3. Overview: Whole School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	**Here I am** *Exploring key human and physical features in the UK and introducing fieldwork*	**Mini Mappers** *Studying the geography of the local area*	**United Kingdom** *Understanding the key geographical features of the United Kingdom*	**A village in Brazil** *Understanding the physical features and climate of Brazil, and the human settlements and economy*	**Investigating world trade** *Investigating the process by which food is grown, traded and transported to our supermarkets*	**Improving the environment** *Understanding the need to reduce waste and the use of non-renewable energy*
Spring	**There you are** *Comparing the human and physical features of the UK with a non-European country*	**Hot and cold deserts** *Comparing the features of the Sahara and Antarctica*	**Investigating mountains and volcanoes** *Understanding how volcanoes are formed and the human and physical impacts they can have*	**Rainforests** *Understanding the key features of a rainforest ecosystem, the benefits they have and the threats they face*	**Investigating water** *Understanding the water cycle and the features of rivers*	**Living on the edge** *Comparing a European refugee camp to an Indian slum, and understanding push and pull factors for each?*
Summer	**Where we are** *Locating countries, continents and oceans and exploring some human and physical features*	**Investigating rivers** *Understanding key features of rivers, and the opportunities and challenges that settlements near rivers face*	**Looking at Europe** *Comparing the human and physical features of the Alps and the Amalfi coast, and exploring how these features interact with tourism*	**Earthquakes and human settlements** *Understanding why earthquakes take place and what effects they can have on human settlements*	**Climate across the world** *Understanding time zones, climate zones and biomes, and the effects of global warming*	**I am a geographer** *Posing questions, completing fieldwork and presenting a geographical investigation*

3. Overview: Year 1

	Substantive knowledge		Disciplinary knowledge	
Autumn	**Here I am**	**Location and Place** • Identify the UK: four countries, capital cities and surrounding seas. • What are the key landmarks of the UK and your local area. Include at least one physical and one human landmark in each country. (Consider British values here including the use of the Union Jack flag). **Geographical Scale** • The home and school are **local**; and the UK is at a **national** scale. The world is at a **global** scale. **Making Connections** • There are both human and physical features around us. Humans interact with the physical world and it affects us on a daily basis such as the weather. • Record the daily weather in weather diary and note that the UK has four seasons.	**Geographical skills** **Fieldwork enquiry** **Identify patterns and links** **Examples and vocabulary**	**Geographical skills** • Use globe, atlas and map to locate the UK. • Use a site map and aerial photograph of the school. **Fieldwork enquiry** • Use observational skills to note the difference between human and physical features such as house, shop, weather and soil. • Walk around the school and its grounds, with a map, noting down features in a survey – basic navigation. • Data recording of the weather. **Identify patterns and links** • Do all UK countries have a capital city? **Examples and vocabulary** • Name four countries making up the UK. • Use directional language – near/far and left/right.
Spring	**There you are**	**Location and Place** • Identify Europe on a map and that it is a continent. Europe is made up of a number of different countries. • Identify a non-European country. **Geographical Scale** • Europe is a continent and it is at the **international** scale. The world is at a global scale. **Making Connections** • Compare the UK with a contrasting non- European location (rural vs urban). • Develop a case study of human and physical features of the location.	**Geographical skills** **Identify patterns and links**	**Geographical skills** • Use globe, atlas and map to locate Europe . • Use direction including 4-point compass (N, S, E and W). • Introduce Google Earth and Google maps. **Identify patterns and links** • Identify similarities and differences.
Summer	**Where we are**	**Location and Place** • Identify, name and locate the world's seven continents and five oceans. • Introduce the Equator. **Geographical Scale** • Continents are at the **global** scale. **Making Connections** • Why do people travel between countries – to visit a city, town, forest, mountain and beach for holidays, or they may move for other reasons such as migration.	**Geographical skills** **Fieldwork enquiry** **Identify patterns and links** **Examples and vocabulary**	**Geographical skills** • Use globe, atlas and map to locate continents, oceans and Equator. **Fieldwork enquiry** • Class survey of holidays in UK and overseas and record the data collected – produce a graph. **Identify patterns and links** • Why do people travel? **Examples and vocabulary** • Name four countries making up the UK.

3. Overview: Year 2

	Substantive knowledge		Disciplinary knowledge	
Autumn	**Mini mappers**	**Location and Place** • Understand how land is used in the local area. • Undertake a land-use study of the local area and categorise into human and physical features. **Geographical Scale** • Identify locations at different scales: local map of the area, map of England, maps of UK, Europe and the world. **Making Connections** • Can human and physical features exist together in the local area. Do any conflicts arise? • Propose that a new land-use such as a supermarket is planned for the local area – use a map to locate and draw up plans for the new building and roads. Will it be built on untouched land?	**Geographical skills** **Fieldwork enquiry** **Identify patterns and links** **Examples and vocabulary**	**Geographical skills** • Crete a map of the local area in which you live, with key and symbols. • Use aerial photographs to identify landmarks and key human and physical features in the local area. • Start to use 8-point compass directions. **Fieldwork enquiry** • Carry out a land-use study of human and physical features and landmarks in the local area. Pupils to create a hypothesis to test. **Identify patterns and links** • Identify similarities and differences between the maps. **Examples and vocabulary** • Key, symbol, map, human and physical.
Spring	**Hot and cold deserts**	**Location and Place** • What and where are hot and cold deserts. Use lack of precipitation annually (less then 250mm) and are dry and windy locations. Identify climate and weather patterns of each. • Identify key physical features of the Sahara Desert including oasis, sand dunes and salt flats. Identify key physical features of Antarctica including glaciers, icebergs, ice caves and mountains. **Geographical Scale** • Hot and cold deserts examples used are at the continental scale. **Making Connections** • Can humans live, eat and work here? Look at human impact on hot and cold deserts. • Introduce the term 'Climate Change'.	**Geographical skills** **Identify patterns and links** **Examples and vocabulary**	**Geographical skills** • Locate on a globe, atlas and map. Locate North and South Poles and Equator. • Use aerial photographs to identify features and label. **Identify patterns and links** • Identify similarities and differences of seasons and weather in hot and cold deserts. **Examples and vocabulary** • Sahara Desert and Antarctica.
Summer	**Investigating rivers**	**Location and Place** • Name and locate a local and national river. Rivers are a physical feature which start in high ground and lead to the sea. **Geographical Scale** • Rivers occur at all scales, from local to global. **Making Connections** • Rivers are useful. How do humans use rivers – for transport, leisure and boundaries.	**Geographical skills** **Fieldwork enquiry** **Identify patterns and links** **Examples and vocabulary**	**Geographical skills** • Identify a local and national river, such as the River Thames on a map. • Use aerial photographs and Google Earth to view. **Fieldwork enquiry** • Visit a local stream close to the school site to view – play 'Poohsticks'. **Examples and vocabulary** • Name a local and national river. • River, sea, ocean and valley.

3. Overview: Year 3

	Substantive knowledge		Disciplinary knowledge	
Autumn	**United Kingdom**	**Location and Place** • What are the key human features of UK- countries, regions, cities and local surrounding counties to home place. • What are the key physical features of UK – rivers, mountains, oceans and seas. • Locate Prime Meridian and latitude. **Geographical Scale** • Have an understanding and knowledge of features at the local, regional and national scale. **Making Connections** • How is land used for settlement and economic activity in upland and lowland areas, coastal and inland areas of the UK. Identify National Parks where human and physical interact. Does conflict arise? • Case study of settlement – London as a capital city, what makes it unique.	**Geographical skills** **Fieldwork enquiry** **Examples and vocabulary**	**Geographical skills** • Use aerial photographs to identify landmarks and key human and physical features. • Use direction including 8 point compass (NE, NW, SE and SW), • Plot a route on a map such as route home from school. • Design a map with symbols, title and key. **Fieldwork enquiry** • Study of human and physical features in the local area. **Examples and vocabulary** • Use UK examples of key human and physical features.
Spring	**Investigating mountains and volcanoes**	**Location and Place** • Identify the location and different types of volcanoes - active, dormant and extinct – on tectonic plates. Link to structure of the earth (crust, mantle and core). • Identify the key features of a volcano using a diagram: crater, vent, lava, ash, magma chamber and crust. • Fold mountains can form on plate boundaries and humans use them in many ways. **Geographical Scale** • The effects can be seen at a local, national and even global scale. **Making Connections** • What are the positive (farming, minerals, geothermal energy) and negative effects of living near volcanoes when an event occurs. Use examples to illustrate including Stromboli.	**Geographical skills** **Identify patterns and links** **Examples and vocabulary**	**Geographical skills** • Use maps and atlas to locate volcanoes in the world. **Identify patterns and links** • Do all volcanoes occur on plate boundaries or do some sit away from the boundary, such as the Hawaiian Hotspot. **Examples and vocabulary** • Use key terms such as active, magma, lava and crater. • Use case study of Stromboli in Italy.
Summer	**Looking at Europe**	**Location and Place** • Identify the countries and capital cities of Europe, with focus on one European country. • Choose two areas in Italy to compare and contrast human and physical features - the Alps mountain range and the Amalfi coastal region. **Making Connections** • What are the positive and negative impacts of tourism in the two areas. How do the physical and human worlds interact with each other.	**Geographical skills** **Identify patterns and links** **Examples and vocabulary**	**Geographical skills** • Use globe, maps and atlas to locate countries and two areas. **Identify patterns and links** • Do both positive and negative impacts arise in both areas. **Examples and vocabulary** • Case studies of the Alps and Amalfi coast using key terms such as tourism, economic, environmental and social.

3. Overview: Year 4

	Substantive knowledge		Disciplinary knowledge	
Autumn	**A village in Brazil**	**Location and Place** • Identify where Brazil is, it's surrounding countries and major cities. • Investigate the key physical features within it including Iguazu Falls, Amazon River basin, Brazilian Highlands and Copacabana beach. **Geographical Scale** • Investigate the climate zones that make up Brazil - Equatorial, tropical, highland tropical, subtropical and semi-arid climate - and that they cover a regional and national scale. • Compare types of settlement such as the Long-house in the rainforest to favelas in cities. **Making Connections** • Understand why settlements are found in particular locations. They are situated close to natural resources such as oceans for trade, minerals for energy and flat land for farming.	**Geographical skills** **Identify patterns and links** **Examples and vocabulary**	**Geographical skills** • Locate Brazil on a world map using an atlas and map and interpret climate data such as rainfall and temperature. **Identify patterns and links** • Identify similarities and differences between the different climate zones; compare population density and distribution data for Brazil. **Examples and vocabulary** • Urban and rural to denote towns/cities and countryside.
Spring	**Rainforests**	**Location and Place** • Know that rainforests, such as the Amazon Basin of Brazil, are found in the Tropics. • Identify the location of the rainforest biome in the context of lines of latitude and hemispheres. • Understand the key physical characteristics of a rainforest such as four layers (emergent layer, understory, canopy, forest floor) and adaptations of vegetation (lianas, buttress roots and drip tips). • Identify animals and humans that have adapted to live in this ecosystem. • Have knowledge of the types of human activity that are destroying the rainforests. **Geographical Scale** • Understand that the biome occurs at a global scale and is found in many continents. It is important at all scales including locally to indigenous people. **Making Connections** • Understand that the rainforest provides a number of resources, such as timber, that is used by humans. • Know that the destruction caused by humans can have an impact on the global climate.	**Geographical skills** **Fieldwork enquiry** **Identify patterns and links** **Examples and vocabulary**	**Geographical skills** • Locate on a world map using an atlas and map. • Analyse and interpret climate data such as rainfall and temperature. **Fieldwork enquiry** • Virtual fieldwork using Google maps. **Identify patterns and links** • Link rainforest location and climate to the tropical biome zone. **Examples and vocabulary** • Use UK examples of key human and physical features.
Summer	**Earthquakes and human settlements**	**Location and Place** • Have knowledge of earthquake prone areas across the world and the damage (effects) that they can bring. Understand how earthquakes are measured on the Richter Scale. • Understand what causes an earthquake to occur and that this is usually linked to the location of plate boundaries. Know that there are different types of plate boundaries. **Geographical Scale** • Understand that cause and effects are at the local and national scale, but response can be at the international scale. Link cause, effect and response to a county's level of development and political arena. **Making Connections** • How have humans adapted to living in an earthquake zone; what is the building design and technology needed to cope. Does this vary between countries and the level of development.	**Geographical skills** **Identify patterns and links** **Examples and vocabulary**	**Geographical skills** • Locate and map major tectonic plates and identify earthquake distribution zones in the world. • Use photographs to recognise effects and responses. **Identify patterns and links** • Do most earthquakes occur on tectonic plate boundaries. • Does most damage and fatalities occur where population densities are high? • Compare similarities and differences of earthquakes. **Examples and vocabulary** • Using case studies of a HIC and LIC countries, compare similarities and differences of the earthquake. • Use key terms such as magnitude, epicentre and focus.

3. Overview: Year 5

	Substantive knowledge		Disciplinary knowledge	
Autumn	**Investigating world trade**	**Location and Place** • Locate the local supermarket in order to see where food comes from; focus on different countries and continents where the food is grown. • Identify trade routes and journeys made using different modes of transport such as sea, land and air. Consider the issue of 'food miles' when sourcing food. **Geographical Scale** • Consider that farming takes place at both small and large scales and both for commercial and subsistence purposes. It is undertaken at the local to global scale. **Making Connections** • Between the human resources needed such as labour and physical such as water.	**Geographical skills** **Fieldwork enquiry** **Identify patterns and links** **Examples and vocabulary**	**Geographical skills** • Use a base map to locate local supermarket.; construct and plot bar and pie graphs. • Identify trade routes on globe, atlas and maps. **Fieldwork enquiry** • Create a survey and analyse fieldwork data collected: qualitative and quantitative. **Identify patterns and links** • Which countries produce the most food? **Examples and vocabulary** • Name examples of UK food sources and use terms such as import/export, subsistence/ commercial, economic and different modes of transport.
Spring	**Investigating water**	**Location and Place** • Know that there are three courses and different landforms along a river. All rivers get wider with distance from the source. **Geographical Scale** • The hydrological cycle occurs on a global scale and rivers are present at the local, regional, national and international scale. The cycle is made up of key processes. • Water treatment can occur both locally and nationally and water consumption and pollution is not always confined within country borders. **Making Connections** • Both human and physical factors can cause flood risk events at all scales. • The land next to river is used for a variety of land use such as settlement, agriculture and transport.	**Geographical skills** **Fieldwork enquiry** **Examples and vocabulary**	**Geographical skills** • Use an Ordnance Survey map to undertake four and six figure grid references to locate a UK river. • Identify key river features using photographs. • Using data to look at water consumption and plotting graphs. **Fieldwork enquiry** • Virtual fieldwork using Google maps. **Examples and vocabulary** • Name three UK rivers and use key terms such as source and mouth and from the hydrological cycle.
Summer	**Climate zones across the world**	**Location and Place** • Locate major climate zones of the world in each hemisphere; and have knowledge of the climate for each as well as land use, native vegetation and animals. • What is the population density and distribution of each; has it changed over time. **Making Connections** • Understand that human activity is causing irreversible damage to the climate zones.	**Geographical skills** **Identify patterns and links** **Examples and vocabulary**	**Geographical skills** • Use globe and atlas to locate the different zones. • Compare climate data and plot a climate graph. **Identify patterns and links** • Identify the link between latitude and climate.; and population and climate. • Is climate change occurring in all zones? **Examples and vocabulary** • Use key terms such as polar, desert and tropical.

3. Overview: Year 6

	Substantive knowledge		Disciplinary knowledge	
Autumn	**Improving environment: access for all**	**Geographical Scale** • What environmental damage is taking place and at what scale. • How can we improve our environment at the local, national and global scales. **Making Connections** • How do humans use natural resources. How does our lifestyle affect the environment around us and cause environmental damage. Consider air, water and plastic pollution and fossil fuel use. • What measures can humans take to reduce impact on natural resources - examples of renewable energies such as wind, solar and tidal power; example of sustainable settlement such as BEDZED. What will be the technologies of the future to assist environmental change.	**Fieldwork enquiry** **Identify patterns and links** **Examples and vocabulary**	**Fieldwork enquiry** • School site survey and local area survey of recycling facilities and renewable energies. **Identify patterns and links** • Where there is more provision, is the environment 'cleaner'. **Examples and vocabulary** • Use a case study of UK sustainable living – BEDZED. • Use terms including renewable, sustainable, environment and pollution.
Spring	**Living on the edge**	**Location and Place** • Identify two key settlement locations - Dharavi, Mumbai and Moira camp in Greece. Locate within each country with capital cities and seas and oceans. • Build knowledge of each settlement using a variety of resources; make a comparison between two different groups of people 'living on the edge' and analyse their quality of life and standard of living. **Geographical Scale** • Compare the size of the settlements – population and land - and their location at the local, national and international scales. How long have they existed? **Making Connections** • What factors have caused them to have been created - Push and Pull factors of migration and categorise into Human and Physical. Categorise Push and Pull further into Economic, Environmental, Political and Social reasons.	**Geographical skills** **Identify patterns and links**	**Geographical skills** • Use atlas and map to locate settlements. • Annotate photographs. **Fieldwork enquiry** • Virtual F/W using Google Earth of Dharavi and Moira camp. **Identify patterns and links** • Categorise key information. • What are the similarities and differences between life in Dharavi and Moira camp. • Link to global and national politics of each country. **Examples and vocabulary** • Use case studies of Dharavi and Moira camp to illustrate migration. • Use key terms such as Push and Pull factors, migration, migrant, refugee, slum and rural-urban migration.
Summer	**I am a geographer**	**Location and Place** • Formulate a fieldwork enquiry to undertake in the local area. Make this appropriate to the location of the school whether that is an urban or rural location. Research local knowledge required. **Geographical Scale** • Fieldwork is carried out at the local scale. **Making Connections** • Make links between human and physical resources of the local study area in question.	**Geographical skills** **Fieldwork enquiry**	**Geographical skills** • Present fieldwork results using a range of presentation methods such as field sketch, site plan and graphs. **Fieldwork enquiry** • Formulate a geographical question/ hypothesis to test at the outset and design a survey. • Use OS and Google Maps to locate the survey area. • Collect primary data through a survey of the local area. • Write a Methodology, analyse data and interpret, draw conclusions. • Evaluate methods used and suggest improvements to the survey.

3. Overview: Vertical concepts

	Location and place	Geographical scale	Making connections
Y1	• Identify the UK - four countries, capital cities and surrounding seas. • What are the key landmarks of the UK and your local area. Include at least one physical and one human landmark in each country. (Consider British values here including the use of the Union Jack flag). • Identify Europe on a map and that it is a continent. Europe is made up of a number of different countries. • Identify a non-European country. • Identify, name and locate the world's seven continents and five oceans. Introduce the Equator.	• The home and school are local; and the UK is at a national scale. The world is at a global scale. • Europe is a continent and is at the global scale.	• There are both human and physical features around us. Humans interact with the physical world and it affects us on a daily basis such as the weather. Record the daily weather in weather diary and note that the UK has four seasons. • Compare the UK with a contrasting non- European location (rural vs urban). • Develop a case study of human and physical features of the location. • Why do people travel between countries – to visit a city, town, forest, mountain and beach for holidays or they may move for other reasons such as migration.
Y2	• Understand how land is used in the local area. Undertake a land-use study of the local area. Categorise into human and physical features. • What and where are hot and cold deserts. Use lack of precipitation annually (less then 250mm) and are dry and windy locations. Identify climate and weather patterns of each. • Identify key physical features of the Sahara Desert including oasis, sand dunes and salt flats. Identify key physical features of Antarctica including glaciers, icebergs, ice caves and mountains. • Name and locate a local and national river. Rivers are a physical feature which start in high ground and lead to the sea.	• Identify locations at different scales: local map of the area, map of England, maps of UK, Europe and the world. • Hot and cold deserts examples used are at the continental scale. • Rivers occur at all scales, from local to global.	• Can human and physical features exist together in the local area. Do any conflicts arise? • Propose that a new land-use such as a supermarket is planned for the local area – use a map to locate and draw up plans for the new building and roads. Will it be built on untouched land. • Can humans live, eat and work here? Look at human impact on hot and cold deserts. Introduce the term 'Climate Change'. • Rivers are useful. How do humans use rivers – for transport, leisure and boundaries.

3. Overview: Vertical concepts

	Location and place	Geographical scale	Making connections
Y3	• What are the key human and physical features of UK. • Identify the location and different types of volcanoes and link to structure of the earth. Identify the key features of a volcano. • Identify the countries and capital cities of Europe, with focus on one European country. • Choose two areas in Italy to compare and contrast human and physical features - the Alps and the Amalfi coast region.	• Have an understanding and knowledge of UK human and physical features at the local, regional and national scale. • The effects of volcanoes can be seen at a local, national and even global scale.	• How is land used in upland and lowland areas, coastal and inland areas of the UK. • Case study of settlement – London as a capital city, what makes it unique. • What are the positive and negative effects of living near volcanoes when an event occurs. • What are the positive and negative impacts of tourism in Italy.
Y4	• Identify where Brazil is, it's surrounding countries, major cities and key physical features . • Know that rainforests, such as the Amazon Basin of Brazil, are found in the Tropics. • Identify physical characteristics of rainforests; and adaptations of vegetation and animals. • Have knowledge of the types of human activity that are destroying the rainforests. • Have knowledge of earthquake prone areas, their damage and cause. Understand that earthquakes can be measured on the Richter Scale.	• Investigate the climate zones that make up Brazil. • Understand that the equatorial biome occurs at a global scale and is found in many continents. It is important at all scales. • Compare types of settlement in Brazil. • Understand that cause and effects are at the local and national scale, but response can be at the international scale.	• Understand why settlements are found in particular locations. They are situated close to natural resources such as oceans for trade, minerals for energy and flat land for farming. • Understand that the rainforest provides a number of resources that are used by humans. • Know that rainforest destruction caused by humans can have an impact on the global climate. • How have humans adapted to living in an earthquake zone; does this vary between countries.
Y5	• Use maps to locate different countries and continents for food trading and rivers made using different modes of transport such as sea, land and air. • Know that there are three courses and different landforms along a river. • Locate major climate zones of the world in each hemisphere; and have knowledge of these including population.	• Consider that farming takes place at both small and large scales and at the local and global scale. • The hydrological cycle occurs on a global scale and rivers are present at the local, regional, national and international scale. • Water treatment can occur both locally and nationally. Water consumption and pollution is not always confined within country borders.	• Between the human and physical resources needed for trade. • Both human and physical factors can cause flood risk at all scales. The land next to river is used for a variety of uses such as settlement, agriculture and transport. • Understand that human activity is causing irreversible damage to climate zones.
Y6	• Identify two key settlement locations to illustrate migration and make a comparison between two different groups of people - analyse their quality of life and standard of living. • Formulate a fieldwork enquiry to undertake in the local area. Make this appropriate to the location of the school whether that is an urban or rural location. Research local knowledge required.	• What environmental damage is taking place and at what scale. How can we improve our environment at the local, national and global scales. • Compare the size of the settlements – population and land - and their location at the local, national and international scales. How long have they existed? • Fieldwork is carried out at the local scale.	• How do humans use natural resources and cause environmental damage. What measures can humans take to reduce impact on natural resources. • What factors have caused migrant settlements to have been created - Human and Physical - Economic, Environmental, Political and Social reasons. • Make links between human and physical resources of the local study area in question.

3. Overview: Disciplinary Knowledge

	Geographical skills	Fieldwork enquiry	Identify patterns and links	Using examples and vocabulary
Y1	• Use globe, atlas and map to locate the UK and Europe, continents, oceans and Equator. • Use a site map and aerial photograph of the school. • Use direction including 4-point compass. • Introduce Google Earth and Google maps.	• Use observational skills to note the difference between human and physical features. • 'Walk around 'the school with a map. • Data recording of the weather. • Class survey of holidays in UK and overseas and record the data collected – produce a bar graph.	• Do all UK countries have a capital city? • Identify similarities and differences. • Why do people travel.	• Name four countries making up the UK. • Use directional language – near/far and left/right. • Name the seven continents and five oceans.
Y2	• Create a map of the local area with key and symbols. • Use aerial photographs and Google Earth to identify landmarks and key human and physical features. • Start to use 8-point compass directions. • Locate North and South Poles and Equator. • Identify a local and national river, such as the River Thames on a map.	• Carry out a land-use study of human and physical features and landmarks in the local area. Pupils to create a hypothesis to test. • Visit a local stream close to the school site to view – play 'Poohsticks'.	• Identify similarities and differences between maps. • Identify similarities and differences of seasons and weather in hot and cold deserts.	• Key, symbol, map, human and physical. • Sahara Desert and Antarctica. • Name a local and national river. • River, sea, ocean and valley.

3. Overview: Disciplinary Knowledge

	Geographical skills	Fieldwork enquiry	Identify patterns and links	Using examples and vocabulary
Y3	• Use aerial photographs to identify landmarks and key human and physical features. • Use direction including 8 point compass directions. • Plot a route on a map such as route home from school. Design with symbols, title and key. • Use maps and atlas to locate volcanoes in the world. • Use globe, maps and atlas to locate countries and two areas.	• Study of human and physical features in the local area.	• Do all volcanoes occur on plate boundaries or do some sit away from the boundary, such as the Hawaiian Hotspot. • Do both positive and negative impacts of tourism arise in both case study areas of Italy.	• Use UK examples of key human and physical features. • Use key terms such as active, magma, lava and crater. • Use case study of Stromboli in Italy. • Case studies of the Alps and Amalfi coast using key terms such as tourism, economic, environmental and social.
Y4	• Locate on a world map using an atlas and map. • Analyse and interpret climate data. • Locate and map major tectonic plates and identify earthquake distribution zones. • Use photographs to recognise effects and responses of earthquakes.	• Virtual fieldwork using Google maps and Google Earth.	• Identify and compare similarities and differences between data. • Link rainforest location and climate. • Does most earthquake damage occur on tectonic plate boundaries. • Do most fatalities occur where population densities are high?	• Use key terms urban and rural to denote towns/cities and countryside; and magnitude, epicentre and focus with reference to earthquakes. • Name locations of rainforests, rainforest layers and adaptations. • Use case studies of HIC and LIC countries.
Y5	• Use globes, atlases and maps to locate. • Construct and plot bar and pie graphs. • Use OS maps to undertake four and six figure grid references. • Identify key features using photographs. • Using data to compare graphs.	• Create a survey and analyse F/W data collected: qualitative and quantitative. • Virtual fieldwork using Google maps and Google Earth.	• Which countries produce the most food? • Identify links between latitude and climate.; and population and climate. • Is climate change occurring in all zones?	• Name examples of UK food sources and use terms such as import/export, subsistence/commercial and economic. • Name three UK rivers and use key terms such as source and mouth and from the hydrological cycle – evaporation and condensation. • Use key terms such as polar, desert and tropical climate zones.
Y6	• Use atlas and map to locate settlements. • Annotate photographs. • Present F/W results using a range of presentation methods such as field sketch, site plan and graphs.	• School site survey and local area survey. • Virtual F/W using Google Earth. • Use OS and Google Maps to locate the survey area. • Hypothesis, data collection, methodology, data analysis and interpretation, conclusions and evaluation.	• Where there is more provision, is the environment 'cleaner'. • Categorise key information. • What are the similarities and differences between life in Dharavi and Moira camp. • Link to global and national politics of each country	• Use a case study of UK sustainable living – BEDZED. • Use terms including renewable, sustainable, environment and pollution. • Use case studies to illustrate migration. • Use key terms such as Push and Pull factors, migration, migrant, refugee, slum and rural-urban migration.