and one aspect that did not go as hoped.	
Sequence of Learning	To describe different types of settlements. To identify the human and physical features in the local area. To discuss why physical and human features are in particular locations. To describe how land use in the local area has changed. To identify land use in New Delhi. To compare land use in two different locations.	To name and describe the layers of the Earth. To explain how and where mountains are formed. To explain why volcanoes happen and where they occur. To recognise the negative and positive effects of living near a volcano. To explain what earthquakes are and where they occur. To observe and record the location of rocks around the school grounds and discuss findings	To understand the position and significance of lines of latitude. To describe the location and physical features of Antarctica. To describe the human features of Antarctica. To use four-figure grid references to plot Shackleton’s route to Antarctica. To plan a simple route on a map using compass points. To follow instructions involving compass points and map a simple route.	
Vocabulary	agricultural land capital city commercial land compare country border county dispersed facilities land use legend linear local memorial metro monument nucleated place of worship recreational land region residential land settlement transportation	active volcano climate change composite volcano crust dormant volcano earthquake epicentre extinct volcano fault line fault-block mountain fertile soil fold mountain geothermal energy igneous rock index inner core outer core magma magma chamber man-made rock mantle metamorphic rock minerals natural rock negative effects plate boundary positive effects pyroclastic flow sedimentary rock seismic	climate climate zone compass points direction drifting ice hemisphere ice sheet ice shelf iceberg lines of latitude lines of longitude treaty	

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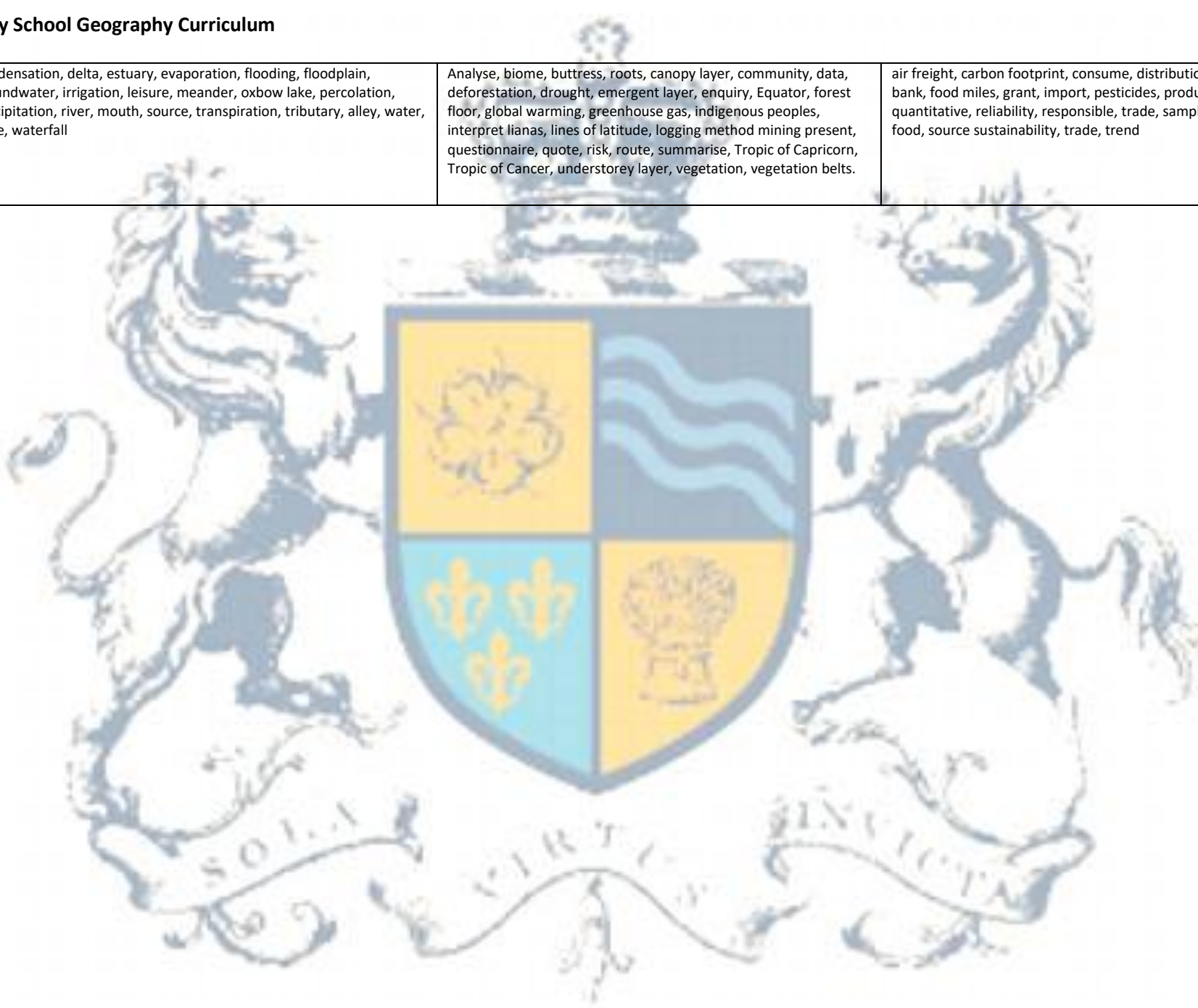
KS2 National Curriculum

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Year 4	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Knowledge	Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical feature, and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region where there are rainforests	Describe and understand key aspects of: Physical geography, including: climate zones and biomes. Human geography, including: types of settlement and land use, economic activity.	Use maps, atlases and globes to locate countries and describe features studied. Use the symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Year 4	Autumn	Spring	Summer	
Focus	What are rivers and how are they used?	Why are rainforests important to us?	Where does our food come from?	
Learning Outcomes	Identify water stores and processes in the water cycle. Describe the three courses of a river Name the physical features of a river. Name some major rivers and their location. Describe different ways a river is used. List some of the problems around rivers. Describe human and physical features around a river. Identify the location of a river on an OS map. Make a judgement on the environmental quality in a river environment. Make suggestions on how a river environment could be improved.	Describe a biome and give an example. State the location and some key features of the Amazon rainforest. Name and describe the four layers of tropical rainforests. Understand that trees and plants adapt to living in the rainforest and give an example. Define the word indigenous and give an example of how indigenous peoples use the Amazon’s resources. Name one way in which the Amazon is changing. Articulate why the Amazon rainforest is important. Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. Use a variety of data collection methods with support. Summarise how the local woodland is used and suggest changes to improve the area.	Identify that different foods grow in different biomes and say why. Explain which food has the most significant negative impact on the environment. Consider a change people can make to reduce the negative impact of food production. Describe the intentions around trading responsibly. Explain that food imports can be both helpful and harmful. Describe the journey of a cocoa bean. Locate countries on a blank world map using an atlas. Use a scale bar correctly to measure approximate distances. Collect data through an interview process. Analyse interview responses to answer an enquiry question. Discuss any trends in data collected.	
Sequence of Learning	To describe how the water cycle works. To recognise the features and courses of a river. To name and locate some of the world’s longest rivers. To describe how rivers are used., To identify and locate human and physical features on a map. To collect data on the features of a local river.	To describe and give examples of a biome and find the location and some features of the Amazon rainforest. To describe the characteristics of each layer of a tropical rainforest. To understand the lives of indigenous peoples living in the Amazon rainforest. To describe why tropical rainforests are important and understand the threats to the Amazon. To understand how local woodland is used using a variety of data collection methods. To analyse and present findings on how local woodland is used.	To explain the impact of food choices on the environment. To understand the importance of trading responsibly. To describe the journey of a cocoa bean. To map and calculate the distance food has travelled. To design and use data collection methods to find where our food comes from. To discuss the advantages and disadvantages of buying both locally and imported food.	

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Vocabulary	Condensation, delta, estuary, evaporation, flooding, floodplain, groundwater, irrigation, leisure, meander, oxbow lake, percolation, precipitation, river, mouth, source, transpiration, tributary, alley, water, cycle, waterfall	Analyse, biome, buttress, roots, canopy layer, community, data, deforestation, drought, emergent layer, enquiry, Equator, forest floor, global warming, greenhouse gas, indigenous peoples, interpret lianas, lines of latitude, logging method mining present, questionnaire, quote, risk, route, summarise, Tropic of Capricorn, Tropic of Cancer, understorey layer, vegetation, vegetation belts.	air freight, carbon footprint, consume, distribution, export, fertiliser, food bank, food miles, grant, import, pesticides, produce, qualitative, quantitative, reliability, responsible, trade, sample, size, scale bar, seasonal food, source sustainability, trade, trend
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KS2 National Curriculum

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Year 5	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Knowledge	Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics and major countries. Name and locate counties and cities of the United Kingdom, key topographical features, including hills, mountains, coasts and rivers, and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night).	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within another continent.	Describe and understand key aspects of: Physical geography, including vegetation belts and mountains. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food and water.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Year 5	Autumn		Spring	Summer
Focus	What is life like in the Alps?		Why do Oceans matter?	Would you like to live in the desert?
Learning Outcomes	Locate the Alps on a world map and identify and label the eight countries they spread through. Locate three physical and three human characteristics in the Alps. Research and describe the physical and human features of Innsbruck. Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. Compare the human and physical geography of their local area and Innsbruck. Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'		Describe the water cycle. Describe how the ocean is used for human activity. Explain how the ocean helps to regulate the Earth's climate and temperature. Identify the Great Barrier Reef as part of Australia. Describe the benefits of the Great Barrier reef. Describe how humans impact the oceans and the consequences of this. Explain some actions that can be taken to help support healthy oceans. Explain which data collection method would be best for marine fieldwork and why. Collect data using a tally chart, photographs and a sketch map. Safely navigate the fieldwork environment. Make suggestions for how to improve a marine environment. Present data using a tally chart and pie chart.	Identify the lines of latitude where hot desert biomes are located. Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Describe ways the Mojave Desert is used. Name and describe the physical features found in a desert. Identify how humans use the desert. Explain how human activity may contribute to the changing climate and landscape of a desert. Recognise that the Mojave Desert has a different time zone to the UK. Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment. Identify characteristics of two contrasting biomes and compare land use. Discussing if a desert environment is hospitable and why.

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Sequence of Learning	To locate the Alps on a map., To locate the key physical and human characteristics of the Alps., To describe the physical and human features of an Alpine region., To investigate what there is to do in the local area using data collection., To understand similarities and differences between the local area and an Alpine area., To understand the human and physical geography of the Alps.	To explain the importance of our oceans., To locate and describe the significance of the Great Barrier Reef., To explain the impact humans have on coral reefs and oceans., To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry., To collect data on the types of litter polluting a marine environment., To present, analyse and evaluate data collected.	To summarise the characteristics of a desert biome., To locate and explore features of deserts., To describe the physical features of a desert environment., To explain the different ways humans can use deserts., To describe some of the threats facing deserts., To explore the similarities and differences between two physical environments.
Vocabulary	atlas , climate, climate change, coniferous trees, data, deciduous trees, enquiry, fold mountain, glacier, hemisphere, human feature, land height, latitude, leisure, longitude, method, mountain climate, mountain range, OS map, physical feature, population, questionnaire, sea level, recreational land use, risk, route, scale, temperate, temperate forest, tourism, tourist, vegetation	atmosphere biodegradable buffer coral bleaching coral reef decompose digital map disposable ecology ecosystem erosion geology habitat human footprint marine microplastics natural disaster ocean current policy renewable energy single use plastic species water cycle	agriculture airstrip arid barren biome climate desert desertification drought flash flood mesa mining mushroom rock national park natural arch nature reserve rainfall ranching renewable energy salt flat sand dune sparse time zone tourist attraction vegetation weather

Toothing Primary School Geography Curriculum

KS2 National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.				
Year 6	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Knowledge	Locate the world's countries, using maps to focus South America, concentrating on their environmental regions, key physical and human characteristics, countries and major countries. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features including mountains; and understand how some of these aspects have changed over time.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within another continent.	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and mountains, Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food and minerals.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Year 6	Autumn		Spring	Summer
Focus	Why does population change?		Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
Learning Outcomes	Identify the most densely and sparsely populated areas. Describe the increase in global population over time. Begin to describe what might influence the environments people live in. Define birth and death rates, suggesting what may influence them. Define migration, discussing push and pull factors. Explain why some people have no choice but to leave their homes. Describe the causes of climate change, explaining its impact on the global population. Suggest an action they can take to fight climate change. Calculate the length of a route to scale. Follow a selected route on an OS map. Use a variety of data collection methods, including using a Likert scale. Collect information from a member of the public. Create a digital map to plot and compare data collected from two locations. Suggest an idea to improve the environment.		Describe the significance of energy. Give examples of sources of energy and their trading routes. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources. Describe the significance of the Prime Meridian. Identify human features on a digital map. Discuss how transport links have changed over time. Locate UK cities on a map. Use six-figure grid references to identify features on an OS map. Consider and justify the location of energy sources. Design and use interview questions. Plot points on a sketch map.	Give examples of issues in the local area. Identify questions to be asked to find the relevant data. Justify which data collection method is most suitable. Design an accurate data collection template. Identify areas along a route that are best for data collection. Discuss how to mediate potential risks. Collect data at points located on an OS map. Manage risks during a fieldwork trip. Identify any outcomes from data collected. Map data digitally. Describe the enquiry process.
Sequence of Learning	To understand the change and distribution of the global population., To define birth and death rates and describe why they change., To recognise the push and pull factors influencing migration., To begin to understand the impact climate change can have on the global population., To collect data showing how population impacts the amount of traffic and litter in an area., To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.		To know why energy sources are important., To understand the benefits and drawbacks of different energy sources., To understand how energy is generated in the United States., To know how energy sources are distributed in an area., To explain reasons for choosing an energy source., To collect and present data on where to position a solar panel on the school grounds.	To develop an enquiry question., To determine the most effective data collection methods for fieldwork., To plan a route for a fieldwork trip., To collect the data to answer the enquiry question., To determine an answer to the enquiry question., To present my findings.

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Vocabulary	air pollution, birth rate, cartogram, climate, climate change, conclusions, death rate, deforestation, densely populated, digital technologies, fossil fuels, greenhouse gases, impact, improvements, involuntary, Likert scale, migrants, migration, natural increase, noise pollution, population, population density, population distribution, pull factors, push factors, qualitative, quantitative, refugee, region, sparsely populated, voluntary	biofuel coal consumption contour line crude oil dam emissions energy source hydropower natural gas non-renewable nuclear power Prime Meridian producer regenerate renewable replenish sea level solar power time zone urban planner windpower six-figure grid reference	analyse audience city data data collection methods enquiry evidence impact improvement issue justify plot presenting process recommendation region risk route subjective viewpoint
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