BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE

Geography

Humankind: Human features and landmarks							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Notice and begin to name different man-made features in the immediate environment, including the school grounds, local streets and the place they live. I know human features of the immediate environment include the school, the playground, streets and houses.	**Name and talk about man-made features in the local environment, including shops, houses, streets and parks.** I know human features are man-made and include houses, shops, buildings, offices, parks, streets and places of worship.	**Name and describe the purpose of human features and landmarks.** I know human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location.	**Use geographical vocabulary to describe how and why people use a range of human features.** I know human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel.	**Describe the type and purpose of different buildings, monuments, services and land, and identify reasons for their location.** I know services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture.	**Describe a range of human features and their location and explain how they are interconnected.** I know human features can be interconnected by function, type and transport links.	**Describe and explain the location and purpose of transport networks across the UK and other parts of the world.** I know transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. They run between places where journeys start or finish, such as airports, bus stations, ferry terminals or railway stations.	**Explain how humans' function in the place they live.** I know the distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement.
Human features, man-made, environment, school grounds, playground, streets, houses.	Human features, man-made, environment, shops, houses, streets, parks, buildings, offices, places of worship.	Human features, man-made, landmarks, location, factories, farms, houses, offices, ports, harbours, shops, monuments, landscape, city, town.	Human features, man-made, castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports, roads, uses.	Human features, types, purpose, buildings, monuments, services, land, services, banks, post offices, hospitals, public transport, garages, land uses, leisure, housing, industry, transport, agriculture.	Human features, location, interconnected, function, type, transport links.	Location, purpose, transport networks, United Kingdom (UK), world, tangible, rails, roads, canals, intangible, air, sea corridors, movement, people, goods, high demand, journey start and finish. Airports, bus stations, ferry terminals, railway stations.	Humans, function, places, live, distribution, access, natural resources, cultural influences, economic activity, significant factors, community, settlement.

BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE

Geography

Humankind: Settlements and land use							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Say how two places in the immediate environment are the same or different.	**Describe a contrasting environment to their own.**	**Identify the characteristics of a settlement.** I know a settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices.	**Describe the size, location and function of a local industry.** Industries are businesses that make things, sell things and help people live their everyday lives. I know land can be used for different purposes: recreational, transport, agricultural, residential and commercial purposes, or a mixture of these.	**Describe the type and characteristics of settlement or land use in an area or region.** I know different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs.	**Explain ways that settlements, land use or water systems are used in different parts of the world.** I know land uses include agricultural, recreational, housing and industry. Water systems are used for transport, industry, leisure and power.	**Describe in detail the different types of agricultural land use in the UK.** I know agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock) and mixed (arable and pastoral). An allotment is a small piece of land used to grow fruit, vegetables and flowers. A wide variety of crops are farmed in the UK, such as wheat, barley, oats, potatoes, other vegetables, fruits and oilseed rape. A wide variety of livestock are reared on farms in the UK, such as sheep, dairy cattle, beef cattle, poultry and pigs.	**Describe the distribution of natural resources in an area or country.** Natural resources include food, minerals (aluminium, sandstone and oil) energy sources (water, coal and gas) and water.
Places, environment, same, different.	Places, environment, same, different, contrasting.	Settlement, live, work, big, small, towns, cities, urban settlements, features, homes, shops, roads, offices.	Size, locations, function, local industry, Industries, businesses, land, recreational, transport, agricultural, residential, commercial.	Characteristics, settlement, land use, rural, urban, hamlet, town, village, city, suburban, city, large settlement, live, work, residential areas, suburbs.	Settlements, land use, water systems, world, agricultural, recreational, housing, industry, transport, leisure, power.	Agricultural land use, United Kingdom (UK), arable, pastoral, mixed, allotment, land, grow, crops, farmed, livestock, reared.	Distribution, natural resources, food, minerals, energy sources, water.

BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE

Geography

Processes: Climate and weather							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Notice ways that the local environment changes during different seasons. I know changes in the local environment, such as leaves changing colour or the number of people outside, occur with the passing of the seasons.	**Record observations about the way the local environment changes throughout each season.** I know there are there are four seasons in the United Kingdom: spring, summer, autumn and winter. Each season has typical weather patterns.	**Identify patterns in daily and seasonal weather.** I know there are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. I know Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used to show different types of weather.	**Describe simple weather patterns of hot and cold places.** I know a weather pattern is a type of weather that is repeated.	**Explain how the weather affects the use of urban and rural environments.** I know excessive precipitation includes thunderstorms, downbursts, tornadoes, waterspouts, tropical cyclones, extratropical cyclones, blizzards and ice storms.	**Explain climatic variations of a country or continent.** I know climatic variation describes the changes in weather patterns or the average weather conditions of a country or continent.	**Explain how the climate affects land use.** I know changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use. Farmers living in different countries adapt their farming practices to suit their local climate and landscape.	**Evaluate the extent to which climate and extreme weather affect how people live.** I know Climate and extreme weather can affect the size and nature of settlements, shelters and buildings, diet, lifestyle (settled or nomadic), jobs, clothing, transport and transportation links and the availability of natural resources.
Local environment, seasons, leaves, colours.	Observations, local environment, seasons, four seasons, United Kingdom (UK), spring, summer, autumn, winter, weather patterns.	Daily, seasonal, weather patterns, United Kingdom (UK), spring, summer, autumn, winter, sun, rain, wind, snow, fog, hail, sleet, length of the day, shorter, longer, symbols.	Weather patterns, hot, cold, places, repeated.	Weather, uses, urban, rural, environments, precipitation, thunderstorms, downbursts, tornadoes, waterspouts, tropical cyclones, extratropical cyclones, blizzards, ice storms.	Climate, variations, country, continent, changes, weather patterns, average, weather conditions.	Climate, land use, changes, temperature, weather patterns, precipitation, farmers, adapt, local, landscape.	Climate, extreme weather, live, size, nature, settlements, shelters, buildings, diet, lifestyle, settled, nomadic, jobs, clothing, transport, transportation links, availability, natural resources.

BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE

Geography

Processes: Physical processes							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Notice how the wind and rain can affect the local environment. I know wind and rain can affect the local environment in different ways. I know the wind can blow trees down and heavy rain can cause flooding.	**Describe how different types of weather affect the local environment.** I know all types of weather can affect the environment and how we use it. For example, on sunny days, people might go to the park or the coastline. On cold, icy days, roads and rivers can be frozen.	**Describe in simple terms how a physical process has affected an area, place or human activity.** I know weather is a physical process.	**Describe, in simple terms, the effects of erosion.** I know erosion is a physical process that involves the weathering and movement of natural materials, such as rock, sand and soil. Erosion is caused by wind and water, including waves, floods, rivers and rainfall.	**Explain the physical processes that cause earthquakes and volcanic eruptions.** I know volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. The centre of an earthquake is called the epicentre.	**Use specific geographical vocabulary and diagrams to explain the water cycle.** I know water cannot be made. It is constantly recycled through a process called the water cycle. The four stages of the water cycle are evaporation, condensation, precipitation and collection. During the water cycle, water changes state due to heating and cooling.	**Describe how soil fertility, drainage and climate affect agricultural land use.** I know soil fertility, drainage and climate influence the placement and success of agricultural land.	**Describe the physical processes, including weather, that affect two different locations.** I know physical processes that can affect a landscape include erosion by wind, water or ice; the deposition of stone and silt by water and ice; land movement, such as landslides and tectonic activity, such as earthquakes or volcanic eruptions.
Wind, rain, local environment, blow trees, heavy rain, flooding.	Weather, local environment, uses, sunny, park, coastline, cold, roads, rivers.	Physical processes, area, place, human activity, weather.	Erosion, physical process, weathering, movement, natural materials, rock, sand, soil, wind, water, waves, floods, rivers, rainfall.	Physical processes, earthquakes, volcanic eruptions, tectonic plates, push, pull, slide, epicentre.	Water cycle, water, recycled, evaporation, condensation, precipitation, collection, state, heating, cooling.	Soil fertility, drainage, climate, agricultural land use, placement, success.	Physical processes, locations, landscape, erosion, wind, water, ice, deposition, stone, silt, land movement, landslides, tectonic activity, earthquakes, volcanic eruptions.

BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE

Geography

Investigation: Geographical resources							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Identify simple geographical features in a photograph.	**Use photographs and maps to identify and describe human and physical features from their locality.** I know maps and photographs can be used to show key features of the local environment.	**Identify features and landmarks on an aerial photograph or plan perspective.** I know an aerial photograph or plan perspective shows an area of land from above.	**Study aerial photographs to describe the features and characteristics of an area of land.** I know an aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side).	**Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.** I know maps, globes and digital mapping tools can help to locate and describe significant geographical features.	**Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.** I know an atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area.	**Analyse and compare a place, or places, using aerial photographs, atlases and maps.** I know aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places.	**Use satellite imaging and maps of different scales to find out geographical information about a place.** I know satellite images are photographs of Earth taken by imaging satellites.
Features, photograph.	Photographs, human features, physical features, local environment.	Human features, physical features, landmarks, aerial photograph, plan, land.	Aerial photographs, human features, physical features, characteristics, land, vertical, oblique.	Maps, atlases, globes, local countries, geographical features, human features, physical features.	Geographical features, human features, physical features, maps, atlases, globes, topography, boundaries, climatic, social and economic statistics.	Aerial photographs, atlases, maps, cartography, land-use, environmental study, geographical features, human features, physical features.	Satellite imaging, maps, scales, Earth, satellites.

BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE

Geography

Investigation: Data analysis							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Use small world toys, such as cars and model houses, to represent data from the locality.	**Begin to collect simple geographical data during fieldwork activities.** I know geographical information can be collected by using simple tally charts and pictograms.	**Collect simple data during fieldwork activities.** I know data is information that can be collected and used to answer a geographical question.	**Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).** I know data can be recorded in different ways, including tables, charts and pictograms.	**Analyse primary data, identifying any patterns observed.** I know primary data includes information gathered by observation and investigation.	**Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them.** I know secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet.	**Summarise geographical data to draw conclusions.** I know geographical data, such as demographics or economic statistics, can be used as evidence to support conclusions.	**Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.** I know data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies).
Data, locality.	Data, fieldwork, tally charts, pictograms.	Data, fieldwork, information, geographical question.	Data, charts, tables, fieldwork, observation, secondary sources, pictograms.	Primary data, patterns, information, observation, investigation.	Primary data, secondary data, patterns, geographical reports, surveys, maps.	Geographical data, conclusions, demographics, economic status.	Complex data, comparing data, sources, vary, patterns, trends, variation, human error, incorrect equipment, time frames, sites, environmental conditions, anomalies.

BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE

Geography

Investigation: Field work							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Take part in simple fieldwork activities, such as helping to take photographs or recording simple data.	**Take photographs, draw simple picture maps and collect simple data during fieldwork activities.** I know fieldwork includes going on walks and visits to collect information about the environment.	**Carry out fieldwork tasks to identify characteristics of the school grounds or locality.** I know fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples.	**Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.** I know fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording.	**Gather evidence to answer a geographical question or enquiry.** I know the term geographical evidence relates to facts, information and numerical data.	**Investigate a geographical hypothesis using a range of fieldwork techniques.** I know fieldwork techniques, such as sketch maps, data collection and digital technologies, can provide evidence to support and answer a geographical hypothesis.	**Construct or carry out a geographical enquiry by gathering and analysing a range of sources.** I know a geographical enquiry can help us to understand the physical geography (rivers, coasts, weather and rocks) or human geography (population changes, migration, land use, changes to inner city, urbanisation, developments and tourism) of an area and the impacts on the surrounding environment.	**Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.** I know representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions.
Fieldwork, photographs, data.	Photographs, picture maps, simple data, fieldwork, walks, visits, information, environment.	Fieldwork, characteristics, school grounds, locality, environment, questions, photographs, measurements, collect samples.	Geographical questions, observation, simple data, fieldwork, local environment, observing, measuring, identifying, classifying, recording.	Geographical questions, enquiry, geographical evidence, facts, information, numerical data.	Geographical hypothesis, fieldwork techniques, sketch maps, data collection, digital technologies, support, answer.	Geographical enquiry, gathering, analysing, sources, physical geography, rivers, coasts, weather, rocks, human geography, population changes, migration, land use, inner city, urbanisation, developments, tourism, surrounding environment.	Geographical questions, hypothesis, fieldwork, research, representing, analysing, concluding, communicating, reflecting, responding.

BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE

Geography

Materials: Natural and man-made materials							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Notice natural and man-made materials in the environment. I know some materials are natural and others are man-made.	**Name some natural and man-made materials in the environment.** I know some examples f natural materials for example include wood, stone and sand. Man-made materials include metal, plastic, glass and fabric. Materials can be used to build and make things.	**Identify natural and man-made materials in the environment.** I know a material is something used to build or make something else. Natural materials are dug out of the ground, grown or taken from a living thing. Man-made materials are often made from natural materials but have been changed to have different properties.	**Describe the properties of natural and man-made materials and where they are found in the environment.** I know materials found in the environment can be natural (rock, stone, water, sand, soil, water and clay) and man-made (brick, glass, plastic and concrete). Natural and man-made materials are used to make human features.	**Name and describe the types, appearance and properties of rocks.** I know there are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic. Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils. Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard and often shiny.	**Describe and explain the transportation of materials by rivers. Describe the properties of different types of soil.** I know rivers transport materials in four ways. Solution is when minerals are dissolved and carried in the water. Suspension is when fine, light material is carried. Saltation is when small pebbles and stones are carried along the riverbed. Traction is when large boulders and rocks are rolled along the riverbed. Different types of soil include clay, sandy, silty and loamy.	**Explain how the topography and soil type affect the location of different agricultural regions.** The topography of an area intended for agricultural purposes is an important consideration. In particular, the topographical slope or gradient plays a large part in controlling hydrology (water) and potential soil erosion.	**Explain how the presence of ice makes the polar oceans different to other oceans on Earth.** I know the polar oceans are significantly colder than other world oceans. This influences the presence of sea ice, glaciers and icebergs.
Natural materials, man-made materials.	Natural materials, man-made materials, environment, wood, stone, sand, metal, plastic, glass, fabric, build.	Natural materials, man-made materials, environment, build, dug, ground, grown, living thing, properties.	Properties, man-made materials, natural materials, environment, rock, stone, water, sand, soil, water, clay, brick, glass, plastic, concrete, human features.	Types of rock, appearances, properties, Earth's crust, sedimentary, igneous, metamorphic, sediment, permeable, fossils, magma, lava, tectonic plates.	Transportation, materials, rivers, solution, dissolved, suspension, saltation, riverbed, traction, boulders, rocks, properties, soil, clay, sandy, silty, loamy.	Topography, soil, location, agricultural regions, topographical slope, gradient, hydrology, erosion.	Sea ice, polar oceans, oceans, glaciers, icebergs.

BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE

Geography

Nature: Physical features							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Name some physical features in the immediate environment. I know common physical features include fields, rivers and hills.	**Name some common physical features in the locality and beyond.** I know large physical features include rivers, mountains, oceans and the coastline.	**Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.** I know physical features are naturally-created features of the Earth.	**Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.** I know a physical feature is one that forms naturally, and can change over time due to weather and other forces.	**Describe the parts of a volcano or earthquake.** **Name and describe properties of the Earth's four layers.** I know a A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. When a volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth's surface. Lava, hot ash and mudslides from volcanic eruptions can cause severe damage. The Earth is made of four different layers. The inner core is made mostly of hot, solid iron and nickel, and the outer core is made of liquid iron and nickel. The mantle is made of solid rock and molten rock called magma. The crust is a thin layer of solid rock that is broken into large pieces called tectonic plates. These pieces move very slowly across the mantle.	**Identify, describe and explain the formation of different mountain types.** I know mountains form over millions of years. They are made when the Earth's tectonic plates push together or move apart. Mountains are also formed when magma underneath the Earth's crust pushes large areas of land upwards. There are five types of mountain: fold, fault-block, volcanic, dome and plateau.	**Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use.** I know North America is broadly categorised into six major biomes: tundra, coniferous forest, grasslands (prairie), deciduous forest, desert and tropical rainforest. South America has a vast variety of biomes, including desert, alpine, rainforest and grasslands.	**Compare and describe physical features of polar landscapes.** I know the Arctic is a sea of ice surrounded by land and located at the highest latitudes of the Northern Hemisphere. It extends over the countries that border the Arctic Ocean, including Canada, the USA, Denmark, Russia, Norway and Iceland. Antarctica is a continent located in the Southern Hemisphere. Antarctica does not belong to any country. Physical features typical of the Arctic and Antarctic regions include glaciers, icebergs, ice caps, ice sheets, ice shelves and sea ice.
Physical features, environment, fields, rivers, hills.	Physical features, rivers, mountains, oceans, coastline.	Physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, naturally created, Earth.	Size, location, position, physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, naturally, weather, forces.	Volcano, earthquake, Earth's surface, gas, magma, hot ash, tectonic plates, erupts, magma chamber, vent, lava, mudslides, Earth's crust, inner core, outer core, mantle, crust.	Formation, mountains, tectonic plates, push, move apart, magma, Earth's crust, fold, fault-block, volcanic, dome, plateau.	Physical features, environmental regions, North America, South America, climate zones, soil, land use, biomes, tundra, coniferous forest, grasslands, deciduous forest, desert, tropical rainforest, alpine, rainforest.	Physical features, polar landscapes, Arctic, latitude, Northern Hemisphere, countries, Arctic Ocean, Antarctica, continent, Southern Hemisphere, glaciers, icebergs, ice caps, ice sheets, ice shelves, sea ice.

BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE

Geography

Nature: Environment							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Show care for living things and the environment. I know it is everybody's responsibility to look after the environment.	**Describe ways to look after the immediate environment.** I know litter has a harmful effect on the areas where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground.	**Describe how pollution and litter affect the local environment and school grounds.** I know litter and pollution have a harmful effect on the areas where we live, work and play.	**Describe ways to improve the local environment.** I know the local environment can be improved by picking up litter, planting flowers and improving amenities.	**Identify the five major climate zones on Earth.** I know the Earth has five climate zones: desert, equatorial, polar, temperate and tropical.	**Describe altitudinal zonation on mountains.** I know altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains. Examples include forests that grow at low altitudes and support a wide variety of plants and animals, tundra that is found at higher altitudes and supports plants and animals that are adapted to harsher environments, and the summits of mountains, which are usually covered in ice and snow and don't support any life.	**Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.** I know the Earth has five climate zones: desert, equatorial, polar, temperate and tropical. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.	**Explain how climate change affects climate zones and biomes across the world.** I know climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming.
Living things, environment, responsibility.	Immediate environment, litter, rubbish, harmful, live, work, play, bin, ground.	Pollution, litter, rubbish, local environment, school grounds, harmful, live, work, play.	Improve, local environment, picking up, litter, planting flower, amenities.	Climate zones, Earth, desert, equatorial, polar, temperate, tropical.	Altitudinal zonation, mountains, climates, wildlife, forests, low altitudes, plants, animals, tundra, harsher environments, summits, ice, snow, no life.	World's biomes, climate zones, vegetation belts, characteristics, desert, equatorial, tropics, polar, temperate, ecological area, Earth's surface, forest, grassland, tundra, aquatic, factors, temperature, relief, geology, soils, vegetation.	Climate change, climate zones, biomes, long-term change, patterns, weather, melting, polar ice caps, sea-levels, extreme weather, global warming, human activity, fossil fuels, deforestation, habitat destruction, overpopulation, rearing livestock.

BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE

Geography

Nature: Sustainability							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
		Describe ways to protect natural environments, such as woodlands, hedgerows and meadows. I know natural environments can be affected by the actions of humans, including cutting down trees or dropping litter. Humans can protect the environment by choosing to preserve woodlands and hedgerows, recycling where possible and disposing of waste carefully.	**Describe how human behaviour can be beneficial to local and global environments, now and in the longer term.** I know conservation is the protection of living things and the environment from damage caused by human activity. Conservation activities include reducing, reusing and recycling, composting, saving water and saving energy. Conservation activities protect the environment for people in the future.	**Describe the meaning of the term 'carbon footprint' and explain some of the ways this can be reduced to protect the environment.** I know a person's carbon footprint is the amount of carbon dioxide released into the atmosphere from their activities. People can reduce their carbon footprint by driving less, eating less meat, flying less and wasting less food and products.	**Describe how natural resources can be harnessed to create sustainable energy.** I know the environment produces natural resources. Humans use some natural resources to make energy. Some natural resources cannot be replaced, like coal or oil. They are non-renewable. Some, like wind or flowing water, are renewable sources of energy.	**Identify and explain ways that people can improve the production of products without compromising the needs of future generations.** I know industries can make their manufacturing processes more sustainable and better for the environment by using renewable energy sources, reducing, reusing and recycling and sharing resources.	**Explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth.** I know natural resource management (NRM) manages natural resources, including water, land, soil, plants and animals. It recognises that people rely on healthy landscapes to live and aims to create sustainable ways of using land now and in the future.
		Protect, natural environments, woodlands, hedgerows, meadows, actions, humans, cutting down, dropping litter, preserve, recycling, disposing, waste.	Human behaviour, beneficial, local environments, global environments, now, long term, conservation, protect, damage, caused, human activity, reducing, reusing, recycling, saving water, saving energy, future.	Carbon footprint, reduce, protect, environment, carbon dioxide, released, atmosphere, driving less, eating less, flying less, wasting less food, products.	Natural resources, harnessed, sustainable energy, environment, use, energy, replaced, coal, oil, non-renewable, wind, flowing water, renewable.	Improve, production, products, compromising, future generations, industries, manufacturing, sustainable, environment, renewable energy, reducing, reusing, recycling, sharing.	Human environment, natural resources, managements, protect, Earth, water, land, soil, plants, animals, healthy landscapes, live, sustainable, uses, now, future.

BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE

Geography

Place and Space: World							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Talk about places that they have been to or seen in photographs. Play with globes, observe maps and listen to stories to develop an awareness of other places in the world. I know the world has lots of different places in the world.	**Begin to notice and talk about the different places around the world, including oceans and seas.** I know globes and maps can show us the location of different places around the world.	**Name and locate the world's seven continents and five oceans on a world map.** I know a continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean.	**Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.** I know an ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.	**Locate countries and major cities in Europe (including Russia) on a world map.** I know countries in Europe include the United Kingdom, France, Spain, Germany, Italy and Belgium. Russia is part of both Europe and Asia.	**Locate the countries and major cities of North, Central and South America on a world map, atlas or globe.** The North American continent includes the countries of the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay.	**Name, locate and describe major world cities.** I know major cities around the world include London in the UK, New York in the USA, Shanghai in China, Istanbul in Turkey, Moscow in Russia, Manila in the Philippines, Lagos in Nigeria, Nairobi in Kenya, Baghdad in Iraq, Damascus in Syria and Mecca in Saudi Arabia.	**Explain interconnections between two or more areas of the world.** I know geographical interconnections are the ways in which people and things are connected.
Places, photographs, globes, maps, awareness, world.	Places, world, oceans, seas, globes, maps, location.	Continents, oceans, world map, Africa, Antarctica, Asia, Australia, Europe, North America, South America, Artic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean.	Seas, United Kingdom (UK), oceans, continents, world, world map, globe, Africa, Antarctica, Asia, Australia, Europe, North America, South America, Artic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean, Black Red Seas, Caspian Seas, English Channel, Irish Sea, North Sea.	Countries, major cities, Europe, world map, United Kingdom (UK), France, Spain, Germany, Italy, Belgium, Russia, Asia.	Countries, major cities, North America, Central America, South America, world map, atlas, globe, continent, United States of America (USA), Canada, Mexico, Guatemala, Honduras, Nicaragua, Costa Rica, Panama, Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia, Paraguay.	Major cities, world, London, United Kingdom (UK), New York, United States of America (USA), Shanghai, China, Istanbul, Turkey, Moscow, Russia, Manila, Philippines, Lagos, Nigeria, Nairobi, Kenya, Baghdad, Iraq, Damascus, Syria, Mecca, Saudi Arabia.	Geographical interconnections, world, people, connected.

BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE

Geography

Place and Space: UK							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Show an interest in the place they live on a map or globe.	**Identify the United Kingdom on a world map or globe.**	**Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.** I know the United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages.	**Identify characteristics of the four countries and major cities of the UK.** I know the characteristics of countries include their size, landscape, capital city, language, currency and key landmarks. England is the biggest country in the United Kingdom.	**Name, locate and describe some major counties and cities in the UK.** I know counties of the United Kingdom include Derbyshire, Sussex and Warwickshire. Major cities of the United Kingdom include London, Birmingham, Edinburgh, Cardiff, Manchester and Newcastle.	**Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK. Identify the topography of an area of the UK using contour lines on a map.** I know significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines. Topography is the arrangement of the natural and artificial physical features of an area.	**Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features.** Relative location is where something is found in comparison with other features.	**Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world.** I know a geographical pattern is the arrangement of objects on the Earth's surface in relation to one another.
Interest, place, live, map, globe.	Identify, United Kingdom (UK), world map, globe.	Countries, United Kingdom (UK), capital cities, map, atlas, globe, union, England, Northern Ireland, Scotland, Wales, home, government, ruler, London, Belfast, Edinburgh, Cardiff, cities, villages, towns.	Characteristics, countries, major cities, United Kingdom (UK), size, landscape, capital city, language, currency, key landmarks, England.	Major cities, United Kingdom (UK), counties, Derbyshire, Sussex, Warwickshire, London, Birmingham, Edinburgh, Cardiff, Manchester, Newcastle.	Study, geographical features, hills, mountains, coasts, rivers, United Kingdom (UK), Rivers, Thames, Severn, Trent, Dee, Tyne, Ouse, Lagan, mountain ranges, Ben Nevis, Snowdon, Helvellyn, Pen y Fan, Scottish Highlands, Pennines, topography, contour lines, maps, natural physical features, artificial physical features, area.	Relative location, cities, counties, geographical features, United Kingdom (UK), places, comparison, features.	Geographical patterns, human population, growth, movement, economic activities, space, land use, human settlement, United Kingdom (UK), world, objects, Earth's surface, relation.

BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE

Geography

Place and Space: Location							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Explore and talk about the ways that the weather, plants and animals of places can be different through pictures and stories.	**Describe how the weather, plants and animals of one place is different to another using simple geographical terms.**	**Locate hot and cold areas of the world in relation to the equator.** I know warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there.	**Locate the equator and the North and South Poles on a world map or globe.** I know the equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.	**Locate significant places using latitude and longitude.** I know latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian.	**Identify the location of the Tropics of Cancer and Capricorn on a world map.** I know the Tropic of Cancer is 23.4 degrees north of the equator and Tropic of Capricorn is 23.4 degrees south of the equator.	**Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night).** I know the Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone 15 degrees to the east is another hour later.	**Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).** I know the Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured.
Weather, plants, animals, places, different, pictures, stories.	Weather, plants, animals, place, different, geographical terms.	Locate, hot areas, cold areas, world, relation, equator, closer, further, imaginary line, dividies, Earth, Northern Hemisphere, Southern Hemisphere, continents, climates, weather, plants, animals.	Locate, equator, North Pole, South Poles, world map, globe, imaginary line, divides, Northern Hemisphere, Southern Hemisphere, northern point, southern point.	Locate, significant places, latitude, longitude, distance, north, south, equator, east, west, Prime Meridian.	Tropics of Cancer, Capricorn, world map, 23.4 degrees north, equator, 23.4 degrees south.	Location, function, Prime Meridian, time zones, day, night, imaginary line, divides, Earth, Eastern Hemisphere, Western Hemisphere, Greenwich, Greenwich Mean Time (GMT), 15 degrees, west, hour, earlier, east, hour later.	Significance, latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer, Capricorn, Artic, Antarctic Circles, Prime Meridian, time zones, day, night, Earth, north, south, imaginary line, North Pole, South Pole, Greenwich, England, 0 degrees, measured.

BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE

Geography

Place and Space: Position							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Discuss routes and locations and use and understand some positional language. I know positional language is used to describe where things are in relation to one another. Positional language includes in, on, next to, behind and in front of.	**Use simple positional language to describe where things are in relation to each other and give directions.** I know positional language is used to describe where things are in relation to one another. Positional language includes in, on, next to, behind, in front of, in between, above, below and underneath.	**Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.** I know positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn.	**Use simple compass directions to describe the location of features or a route on a map.** I know the four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.	**Use the eight points of a compass to locate a geographical feature or place on a map.** I know the eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west.	**Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.** I know the four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose. The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east (NE), south-east (SE), south-west (SW) and north-west (NW).	**Use compass points and grid references to interpret maps, including Ordnance Survey maps, with accuracy.** I know compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features.	**Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.** I know invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area.
Routes, locations, use, positional language, relation, another, in, on, next to, behind, in front of.	Positional language, relation, directions, in, on, next to, behind, in front of, in between, above, below, underneath.	Directional language, positional language, directions, location, features, relation, behind, next to, in front of, left, right, straight ahead, turn.	Compass directions, location, features, route, map, cardinal points, compass, north, south, east, west, directions, places.	Compass, eight points, geographical features, place, map, north, south, east, west, north-east, north-west, south-east, south-west.	Compass, eight points, geographical features, four-figure, six-figure, grid references, symbols, key, locate, geographical places, place, map, north (N), south (S), east (E), west (W), 90 degrees angle, intercardinal directions, cardinal directions, north-east (NE), north-west (NW), south-east (SE), south-west (SW).	Compass points, grid references, interpret maps, Ordnance Survey maps, accuracy, features, direction of travel, physical features, human features.	Lines of longitude, lines of latitude, grid references, position, geographical areas, features, Invisible lines, horizontally, Earth, northernly, southernly, vertically, North Pole, South Pole, westerly, easterly.

BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE

Geography

Place and Space: Maps							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Describe a familiar route and use maps as part of role play.	**Make and use simple maps in their play to represent places and journeys, real and imagined.** I know a map is a picture or drawing of an area of land or sea.	**Draw or read a simple picture map.** I know a map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located.	**Draw or read a range of simple maps that use symbols and a key.** I know a map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.	**Use four-figure grid references to describe the location of objects and places on a simple map.** I know a four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give specific information about locations on a map.	**Use four or six-figure grid references and keys to describe the location of objects and places on a map.** A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. I know the first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map. Six-figure grid references give detailed information about locations on a map.	**Identify elevated areas, depressions and river basins on a relief map.** The geographical term 'relief' describes the difference between the highest and lowest elevations of an area. Relief maps show the contours of land based on shape and height. I know contour lines show the elevation of the land, joining places of the same height above sea level. They are usually an orange or brown colour. Contour lines that are close together represent ground that is steep. Contour lines that are far apart show ground that is gently sloping or flat.	**Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.** I know a geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features.
Familiar route, maps.	Maps, places, journeys, picture, drawing, land, sea.	Maps, picture, drawing, land, sea, human features, physical features, key, symbols, located.	Maps, symbols, key, picture, drawing, area, land, sea, human features, physical features, information, read, icon, geographical features.	Four-figure grid references, location, objects, places, four numbers, easting, top, bottom, northing, sides, specific information, map.	Four-figure, six figure, grid references, location, objects, places, map, precise, easting, top, bottom, northing, sides, detailed information.	Elevated areas, depressions, river basins, relief map, difference highest elevation, lowest elevation, area, contours, land, shape, height, contour lines, elevation, land, sea level, orange, brown, together, steep, far apart, sloping, flat.	Grid references, lines of latitude, lines of longitude, contour lines, symbols, maps, globes, geographical area, position, height, sea level, symbols, physical features, human features.

BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE

Geography

Comparison: Compare and contrast							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Talk about simple differences between the way people live in the community and beyond using pictures, books, maps and other geographical resources.	**Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources.** I know places can have different climates, weather, food, religions, culture, wildlife, transport and amenities.	**Identify the similarities and differences between two places.** I know places can be compared by size, amenities, transport, location, weather and climate.	**Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.** I know a non-European country is a country outside the continent of Europe. For example, the USA, Australia, China and Egypt are non-European countries. European countries include the United Kingdom, Germany, France and Spain.	**Classify, compare and contrast different types of geographical feature.** I know geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. Geographical features created by humans are called human features. Human features include houses, factories and train stations.	**Describe and compare aspects of physical features.** I know a physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering. Physical features include rivers, forests, hills, mountains and cliffs. An aspect of a physical feature might be the type of mountain, such as dome or volcanic, or the type of forest, such as coniferous or broad-leaved.	**Identify and describe the similarities and differences in physical and human geography between continents.** I now the seven continents (Africa, Antarctica, Asia, Australia, Europe, North America and South America) vary in size, shape, location, population and climate.	**Describe the climatic similarities and differences between two regions.** I know climate is the long-term pattern of weather conditions found in a particular place. Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures.
Differences, people, live, community, beyond, pictures, books, maps.	Places, same, different, maps, photographs, data, climates, weather, food, religions, culture, wildlife, transport, amenities.	Similarities, differences, places, size, amenities, transport, location, weather, climate.	Compare, human features, physical features, similarities, differences, United Kingdom (UK), contrasting, non-European country, outside, continent, Europe, United States of America (USA), Australia, China, Egypt, European countries, Germany, France, Spain.	Classify, compare, contrast, geographical features, nature, physical features, beaches, cliffs, mountains, humans, human features, houses, factories, train stations.	Compare, physical features, naturally, changed, over time, physical processes, erosion, weathering, rivers, forests, hills, mountains, cliffs, aspect, type, dome, volcanic, coniferous, broad-leaved.	Similarities, differences, physical geography, human geography, continents, Africa, Antarctica, Asia, Australia, Europe, North America, South America, size, shape, location, population, climate.	Climatic, similarities, differences, regions, climate, long-term pattern, weather conditions, place, factors, maximum levels, minimum levels, precipitation, average monthly temperatures.

BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE

Geography

Significance: Significant Places							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Talk about and ask questions about places that are important to them.	**Discuss and describe places that are important to them.** I know a place can be important because of its location, use buildings or landscape.	**Name important buildings and places and explain their importance.** I know a place can be important because of its location, buildings, landscape, community, culture and history. Important buildings can include schools, places of worship and buildings that provide a service to the community, such as shops and libraries. Some buildings are important because they tell us something about the past.	**Name, locate and explain the significance of a place.** I know a significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef.	**Name and locate significant volcanoes and plate boundaries and explain why they are important.** I know significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Significant earthquake-prone areas include the San Andreas Fault in North America and the Ring of Fire, which runs around the edge of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge. Over three-quarters of the world's earthquakes and volcanic eruptions happen along the Ring of Fire.	**Name, locate and explain the importance of significant mountains or rivers.** I know significant mountain ranges include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada. Significant rivers include the Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges, Danube and Yangtze.	**Identify some of the problems of farming in a developing country and report on ways in which these can be supported.** I know farming challenges for developing countries include poor soil, disease, drought and lack of markets. Education, fair trade and technology are ways in which these challenges can be reduced.	**Name, locate and explain the distribution of significant industrial regions around the world.** I know North America, Europe and East Asia are the main industrial regions of the world due to a range of factors (access to raw materials, transportation, fresh water, power and labour supply).
Questions, place, important.	Places, important, location, buildings, landscape.	Importance, places, buildings, location, landscape, community, culture, history, schools, places of worship, services, shops, libraries, past.	Locate, significant places, location, important, community, society, religious events, historic events, past, monuments, Eiffel Tower, natural landscapes, Great Barrier Reef.	Significant volcanoes, plate boundaries, important, Mount Vesuvius, Italy, Laki, Iceland, Krakatoa, Indonesia, earthquake-prone, San Andreas Fault, North America, Ring of Fire, Pacific Ocean, plate boundaries, Earth's crust, converge, earthquakes, volcanic eruptions.	Importance, significance, mountains, rivers, Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans, Sierra Nevada, Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges, Danube, Yangtze.	Problems, farming, developing country, supported, challenges, poor soil, disease, drought, lack of markets, education, fair trade, technology, reduced.	Distribution, industrial regions, world, North America, Europe, East Asia, factors, access, raw materials, transportation, fresh water, power, labour supply.

BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE

Geography

Change: Geographical Changes							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Notice and talk about how things have changed in the local environment.	**Discuss how the local environment has changed over time using photographs and first-hand experiences.**	**Describe how a place or geographical feature has changed over time.** I know geographical features can change over time.	**Describe how an environment has or might change over time.** I know an environment or place can change over time due to a geographical process, such as erosion, or human activity, such as housebuilding.	**Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift). Describe how a significant geographical activity has changed a landscape in the short or long term.** I know significant geographical activity includes earthquakes and volcanic eruptions. These are known as natural disasters because they are created by nature, affect many people and cause widespread damage. The crust of the Earth is divided into tectonic plates that move. The place where plates meet is called a plate boundary. Plates can push into each other, pull apart or slide against each other. These movements can create mountains, volcanoes and earthquakes.	**Explain how the physical processes of a river, sea or ocean have changed a landscape over time.** I know rivers, seas and oceans can transform a landscape through erosion, deposition and transportation.	**Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy).** I know settlements come in many different sizes and these can be ranked according to their population and the level of services available. A settlement hierarchy includes hamlet, village, town, city and large city.	**Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.** I know tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental, social and economic impact on many regions and countries.
Changed, local environment.	Local environment, changed, photographs, experiences.	Place, geographical feature, changed, over time.	Environment, change, over time, geographical processes, erosion, human activity, housebuilding.	Plate tectonics, changed, Earth's surface, continental drift, landscape, short term, long term, earthquakes, volcanic eruptions, natural disasters, nature, people, widespread damage, plate boundary, plates, push, pull, slide, mountains, volcanoes, changed.	Physical processes, river, sea, ocean, landscape, changed, erosion, deposition, transportation.	Characteristic, settlement, changes, bigger, settlement hierarchy, sizes, population, services, hamlet, village, town, city, large city.	Industry, tourism, changed, place, landscape, over time, people, travelling, recreation, leisure, environmental, social, economic, impacts, regions, countries.