

## Deer Park School Geography Content Progression

**‘Geography underpins a lifelong “conversation” about the earth as the home for humankind.’**

### **Geography Association**

<b>Geography Intent</b>	<ul style="list-style-type: none"> <li>Deer Park School has a unique environmental and social context, whose investigation and exploration can open a window to the wider world and the complexities it holds. In particular, in relation to our new building and its impact on our community in St Margaret’s. Also, the influence of the River Thames on our geographer is key to DPS curriculum.</li> <li>Fieldwork is the backbone of a DPS geographer and is specifically identified in this document as an activity that deepens understanding.</li> <li>At DPS it is an enquiry led subject that seeks answers to fundamental questions moving through this enquiry: Where is this place? What is it like? (And why?) How and why is it changing? How does this place compare with other places? How and why are places connected?</li> <li>DPS geographers are debaters asking ‘What could/should the world be like in the future? What can we do to influence change?’</li> <li>DPS geographers are curious and ask questions to generate ideas, then we use evidence and data which we make connections from and then we reflect on our learning in a cycle.</li> <li>Thoughtfully comparing and contrasting this with very different communities locally and around the world</li> </ul>	
<b>Key concepts (Diagonal links)</b> Environmental issues Biomes, weather and climate Natural resources Land use	Trade Transport Tourism Settlements	<b>Key Vocabulary</b> Atmosphere, abundance, adaptation, characteristics, continent, crop, development, diversity, erosion, feature, fertile/fertility, habitat, irrigation, interdependence, immigration, landform, meander, population, predator, prey, process, region, scarcity, source, sustainability, temperature, terrain, tributary, urban, vegetation belt.

Resources		Maps of areas, OS maps, Google Earth atlases, globes, compasses, data loggers and thermometers. Artefacts such as video clips, photos, facts and figures, a poem or song, a first-hand account, a page of fiction or diagrams.	
Online		<a href="http://www.thatboycanteach.co.uk/2019/06/geography-key-questions-place-national-curriculum.html">http://www.thatboycanteach.co.uk/2019/06/geography-key-questions-place-national-curriculum.html</a> <a href="http://www.maps.google.com/help/maps/education">www.maps.google.com/help/maps/education</a> <a href="http://www.worldmapper.org">www.worldmapper.org</a> <a href="http://www.ordancesurvey.co.uk/mapzone/map-skills">www.ordancesurvey.co.uk/mapzone/map-skills</a> <a href="http://www.ordancesurvey.co.uk/mapzone/gis-zone">www.ordancesurvey.co.uk/mapzone/gis-zone</a> <a href="http://www.geography.org.uk/home">www.geography.org.uk/home</a>	
Foundation Stage	Understanding the World Talk about events in their own life and in their family Know about similarities and differences in their communities Talk about similarities and differences between objects Make observations of plants and animals Recognise that technology is used in homes and schools.		
Skills and Fieldwork	Looking at globes and maps- across all topics. Using google Earth when talking about different places, Making maps for Santa, treasure maps. Going for local walks around the area – what can they see. Physical features of Richmond, Introduce basic knowledge of north, west, east south.		
Foundation stage	Physical Geography	Habitats and climate	Human Geography
	<p><b>Water</b> experiences in the <u>outdoor area</u> including the with water tray and in the outdoor area or on welly walks (freezing, evaporation, exploring puddles, rain collection)</p> <p><b>Wind</b> experiences, talking about the weather, the sky and looking at clouds. Playing in the mud kitchen is the beginning of understanding <b>erosion and permeability</b>.</p> <p>Reading stories about <b>different settings</b>.</p>	<p><b>Seasons</b>- Signs of autumn, signs winter, new beginnings spring and summer weather. Learning about <b>weather</b> each day and the climate over time including that the poles are very cold and the equator very hot, and they we live in between the two.</p> <p><b>Habitats</b>- Experiencing lots of different kinds of plants, flowers, trees, mosses, ferns, cacti, seaweed, pondweed, fruits and grains builds firm foundations for understanding the diversity of vegetation for example in Handa’s Surprise and other books in different settings and habitats.</p>	<p><u>Indoor experiences</u> of trade using the shop in the role play area. In the small world area small world farm animals, or play with tractors, or the Arctic or a jungle. Building blocks to make houses, villages and whole towns.</p> <p>Map work identifying significant places such as bridges, ponds, rivers.</p>

	<p>Looking at pictures and videos of mountains, deserts, marshes, rivers, jungles, the North Pole and the South Pole.</p> <p>Handa's Surprise- similarities and differences in weather. Stories about Santa.</p>	<p>Through the topic <b>Animals</b> they learn about different lands they live in, water and land such as deserts. Comparing different animals and their habitats.</p>	<p>Handa's Surprise illustrates different houses, villages and countries. Comparing Africa and Richmond – Different schools / clothing / climate etc</p>
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Year 1	Local area/Locations around the World		
<b>Locational Knowledge</b>	Name and locate and identify characteristics of the 4 countries of the United Kingdom and its surrounding seas. <i>Introduce naming and locating the world's seven continents and five oceans.</i>		
<b>Place Knowledge</b>	Human and physical geographical similarities and differences, comparing local area with a contrasting Non-European country <b>(in depth study)</b>		
<b>Human and Physical</b>	Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Human features: city, town, village, factory, farm, house, office, port, harbour and shop		
<b>Skills and Fieldwork</b>	Use simple fieldwork (walks) and observational skills to study the geography of their school and its grounds and the key human and physical features of Richmond its surrounding environment. Use world maps, OS maps, atlases and globes to identify the United Kingdom and its countries. Use simple compass directions (North, South, East. West) and locational and directional language (e.g. near and far, left and right) to describe location of features and routes on maps. Identify human and physical features in photographs including aerial photographs.		
Year 1	Autumn- My school	Spring- The UK	Summer- Pirates around the World
<b>Trips- Field trip around school location</b>	<p><b>Vertical links:</b> River Thames and Fire of London; (Y2) <b>Horizontal links:</b> Houses changing: seasons; plants in Richmond; <b>Diagonal links:</b> homes, technology</p> <p>Explain the weather changes in <b>Autumn</b> and <b>Winter</b> Keep a weather chart.</p> <ol style="list-style-type: none"> <li>1. Use <b>simple fieldwork and observational skills</b> to study the geography of their school grounds and the key <b>human</b> and <b>physical</b> features of its surrounding area. Describe their locality in words and pictures. Say what they like about their locality.</li> <li>2. Understand the <b>geographical similarities and differences</b> through studying the <b>human</b> and <b>physical</b> geography of school area including where they live (I.e. St Margarets)</li> <li>3. Think of relevant questions to ask about their locality. Know the differences between a city, town and village.</li> <li>4. <i>Identify their address including postcode.</i></li> </ol>	<p><b>Vertical links:</b> Year 2 River Thames and Fire of London; Year 2 Victorian London? <b>Horizontal links:</b> Seasons; plants; <b>Diagonal links:</b> journeys, settlements,</p> <p>Explain the seasons weather changes between <b>Winter</b> and <b>Spring</b>. Keep a weather chart.</p> <ol style="list-style-type: none"> <li>1. <i>Name and locate the 4 countries and 4 capital cities of the UK and its 3 surrounding seas.</i></li> <li>2. <i>Use maps, atlases, and globes to identify the UK and its countries.</i></li> <li>3. Identify characteristics of 4 countries and capitals of UK as Flat Stanley travels to them.</li> <li>4. Know and use terminology- right, left, below and next to.</li> <li>5. Flat Staley to report on contrasting localities- the hottest and coldest seasons in UK.</li> <li>6. Know and recognise the main weather symbols.</li> </ol>	<p><b>Vertical links:</b> Year 2 River Thames and Fire of London; Vikings (Y5); Texas (Y5); <b>Horizontal links:</b> Seasons; plants; <b>Diagonal links:</b> journeys, settlements, habitats</p> <p>Explain the weather changes between <b>Spring</b> and <b>Summer</b>. Keep a weather chart</p> <ol style="list-style-type: none"> <li>1. <i>Name and locate 7 continents and 5 oceans.</i></li> <li>2. <i>Identify where the equator, north and south poles on a map, globe or atlas.</i></li> <li>3. Identify hot and cold places around the world.</li> <li>4. Explain differences in plants, clothing and housing, living things and their hot and cold habitats.</li> </ol>

<b>Greater Depth</b>	<p>1. Have more complex locational knowledge of local area, London and around the world,</p> <p>2. Identifying patterns between hot and cold countries and more similarities and differences.</p> <p>3. Using resources independently to make geographical enquiries.</p>
<b>Assessment</b>	<p>1. <b>Contextual</b> world knowledge of locations, places and geographical feature They have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.</p> <p>2. <b>Understanding</b> of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space. 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</p> <p>3. <b>Competence</b> in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information 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</p>

Year 2	
<b>Locational Knowledge</b>	<p>Name and locate and identify characteristics of the 4 countries of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans.</p>
<b>Place Knowledge</b>	Human and physical geographical similarities and differences, comparing a small local area with a contrasting small area of a Non-European country ( <b>Sri Lanka</b> )
<b>Human and Physical</b>	<p>Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Human features: city, town, village, factory, farm, house, office, port, harbour and shop</p>
<b>Skills and Fieldwork</b>	<ul style="list-style-type: none"> <li>Use simple fieldwork (walks) and observational skills to study the geography of their school and its grounds and the key human and physical features of Richmond its surrounding environment</li> <li>Use world maps, OS maps, atlases and globes to identify the United Kingdom and its countries</li> <li>Use simple compass directions (North, South, East, West) and locational and directional language (e.g. near and far, left and right) to describe location of features and routes on maps</li> <li>Identify human and physical features in photographs including aerial photographs.</li> </ul>

Year 2	Autumn-Transport/Richmond	Spring - Castles and Dragons/UK	Summer- Sri Lanka/World
<p><b>Trips-</b></p> <p><b>Autumn- Field trip around Richmond</b></p> <p><b>Spring- Windsor Castle</b></p>	<p><b>Vertical links:</b></p> <p><b>Horizontal links:</b> Transport, River Thames over time and Fire of London; Florence; Living things and their habitats</p> <p><b>Diagonal links:</b> land use, settlements</p> <p>Explain the weather changes in <b>Autumn</b> and <b>Winter</b> Keep a weather chart.</p> <ol style="list-style-type: none"> <li>1. Use <b>simple fieldwork and observational skills</b> to study the geography of Richmond and the key <b>human</b> and <b>physical</b> features of its surrounding area.</li> <li>2. Describe their locality in words and pictures. Describing Richmond (e.g. Old Deer Park, shops, river) Say what they like about their locality.</li> <li>3. Understand the <b>geographical similarities and differences</b> through studying the <b>human</b> and <b>physical</b> geography of Richmond (small area of UK)</li> <li>4. Think of relevant questions to ask about their locality. Know the differences between a city, town and village.</li> <li>5. Mapping using compasses skills to describe features and routes on a map around Richmond. from school to Richmond Green, from school to Thames.</li> </ol>	<p><b>Vertical links:</b></p> <p><b>Horizontal links:</b> Transport, River Thames over time and Fire of London; Florence; Living things and their habitats</p> <p><b>Diagonal links:</b> land use, settlements,</p> <p>Explain the weather changes in <b>winter</b> and <b>spring</b>.</p> <p>Know which is N, E, S and W on a compass.</p> <ol style="list-style-type: none"> <li>1. <b>Name and locate the 4 countries and 4 capital cities of the UK and its 3 surrounding seas.</b> Using castles around UK.</li> <li>2. <b>Use maps, atlases, and globes to identify the UK and its 4 countries etc</b></li> <li>3. Know and use compass to find N, S.E and W.</li> </ol>	<p><b>Vertical links:</b> Flat Stanley (Y1), Hot and Cold places (Y1)Lake District- tourism, settlements, mountains (Y3),</p> <p><b>Horizontal links:</b> Transport, River Thames over time and Fire of London; Florence; Living things and their habitats;</p> <p><b>Diagonal links:</b> tourism, land use, trade</p> <p>Explain the weather changes in <b>spring and summer</b>.</p> <ol style="list-style-type: none"> <li>1. <b>Name and locate the world's 7 continents and 5 oceans using Sri Lanka.</b></li> <li>2. Use world maps, atlases and globes to identify the UK and its countries and countries (Sri Lanka), continents (Asia) and oceans (Indian Ocean).</li> <li>3. Explain differences in clothing and housing, living things and their habitats.</li> <li>4. Understand geographical similarities and differences through study of a small contrasting area in a non-European country- <b>Sri Lanka</b>. Compare Richmond to Sri Lanka.</li> <li>5. Compare <b>human</b> aspects such as harbour, ports, cities (Kandy), villages and towns (settlements), jobs and industry (tea). Compare key <b>physical</b> differences- beach, coast, hill, mountain (Adam's Peak), river (Mahaweli Ganga) and valleys.</li> </ol>
<b>Greater Depth</b>	<ol style="list-style-type: none"> <li>1. Building knowledge of places in the local area and London</li> <li>2. Explain the S &amp; D between countries of UK</li> <li>3. To be able to pose questions about Sri Lanka.</li> </ol>		
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. <b>Contextual</b> world knowledge of locations, places and geographical features. Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.</li> <li>2. <b>Understanding</b> of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space.</li> </ol>		

	<p>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</p> <p>3.<b>Competence</b> in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.</p> <p>Be able to <b>investigate</b> places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos</p>
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<b>Year 3</b>	UK region (South East) Hampton Court, Extreme Earth and Italy		
<b>Locational Knowledge</b>	<p>Locate the United Kingdom using maps and globes</p> <p>Name and locate <b>counties</b> and cities of UK.</p> <p>Name and locate the geographical <b>regions</b> of UK and identifying their human and physical characteristics understanding how some have changed over time.</p> <p>Identify 9 regions of England (<b>London, South East</b>, South West, East of England, East Midlands, West Midlands, North East, Yorkshire and the Humber, <b>North West</b>)</p> <p>Identify key topographical features of these regions (including hills, mountains, coast and rivers)</p> <p>Locate countries and major cities in North America using maps and globes.</p> <p>Identify UK and North America in Northern Hemisphere. Identify time zones in North America.</p> <p>Locate the Arctic Circle.</p>		
<b>Place Knowledge</b>	Human and physical geographical similarities and differences, <b>comparing a region of the UK (North West-Lake District) to a region of North America (Caribbean)</b>		
<b>Human and Physical</b>	<p>Volcanoes and earthquakes</p> <p>Types of settlement and land use</p> <p>Economic activity</p> <p>Distribution of natural resources</p>	<p><b>Skills and Fieldwork</b></p> <p>Maps, atlases, globes, and digital resources.</p> <p>Eight points of the compass,</p> <p>4-point grid references</p> <p>Symbols and keys</p> <p>Use appropriate symbols to represent features on a map.</p>	
<b>Year 3</b>	<b>Autumn- Hampton Court/South West London</b>	<b>Spring- Rocks/Lake District (Mountains)</b>	<b>Summer- Romans/Italy</b>
<p><b>Trips:</b></p> <p>Hampton Court Palace (History)</p> <p><b>Field trip:</b></p> <p>Hampton area and river</p> <p>Pizza Express</p>	<p><b>Vertical links:</b> River Thames and Fire of London (Y2); Year 6 Richmond WW1; Castles and Dragon (Y2);</p> <p><b>Horizontal links:</b> Rocks and soils; Changes from Stone Age to Iron Age; Hampton Court local study</p> <p><b>Diagonal links:</b> settlements</p> <ol style="list-style-type: none"> <li>Use maps and atlases to study the local area including Hampton and to explain using geographical vocabulary.</li> <li>Know the difference between UK, GB and British Isles. Know the countries that make up the European Union.</li> <li>Name 6 cities in UK and locate them on a map.</li> </ol>	<p><b>Vertical links:</b> KS/1-River Thames and Fire of London; schools; Year 6 Richmond WW1</p> <p><b>Horizontal links:</b> Rocks and soils; Changes from Stone Age to Iron Age</p> <p><b>Diagonal links:</b> tourism</p> <ol style="list-style-type: none"> <li>Use maps, OS maps, globes, atlases to study the Lake District and to explain using geographical vocabulary.</li> <li>Know the difference between UK, GB and British Isles. Know and name at least 8 counties of UK. Name 6 cities in UK and locate them on a map.</li> <li>Describe how <b>physical</b> features are formed over time from <b>volcanoes and</b></li> </ol>	<p><b>Vertical links:</b> KS/1 hot places (Sri Lanka-island); Year 4 - Mexico; Year 5- Rockies; Year 6 Brazil; River Year 4</p> <p><b>Horizontal links:</b> Rocks and soils;</p> <p><b>Diagonal links:</b> tourism</p> <ol style="list-style-type: none"> <li>Identify <u>Italy</u> in the northern Hemisphere and name 4 others including USA, Russia and China. Identify and name 4 from the Southern Hemisphere including Sri Lanka, Brazil, Kenya.</li> <li>Know at least 8 countries that make up the European Union.</li> <li><u>Locate Italy</u> and its major cities. Explain what region these cities are in. Use maps, OS maps, globes, atlases to study the area and to explain using geographical vocabulary.</li> </ol>



	<p>4. Describe how <b>physical</b> features in the local of Richmond and Hampton. Why is Hampton Court where it is? The importance of River Thames.</p> <p>5. Identify temperate deciduous biome and climate zones around our area.</p> <p>6. Identify <b>human</b> features of this locality.</p> <p>7. Know and name 8 points of a compass</p>	<p><b>earthquakes</b> with evidence from the Lake District. Identify the causes of earthquakes and parts of a volcano.</p> <p>4. Locate <u>North West region</u> in UK and <b>Lake District</b> describe <b>physical</b> features (focus on mountains and hills) also identify temperate deciduous biome and climate zones and <b>human</b> features of this locality.</p> <p>5. <u>Identify other mountainous areas in UK. Name and locate a number of the world's highest mountains.</u></p>	<p>4. Describe the main <b>human</b> features of a city, town and village in <b>Italy</b>, industry and trade.</p> <p>5. Describe <b>physical</b> features and human features of this locality- Alps and volcanoes. Identify temperate deciduous biome and climate zones.</p> <p>6. Identify at least 5 differences and similarities between Italy and UK.</p>
<b>Greater Depth</b>	<p>1. Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world (hot and cold places), and some globally significant physical and human features.</p> <p>2. Show understanding by describing the places and features of Lake District and Italy using more complex geographical vocabulary, identifying some similarities and differences and simple patterns in the environment. They are becoming more adept at comparing places, and understand some reasons for similarities and differences</p>		
<b>Assessment</b>	<p>1. <b>Contextual</b> world knowledge of locations, places and geographical features. Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world</p> <p>2. <b>Understanding</b> of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space. Show understanding by describing the places and features they study using more complex geographical vocabulary, identifying <b>more</b> similarities and differences and simple patterns in the environment.</p> <p>3. <b>Competence</b> in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information. Be able to <b>investigate</b> places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos</p>		

<b>Year 4</b>			
<b>Locational Knowledge</b>	Locate the United Kingdom using maps and globes Name and locate <b>counties</b> and cities of UK. Name and locate the geographical <b>regions</b> of UK and identifying their human and physical characteristics understanding how some have changed over time. Identify 9 regions of England ( <b>London, South East</b> , South West, East of England, East Midlands, West Midlands, North East, Yorkshire and the Humber, <b>North West</b> ) Identify key topographical features of these regions (including hills, mountains, coast and rivers) Locate countries and major cities in South America using maps and globes. Identify Italy and South America in Northern Hemisphere. Identify time zones in South America. Locate the Antarctic.		
<b>Place Knowledge</b>	Human and physical geographical similarities and differences, <b>comparing a region of the Europe (Italy) to a region of Central America</b>		
<b>Human and Physical</b>	<b>3 climates</b> (temperature and precipitation) zones- Polar, temperate and tropical split by lines of latitude (including the Equator and the Tropics). <b>Biomes</b> - distinct biological communities formed as a result of shared climate (taiga, tundra, temperate deciduous forest, scrub forest grassland, desert, tropical rainforest and temperate rainforest) and vegetation belts. Economic activity; Distribution of natural resources; Water cycle and rivers; Types of settlement and land use	<b>Skills and Fieldwork</b>	Maps, atlases, globes and digital/computer mapping 8 points of a compass. 4 grid reference Symbols and keys
<b>Year 4</b>	<b>Autumn- Scotland/Anglo Saxons</b>	<b>Spring- Rivers/Vikings</b>	<b>Summer- Mexico/Mayans</b>
<b>Field Trip:</b>  Field trip along River Thames  Visitor Mrs Said (History and Geography)	<b>Vertical links:</b> KS/1-River Thames, Year 3 Lake District and volcanoes; <b>Horizontal links:</b> Science- Water (evaporation and condensation) and States of Matter. <b>Diagonal links:</b> invasions, settlements  <ol style="list-style-type: none"> <li>1. <a href="#">Name and locate at least 8 capital across the world.</a></li> <li>2. <a href="#">Locate Scotland and its major settlements and regions.</a> Use maps, globes, atlases to study the area and to explain using geographical vocabulary.</li> <li>3. Describe the main <b>human</b> features of a city, town and village <b>in a region</b> of Scotland</li> <li>4. Describe <b>physical</b> features and human features of this locality. Identify temperate deciduous biome and climate zones.</li> <li>5. Plan a journey to Scotland using a road map.</li> </ol>	<b>Vertical links:</b> KS/1-River Thames, Countries and capitals UK Year 1; Year 3 Lake District (North West region) and volcanoes & earthquakes <b>Horizontal links:</b> Anglo-Saxons and Scots; invasion in North East of England <b>Diagonal links:</b> invasion, sources; Viking/Norse mythology.  <ol style="list-style-type: none"> <li>1. <a href="#">Locate and name the main rivers in the UK and around the world.</a></li> <li>2. Know the main <b>physical</b> features of a river.</li> <li>3. Describe how rivers are formed and the water cycle. Locate major rivers in UK and around the world. Identify rivers such as Firth of Forth in Scotland in Edinburgh.</li> <li>4. Explain the features of the water cycle.</li> </ol>	<b>Vertical links:</b> KS/1 hot and cold places; Y3-Caribbean; Year 5 Rockies; Year 6 Brazil; Year 6 Adaptation and Evolution <b>Horizontal links:</b> Living Things and Habitats; <b>Diagonal links:</b> trade, civilisation  <ol style="list-style-type: none"> <li>1. <a href="#">Locate Central America and countries within it. Locate Mexico in relation to the Tropics and Greenwich Meridian.</a></li> <li>2. Describe the name the main <b>physical</b> features <b>of Mexico</b>. Climate zones and biomes (Grasslands) in Central America.</li> <li>3. Compare <b>human</b> features including its main cities. Describe the main features of a city, town and village in this locality. Use appropriate symbols to represent features on a map.</li> </ol>

		5. Know why cities are located by rivers.	4. Explain how the locality has <b>changed over time</b> . Find different views about an environmental issue (avocados) 5. Compare Mexico and Italy both physical and human features.
<b>Greater Depth</b>	Begin to have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news. Begin to understand in some detail what a number of places are like UK, Europe and Americas, how and why they are similar and different, and how and why they are changing.		
<b>Assessment</b>	1. <b>Contextual</b> world knowledge of locations, places and geographical features. 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. 2. <b>Understanding</b> of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space. <b>Begin to</b> 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. 3. <b>Competence</b> in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information. Be able to <b>investigate</b> 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		

<b>Year 5</b>			
<b>Locational Knowledge</b>	Name and locate and identify characteristics of the 4 countries of the United Kingdom and its surrounding Identify 9 regions of England (London, South East, South West, East of England, East Midlands, West Midlands, North East, Yorkshire and the Humber, North West) Locate countries in North America concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify North America in Northern Hemisphere. Use line of latitude to identify the equator, the tropics of Cancer and Capricorn and the Arctic Circle		
<b>Place Knowledge</b>	Human and physical geographical similarities and differences, <b>comparing a region of the UK (Wales – Cardiff) to a region of North America (Texas)</b>		
<b>Human and Physical</b>	Mountains, Volcanoes and earthquakes Climate zones, biomes and vegetation belts Types of settlement and land use Economic activity	<b>Skills and Fieldwork</b> Maps, atlases, globes, digital and computer mapping. 8 points of a compass.	4 and 6 grid references Symbols and keys
<b>Year 5</b>	<b>Autumn- Greek Life/Migration</b>	<b>Spring- Crime and Punishment/Wales</b>	<b>Summer- Indus/Texas</b>
<b>Field Work:</b>  Field trip to use compass and maps in local area.  <b>Trip:</b> Kew Gardens Princess of Wales Greenhouse- Texas	<b>Vertical links:</b> Year 4 Italy; Year 1 -Columbus and Armstrong. <b>Horizontal links:</b> Science Earth and Space; The Journey <b>Diagonal links:</b> settlements, immigration <ol style="list-style-type: none"> <li>Identify the position and significance of, equator, hemispheres, tropics, circles. Use maps, OS maps, globes, atlases to study. Use an 8-point compass.</li> <li>Locate the world's countries, using maps to focus on Europe (including Russia)</li> <li>Describe and understand <u>settlement and migration</u>. Including the diverse migration at DPS and refugees in other parts of London.</li> <li>Use graphs to record migration and settlement.</li> <li>Know the main <b>human</b> and <b>physical</b> differences between the developed and third world countries.</li> </ol>	<b>Vertical links:</b> KS/1 Richmond and London; Year 3- Lake District and earthquakes and volcanoes; Year 4 Italy; Castle and dragons (Year 2) <b>Horizontal links:</b> coastal areas and ports (Ancient Greece) <b>Diagonal links:</b> industry, po <ol style="list-style-type: none"> <li>Know the names of a number of European capitals.</li> <li>Locate Wales and its regions and major towns and cities. Use maps, OS maps, globes, atlases to study the area and to explain using geographical vocabulary. Use an - point compass.</li> <li>Describe the main features of a city, town and village in Wales.</li> <li>Describe <b>physical</b> features including River Severn and features of this locality. Use appropriate symbols to represent features on a map.</li> <li>Describe the main <b>human</b> features of a city, town and village in <b>Wales</b>,</li> <li>Know why industrial areas and ports are important.</li> </ol>	<b>Vertical links:</b> KS/1 hot places (Kenya); Year 3- Caribbean, Year 4 -Mexico; Year 6 Brazil. <b>Horizontal links:</b> Properties and Changes of Materials; Living Things and Habitats. <b>Diagonal links:</b> land use, settlements, tourism <ol style="list-style-type: none"> <li>Know the names of and locate a number of North American countries</li> <li>Locate North America and countries within it including Canada. Use maps, OS maps, globes, atlases to study the area and to explain using geographical vocabulary.</li> <li>Describe the name <b>human</b> features of <b>Texas</b> and its main cities. Describe the main features of a city, town and village in this locality. Use appropriate symbols to represent features on a map. Know the differences between UK and NA.</li> <li>Describe and explain the <b>physical</b> features and locality has changed over time. Find different views about an environmental issue. Climate and biomes and vegetation belts in Texas.</li> <li>Name and locate other desserts in the world.</li> </ol>
<b>Greater Depth</b>	1. Have a more detailed knowledge of world, significant places and places in the news. 2. Explain why there are differences between the developed and third world countries.		

	3. Carry out investigations using a range of geographical questions.
<b>Assessment</b>	<p>1. <b>Contextual</b> world knowledge of locations, places and geographical features.  Begin to have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.</p> <p>2. <b>Understanding</b> of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space.  Begin to 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</p> <p>3 <b>Competence</b> in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information  To begin 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</p>

<b>Year 6</b>			
<b>Locational Knowledge</b>	Locate the UK using maps and globes. Identify the UK in the North Hemisphere. Use lines of longitude to identify Prime and Greenwich Meridian and time zones. Locate the cities, counties and regions of the UK Identify land use patterns and how they have changed over time. Locate countries in South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify South America in Southern Hemisphere. Use line of latitude to identify the equator, the tropics of Cancer and Capricorn and the Antarctic Circle.		
<b>Place Knowledge</b>	Human and physical geographical similarities and differences, <b>comparing a region of the UK (Northern Ireland- Belfast) to a region of South America)</b>		
<b>Human and Physical</b>	Rivers: comparison to Thames Climate zones, biomes and vegetation belts. See Year 4 above. Types of settlement and land use Economic activity and trade links Distribution of natural resources.	<b>Skills and Fieldwork</b> Globes, maps, atlases, digital and computer mapping Eight points of the compass 4 and 6 grid references Symbols and keys	
<b>Year 6</b>	<b>Autumn- Inventions and Technology/Natural Resources/Northern Ireland</b>	<b>Spring- Rainforests/Benin</b>	<b>Summer-London/Battle of Britain</b>
<b>Field Work:</b>  River Thames and Putney Shaft   <b>Trips:</b> Kew Gardens- tropical greenhouses	<b>Vertical links:</b> KS/1 Richmond and London; <b>Horizontal links:</b> Living Things and Habitats; Evolution and adaptation; Battle of Britain <b>Diagonal links:</b> settlements, sustainability,  <ol style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, equator, and time zones. Work out in time zones.</li> <li>Use Google Earth and maps, globes, atlases to study and to explain using geographical vocabulary.</li> </ol>	<b>Vertical links:</b> Mexico (Y4), Texas (Y5), <b>Horizontal links:</b> Living Things and Habitats; evolution; Benin Empire/African rainforests <b>Diagonal links:</b> settlements; exploration; environmental issues.  <ol style="list-style-type: none"> <li>Know the names of and locate a number of South American countries</li> <li>Locate South America and countries within it. Use appropriate symbols to represent features on a map. Use maps, OS maps, globes, atlases to study the area and to explain using geographical vocabulary. Use 8-point compass.</li> </ol>	<b>Vertical links:</b> KS/1 Richmond, Hampton Court Palace and <b>Horizontal links:</b> Local Study of Victorian inventions and technology; Natural Resources <b>Diagonal links:</b> trade, settlements, environmental issues, sustainability. differences <ol style="list-style-type: none"> <li>Locate regions of UK around London (SE, SW, Midlands) and their major towns and cities. Use maps, OS maps, globes, atlases to study the area and to explain using geographical vocabulary.</li> <li>Investigate the natural resources of UK and financial resources and the dominance of London in relation to other UK cities</li> <li>Describe the main <b>human</b> features of London. Describe <b>physical</b> features of this locality</li> <li>Study the <u>changes over time</u> in the River Thames (human and physical).</li> <li>Investigate environmental issues in London and pollution and the Thames including the Shaft in Putney.  <a href="https://www.putneysociety.org.uk/putney_society_files/putney_bridge_cso.pdf">https://www.putneysociety.org.uk/putney_society_files/putney_bridge_cso.pdf</a> </li> <li>With support, produce an independent project on sustainability of UK and London.</li> </ol>

	<p>3. Know most OS map symbols and 6 figure grid references. Use 8-point compass.</p> <p>4. Locate the world's countries, using maps to focus on Europe (including Russia)</p> <p>5. Describe and understand distribution of <b>natural resources</b> including energy, food, minerals and water.</p>	<p><u>3.</u> Describe the name <b>physical</b> features of Brazil and the Amazon rainforest. Understand the climate zones and biome of the rainforest in South America</p> <p><u>4.</u> Describe the main <b>human</b> features of Brazil including its cities, town and village in this locality. Explain how the locality has changed over time. Explain deforestation of the Amazon rainforest. Find different views about an environmental issue.</p>	
<b>Greater Depth Standard</b>	<p>1.Explain the interconnection between natural resources and the physical geography of the country.</p> <p>2.Identify changes over time and reasons for changes over time in South West London.</p> <p>3.Independently produce a project having carried out an investigation.</p>		
<b>Assessment</b>	<p>1.<b>Contextual</b> world knowledge of locations, places and geographical features. Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news</p> <p>2.<b>Understanding</b> of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space. <b>Understand</b> 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</p> <p>3.<b>Competence</b> in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information. (Increasing the range and accuracy of pupils' investigative skills, and advancing their ability to select and apply these with increasing independence to geographical enquiry) 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.</p>		