



Geography

Progression of Knowledge and Skills

EYFS-Year 6



EYFS Reception

Informed by new Development Matters (2020) publication

Year	Theme (2 year rolling programme)	Communication and Language	Understanding the World
Year Reception	<p style="text-align: center;">Autumn: <u>All About Me</u> <i>Geography - seasons, change and weather</i> <i>History - what was I like as a baby?</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;">Where I Live <i>Geography - exploring the natural/local environment; houses and homes</i> <i>History - family tree; immediate family and familiar people</i></p> <p style="text-align: center;">Spring: <u>Roots, Shoots and Muddy Boots</u> <i>Geography - local farms and farming; food produce</i> <i>History - how did our grandparents buy their food? Changes in shops and supermarkets</i></p>	<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Use new vocabulary in different contexts. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.
ELG	<p style="text-align: center;">OR</p> <p style="text-align: center;">Where Are All the Wild Things? <i>Geography - habitats; minibests</i> <i>History - development/changes in local environment and habitats (including school)</i></p> <p style="text-align: center;">Summer: <u>Country to Coast</u> <i>Geography - coast location; how is Whitchurch different to Llandudno?</i> <i>History - holidays for us vs. holidays for our parents; compare and contrast</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>Planes, Trains and Automobiles</u> <i>Geography - use of simple maps to make journeys</i> <i>History - transport changes and significant events</i></p>	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • 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. • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



Key Stage 1

Year 1

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.

	Theme (2 year rolling programme)	Contextual world knowledge of locations, places and geographical features	Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space	Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information
Year 1	<p style="text-align: center; color: green;">Autumn:</p> <p style="text-align: center;"><u>The Magical Monarchy</u> <i>Geography - locating Whitchurch on a map; the UK and its capital cities; studying/using UK maps</i> <i>History - the Royal Family and coronation</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>The First Man on the Moon</u> <i>Geography - aerial photographs; developing maps with keys; compass directions; exploring Shropshire (fieldwork and observation)</i> <i>History - moon landings and significant individuals; inventions; timelines</i></p> <p style="text-align: center; color: green;">Spring:</p> <p style="text-align: center;"><u>Toys and Games</u> <i>Geography - UK within Europe; naming continents and oceans of the world; studying/using world maps</i> <i>History - differences in toys; timelines; using time language</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>The Great Fire of London</u> <i>Geography - village/town and city comparison study; houses and homes</i> <i>History - The Great Fire of London; sequencing events; significance of Samuel Pepys; firefighting then and now</i></p> <p style="text-align: center; color: green;">Summer:</p> <p style="text-align: center;"><u>Oh I Do Like to Be Beside the Seaside!</u> <i>Geography - Katie Morag; Isle of Struey; Scotland; significant landmarks and landscapes</i> <i>History - comparing holidays in the past to holidays in the present day</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>We're Going on Safari!</u> <i>Geography - locating Kenya and Africa on world maps; hot and cold areas of the world; African animals, endangered animals and National Parks; comparing ways of life; Masaai Tribe</i> <i>History - significance and contributions of Nelson Mandela</i></p>	<ul style="list-style-type: none"> • Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world. • 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. 	<ul style="list-style-type: none"> • Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment. • Identify seasonal and daily weather patterns in the United Kingdom. • Identify 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: <i>Key physical features, including: forest, hill, mountain, soil, valley, vegetation</i> <i>Key human features, including: city, town, village, factory, farm, house, office.</i> 	<ul style="list-style-type: none"> • Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos. • 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 and the key human and physical features of its surrounding environment.



Key Stage 1

Year 2

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.

	Theme (2 year rolling programme)	Contextual world knowledge of locations, places and geographical features	Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space	Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information
Year 2	<p style="text-align: center; color: #92d050;">Autumn:</p> <p style="text-align: center;"><u>The Magical Monarchy</u> <i>Geography - locating Whitchurch on a map; the UK and its capital cities; studying/using UK maps</i> <i>History - the Royal Family and coronation</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>The First Man on the Moon</u> <i>Geography - aerial photographs; developing maps with keys; compass directions; exploring Shropshire (fieldwork and observation)</i> <i>History - moon landings and significant individuals; inventions; timelines</i></p> <p style="text-align: center; color: #92d050;">Spring:</p> <p style="text-align: center;"><u>Toys and Games</u> <i>Geography - UK within Europe; naming continents and oceans of the world; studying/using world maps</i> <i>History - differences in toys; timelines; using time language</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>The Great Fire of London</u> <i>Geography - village/town and city comparison study; houses and homes</i> <i>History - The Great Fire of London; sequencing events; significance of Samuel Pepys; firefighting then and now</i></p> <p style="text-align: center; color: #92d050;">Summer:</p> <p style="text-align: center;"><u>Oh I Do Like to Be Beside the Seaside!</u> <i>Geography - Katie Morag; Isle of Struey; Scotland; significant landmarks and landscapes</i> <i>History - comparing holidays in the past to holidays in the present day</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>We're Going on Safari!</u> <i>Geography - locating Kenya and Africa on world maps; hot and cold areas of the world; African animals, endangered animals and National Parks; comparing ways of life; Masaai Tribe</i> <i>History - significance and contributions of Nelson Mandela</i></p>	<ul style="list-style-type: none"> • Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world. • Name and locate the world's seven continents and five oceans. • 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 concentrating on islands and seashores. 	<ul style="list-style-type: none"> • Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment. • Use basic geographical vocabulary to refer to: <i>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</i> <i>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</i> 	<ul style="list-style-type: none"> • Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos. • 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 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.



Key Stage 2 Year 3

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.

	Theme (2 year rolling programme)	Contextual world knowledge of locations, places and geographical features	Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space.	Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.
Year 3	<p style="text-align: center;">Autumn: <u>Terrible Tudors</u> <i>Geography - N/A due to volume/range of history being covered within this unit</i> <i>History - Battle of Bosworth; the changing power of monarchs, with a specific focus on Elizabeth I and Henry VIII; Shakespeare</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>The Industrial Revolution</u> <i>Geography - naming and locating counties and cities within the UK</i> <i>History - local history; Ironbridge; Thomas Telford; George Stephenson; railways</i></p> <p style="text-align: center;">Spring: <u>Earthy Elements</u> <i>Geography - locating the world's countries; mountains and mountain ranges; comparison between Everest and Snowdon; volcanoes; earthquakes</i> <i>History - N/A due to volume/range of geography being covered within this unit</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>Rescuers and Explorers</u> <i>Geography - rivers and their journeys; local river study (Fordhall Farm or River Severn); River Thames and UK major rivers; OS maps and grid references; waterfalls (Niagara Falls and Angel Falls)</i> <i>History - Sir Francis Drake and Christopher Columbus as significant individuals; comparing to modern day explorers</i></p> <p style="text-align: center;">Summer <u>The Roman Empire</u> <i>Geography - geographical changes over time; recognising impact on an environment</i> <i>History - Julius Caesar; Claudius; Hadrian's wall; Boudicca; 'Romanisation of Britain'; influence on culture</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>Invaders and Settlers</u> <i>Geography - settlement and land use, including trade links</i> <i>History - Roman withdrawal from Britain; Anglo-Saxon invasions/settlements; Viking raids; resistance by Alfred the Great; Edward the Confessor</i></p>	<ul style="list-style-type: none"> • Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features. • Locate and name the continents on a World Map. • Locate the main countries of Europe inc. Russia. • Identify capital cities of Europe. • Locate and name the countries making up the British Isles, with their capital cities. • Identify longest rivers in the world, largest deserts, highest mountains. • Compare with UK. • Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. • Compare a region of the UK with a region in Europe, e.g. local hilly area with a flat one or under sea level. 	<ul style="list-style-type: none"> • Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences. • Describe and understand key aspects of: <i>Physical geography including rivers and the water cycle, excluding transpiration, brief introduction to volcanoes and earthquakes.</i> <i>Human geography including trade links.</i> 	<ul style="list-style-type: none"> • Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently. • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. • Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • 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.



Key Stage 2 Year 4

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	Theme (2 year rolling programme)	Contextual world knowledge of locations, places and geographical features	Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space	Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information
Year 4	<p style="text-align: center;">Autumn: <u>Terrible Tudors</u> <i>Geography - N/A due to volume/range of history being covered within this unit</i> <i>History - Battle of Bosworth; the changing power of monarchs, with a specific focus on Elizabeth I and Henry VIII; Shakespeare</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>The Industrial Revolution</u> <i>Geography - naming and locating counties and cities within the UK</i> <i>History - local history; Ironbridge; Thomas Telford; George Stephenson; railways</i></p> <p style="text-align: center;">Spring: <u>Earthly Elements</u> <i>Geography - locating the world's countries; mountains and mountain ranges; comparison between Everest and Snowdon; volcanoes; earthquakes</i> <i>History - N/A due to volume/range of geography being covered within this unit</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>Rescuers and Explorers</u> <i>Geography - rivers and their journeys; local river study (Fordhall Farm or River Severn); River Thames and UK major rivers; OS maps and grid references; waterfalls (Niagara Falls and Angel Falls)</i> <i>History - Sir Francis Drake and Christopher Columbus as significant individuals; comparing to modern day explorers</i></p> <p style="text-align: center;">Summer <u>The Roman Empire</u> <i>Geography - geographical changes over time; recognising impact on an environment</i> <i>History - Julius Caesar; Claudius; Hadrian's wall; Boudicca; 'Romanisation of Britain'; influence on culture</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>Invaders and Settlers</u> <i>Geography - settlement and land use, including trade links</i> <i>History - Roman withdrawal from Britain; Anglo-Saxon invasions/settlements; Viking raids; resistance by Alfred the Great; Edward the Confessor</i></p>	<ul style="list-style-type: none"> Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features. On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. Locate and name the main counties and cities in/around Shropshire. 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 North or South America. 	<ul style="list-style-type: none"> Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences. Describe and understand key aspects of: <i>Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest).</i> <i>Types of settlements in modern Britain: villages, towns, cities.</i> 	<ul style="list-style-type: none"> Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, four-figure grid references. 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.



Key Stage 2 Year 5

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.

	Theme (2 year rolling programme)	Contextual world knowledge of locations, places and geographical features	Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space	Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information
Year 5	<p style="text-align: center;">Autumn <u>War and Conflict</u> <i>Geography - understanding and locating countries involved in WW1 and WW2; locations of significant battles; flags of nations involved</i> <i>History - chronology to order and sequence key events; role of women; key wartime figures; life in the trenches; life at home; jobs and roles (including animals)</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>Greeks and Stars</u> <i>Geography - using six-figure grid references and eight compass points to show the location of ancient Greek city states; geographical vocabulary (climate, equator, latitude and longitude)</i> <i>History - achievements, culture and influence on the western world; comparisons between Athens and Sparta; a study of social culture, including democracy and Greek gods and goddesses</i></p> <p style="text-align: center;">Spring <u>Ancient Egypt</u> <i>Geography - using maps to locate Egypt and the River Nile; settlement and land use in Africa and Asia; economic activity; distribution of natural resources</i> <i>History - daily lives of ancient Egyptians; Tutankhamun and mummification; tombs and pyramids; communication and hieroglyphics; religious beliefs</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>Arabian Nights</u> <i>Geography - using maps to locate Baghdad; settlement and land use, including trade links</i> <i>History - early Islamic civilisation and a study of Baghdad; differences in way of life; formation of theories; legacies left behind</i></p> <p style="text-align: center;">Summer <u>The Amazing Amazon</u> <i>Geography - South America and Amazon rainforest study; geographical vocabulary (climate, Equator, latitude and longitude); deforestation; the water cycle</i> <i>History - study of Juliane Koepcke as a significant individual</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>From Stone Age to Iron Age</u> <i>Geography - settlement and land use, including trade links</i> <i>History - late Neolithic hunter-gatherers and early farmers; Bronze Age religion, technology and travel; Iron Age hill forts</i></p>	<ul style="list-style-type: none"> • Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news. • Locate the main countries in Europe and North or South America. Locate and name principal cities. • Compare 2 different regions in UK rural/urban. • Locate and name the main counties and cities in England. • Linking with History, compare land use maps of UK from past with the present, focusing on land use. • Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day. • Compare a region in UK with a region in N. or S. America with significant differences and similarities. 	<ul style="list-style-type: none"> • Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change. They show some understanding of the links between places, people and environments. • Describe and understand key aspects of: <i>Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</i> <i>Human geography, including trade between UK and Europe and the rest of the world.</i> • Fair/unfair distribution of resources (Fairtrade). • Types of settlements linked to history. 	<ul style="list-style-type: none"> • Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view. • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. • 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 in the past and present. • 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.



Key Stage 2 Year 6

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	Theme (2 year rolling programme)	Contextual world knowledge of locations, places and geographical features	Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space	Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information
Year 6	<p style="text-align: center;">Autumn <u>War and Conflict</u> <i>Geography - understanding and locating countries involved in WW1 and WW2; locations of significant battles; flags of nations involved</i> <i>History - chronology to order and sequence key events; role of women; key wartime figures; life in the trenches; life at home; jobs and roles (including animals)</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>Greeks and Stars</u> <i>Geography - using six-figure grid references and eight compass points to show the location of ancient Greek city states; geographical vocabulary (climate, equator, latitude and longitude)</i> <i>History - achievements, culture and influence on the western world; comparisons between Athens and Sparta; a study of social culture, including democracy and Greek gods and goddesses</i></p> <p style="text-align: center;">Spring <u>Ancient Egypt</u> <i>Geography - using maps to locate Egypt and the River Nile; settlement and land use in Africa and Asia; economic activity; distribution of natural resources</i> <i>History - daily lives of ancient Egyptians; Tutankhamun and mummification; tombs and pyramids; communication and hieroglyphics; religious beliefs</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>Arabian Nights</u> <i>Geography - using maps to locate Baghdad; settlement and land use, including trade links</i> <i>History - early Islamic civilisation and a study of Baghdad; differences in way of life; formation of theories; legacies left behind</i></p> <p style="text-align: center;">Summer <u>The Amazing Amazon</u> <i>Geography - South America and Amazon rainforest study; geographical vocabulary (climate, Equator, latitude and longitude); deforestation; the water cycle</i> <i>History - study of Juliane Koepcke as a significant individual</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>From Stone Age to Iron Age</u> <i>Geography - settlement and land use, including trade links</i> <i>History - late Neolithic hunter-gatherers and early farmers; Bronze Age religion, technology and travel; Iron Age hill forts</i></p>	<ul style="list-style-type: none"> • Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news. • On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. • Linking with local history, map how land use has changed in local area over time. • Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. • Compare a region in UK with a region in N. or S. America with significant differences and similarities. • Understand some of the reasons for similarities and differences. 	<ul style="list-style-type: none"> • Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change. They show some understanding of the links between places, people and environments. • Describe and understand key aspects of: <i>Physical geography including volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</i> • Distribution of natural resources focusing on energy (link with history and D&T). 	<ul style="list-style-type: none"> • Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view. • Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied. • Extend to 6 figure grid references with teaching of latitude and longitude in depth. • Expand map skills to include non-UK countries. • 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.