



Rise Rationale and Progression Document for Teaching Geography

The word *geography* derives from the Greek words *geo* meaning *Earth* and *graphien* meaning *to write*, capturing the subject's core purpose: to describe, understand and explain the world we inhabit. Geography is concerned with how people, places and environments are arranged across the Earth's surface and how they are connected. Key geographical concepts—*place, location, interconnection, sustainability, and change*—provide powerful lenses through which pupils can interpret both the natural and human world. These ideas also support wider curriculum learning, linking closely with historical ideas of period and place, and scientific concepts such as environmental processes, ecosystems and evolution.

Our rigorous academic study of geography is designed to help pupils understand the relationship between the scientific and cultural aspects of our world. Across the curriculum, pupils explore how humans interact with environments, how physical processes shape our planet, and how the decisions we make influence the future. The geography curriculum aims not only to build knowledge about places near and far, but also to develop pupils' sense of identity as global citizens—understanding who we are, how we live, how landscapes change, and how our actions can contribute to a more sustainable world.

From EYFS through to Year 6, pupils revisit and deepen their understanding of core geographical concepts. They learn to read maps, interpret fieldwork, describe physical and human features, and compare regions across the world. The topics selected—ranging from oceans and continents to migration, climate, biomes, trade and globalisation—support pupils in developing a rich, coherent and interconnected understanding of our shared planet and its diverse communities. Ultimately, our geography curriculum nurtures curiosity, critical thinking, and a responsibility for the stewardship of the Earth.

Progression in geography is structured through **five key concepts**, each of which is systematically revisited and built upon from EYFS to Year 6:

1. Place: The physical and human characteristics of any location on Earth.

Pupils begin by exploring the characteristics of their immediate environment before expanding outwards to study places across the UK and the wider world. As pupils progress, they learn to compare regions, understand settlement patterns, and examine how physical and human features shape the identity of different locations.

2. Location: Identifying where things are and describing what they are like based on their place in the world.

Children start by identifying familiar landmarks and simple routes, then gradually learn to use maps, atlases, globes, four- and six-figure grid references, and digital mapping. By Upper KS2, pupils confidently locate continents, biomes, climate zones and major world regions, understanding how latitude, longitude and hemispheres influence climate and environment.

3. Interconnection: The way that people and/or geographical phenomena are connected to each other through environmental processes and human activity.

Pupils learn that no place exists in isolation. Beginning with simple human–environment interactions (e.g., how people use local land), they progress to studying global trade, ecosystems, migration, weather systems, and the relationships between physical processes and human activity. This builds an understanding of how actions in one place can affect people and environments elsewhere.

4. Sustainability: The practice of using natural resources responsibly, so they can support both present and future generations.

Sustainability is embedded throughout the curriculum, from early discussions about caring for local spaces to upper KS2 debates about renewable energy, climate change, Fairtrade, and globalisation. Pupils learn how natural resources are used, the consequences of human actions, and how individuals and communities can act responsibly for present and future generations.

5. Change: Any alteration to the natural or cultural environment.

Pupils learn to recognise that environments, places and societies change over time. Early examples include seasonal weather patterns and changes in the local area; later learning explores coastal erosion, deforestation, urban development, population change, and how climate change is reshaping communities and ecosystems across the globe.



R

- Identify different areas of land around school and be able to name what has been found.
- Describe the natural world around them.
- Describe their immediate environment using knowledge gained from observation, stories and simple maps.

1

- Use basic geographical vocabulary to refer to physical and human features in the local area and key parts of the UK. (Life in the U.K.)
- Locate hot and cold areas of the globe. (Hot and cold places)
- Identify simple features of coastal resorts.
- Identify seasonal / daily weather patterns in the UK. (Hot and cold places)

2

- Use basic geographical vocabulary to refer to physical and human features in the local area, key parts of the UK, Europe and a contrasting city in Asia (Shanghai). (Our local area) (Brancaster & Shanghai)
- To understand the difference between a village, a town and a city. (Our local area)
- Compare physical and human features in different locations, including the east coast of the U.K. and the east coast of China. (Brancaster & Shanghai)
- Begin to understand how land use changes over time. (London over Time)

3

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)
- Understand how land is used differently across the UK and how this is linked to location. (UK Changes over Time)
- Know different types of settlement and why people choose to settle in certain places. (UK Changes over Time)
- Describe the water cycle, understand the term climate and explain why it is different around the world; understand the UK climate. (Weather & Climate)
- Describe key physical and human features of mountains and mountain ranges. (Mountains)

4

- Name and locate major countries and cities of North and South America, their environmental regions and key physical and human characteristics. (The Americas)
- Understand what volcanoes and earthquakes are, where they can be found and how they are caused. (Earthquakes & Volcanoes)
- Describe key physical and human features of rivers and coasts. (Rivers) (Coasts)
- Name and locate major rivers of the U.K. (Rivers)
- Compare and contrast how land is used in coastal and non coastal towns. (Coasts)

5

- Name and locate the key physical and human features of India and Brazil, including climate zones, and compare with the U.K. (Fairtrade)
- Know the features and locations of some of the world's mega cities. (People & Population)
- Be able to describe human activity and how land is used in different types of settlements. (People & Population)
- To understand the features and locations of the world's major biomes and how their location determines what they are like. (Biomes)

6

- Understand what migration is and how it has changed over time.
- Understand why people migrate from certain places and what attracts people to settle in particular places.
- Know what is imported and exported from the East Midlands and how this has changed over time.
- Understand trade links between Leicestershire and India.
- Understand that culture influences human geographical features.

Location



R

- Identify different areas of land around school and be able to name what has been found.
- Identify key places in the school and local area on simple maps and photos.
- Describe the natural world around them.

1

- To know that the equator is an imaginary line running around the middle of the Earth. (Hot and cold places)
- To know the Arctic is located at the top and the Antarctic at the bottom of the Earth. (Hot and Cold places).
- To locate the world's oceans on a simple map and globe. (Oceans and Seas)
- Recognise the UK on a simple map and globe. (Life in the UK)
- To identify the countries of the UK on a map. (Life in the UK)
- To know the capital cities of each country in the UK. (Life in the UK)
- To identify Leicestershire on a map. (Life in the U.K.)

2

- To know that the equator is an imaginary line running around the middle of the Earth separating northern and southern hemispheres. (Continents)
- To name and locate the 7 continents and 5 oceans, identifying those located in Northern and Southern hemispheres. (Continents)
- To name and locate the countries and capital cities of the United Kingdom. (London)

3

- To explain the position and significance of the Prime/Greenwich Meridian. (The U.K.)
- Name and locate the countries and main cities of the U.K. along with some of its counties
- Use topographical maps to identify locations of hills and mountains in the UK and of mountainous regions of the world (The UK) (Mountains)
- Use Ordnance Survey maps to locate key features in the local area. (Our local area)

4

- Recognize and use latitude and longitude coordinates as a way of describing the position of places in relation to the equator and prime meridian. (The Americas)
- To know the locations of the main rivers in the UK and Ireland. (Rivers)
- To locate oceans and seas which surround the U.K. and their position in relation to Leicester. (Coasts)
- To locate some of the main countries and cities in North and South America. Use topographical maps to identify key features. (The Americas).

5

- Know the locations of the world's major biomes and their position relation to the equator, tropics and Arctic & Antarctic circles. Understand that their key features are determined by their location. (Biomes)
- To understand the location of both India and Brazil in relation to their continents and to the UK. (Fair Trade)
- To identify the key climate zones within India and Brazil and understand how these are related to their global positions. (Fairtrade)
- Use thematic maps (including climate population and resource maps) to describe areas studied. (People and Population)

6

- To locate modern Germany on a map and understand its location within Europe. (Berlin & London)
- To know how Berlin became the capital city of Germany and how the borders of Germany have changed over time. (Berlin and London)
- Be able to quickly locate countries and the continents that they are in from memory.
- Make connections between where countries are located and what the climate and advantages and disadvantages of location might be. (Migration)
- Use thematic maps (including climate population and resource maps) to describe areas studied. (Migration)

Interconnection



R

- Understand that people communicate and connect with others in different places (using letters, phone calls, transport).

1

- Know that transport connects people to work, school and shops.
- To know how places in the UK and abroad are connected by air, rail and sea. (Oceans and Seas)

2

- Understand that the UK imports some foods because they cannot grow well here. (Continents)
- To know why some people in different places in the world need to communicate with each other. (Continents)

3

- To know how people in remote locations stay connected with the rest of the world. (Mountains)
- Know that mountain ranges connect regions and influence travel and settlement patterns (Mountains).
- Begin to recognise how places depend on each other (e.g. rural locations supplying urban areas with food, urban locations supplying rural locations with services). (Life in the UK)

4

- Understand that natural disasters in one country can affect global transport or trade. (Earthquakes and Volcanoes)
- Understand that river systems connect towns and cities, providing transport routes for goods. (Rivers)
- To know that coasts allow the transportation of goods for trade. (Coasts)

5

- To understand how trading fairly helps to keep peace and good relationships between different places and different countries. (Fairtrade)
- Explain how climate change impacts different biomes and how changes in one biome can affect others (e.g. polar ice melt affecting sea levels globally).

6

- Know how global trade links the UK with other countries.
- To know some ways that conflict can affect the communication between different countries.
- Recognise how migration connects people across countries and cultures. (Migration).

Sustainability



R

- Understand simple ways to look after the environment (putting litter in the bin, recycling).

1

- Understand that we need to take care of our environment and keep the seas and oceans safe from plastic. (Oceans & Seas)
- Know that using fewer disposable items helps to protect the environment (Oceans and Seas)

2

- To understand that the more people there are the more resources they need to live. (Shanghai and Brancaster)

3

- To know that climate change is a threat to some places in the world who might not be able to grow enough food to eat. (Weather & Climate)
- To understand the impact tourism has on mountainous regions of the world. (Mountains)

4

- To know that natural disasters make it difficult for some locations to sustain life. (Earthquakes and Volcanoes)
- To understand the impact of the deforestation of the Amazon Rainforest. (The Americas)
- Explain how water usage in homes and schools impacts local rivers and habitats. (Rivers)

5

- To understand how renewable energy helps to save the world's resources. (Renewable Energy)
- To understand how climate change is affecting different biomes across the globe. (Biomes)

6

- Explore the impact of globalisation on the environment. (Globalisation)
- To know how climate change could affect migration in the future. (Migration)

Change



R

- Explain how places change over time (buildings, seasons, plants, weather).
- Make simple predictions about environmental change (e.g. It's cold today s the pond might freeze).

1

- To know simple ways that areas of the school locality have changed over time (e.g. changes to the building or school field). (School Locality).

2

- To describe how a settlement has grown over time, including basic land use, transport and population. (Shanghai and Brancaster) (London over Time)

3

- To know how the locality has changed over time, including land use and population. (Locality changes over time)
- To know how the population of the UK has changed over time. (UK Changes over time)
- To know how the populous of rural and urban areas in the UK has changed over time. (Life in the UK)
- To know how earthquakes and volcanoes change the landscape and how they affect the lives of people living in these locations. (Earthquakes and volcanoes)
- To know how humans influence the landscape for better or worse. (Mountains) (Life in the UK)

4

- To know how rivers flood and how coastal erosion occurs. Understand how this affects the lives of people and animals living in these localities. (Coasts) (Rivers)
- To understand how the Amazon Rainforest is being changed by humans and the impact this is having globally. (The Americas)

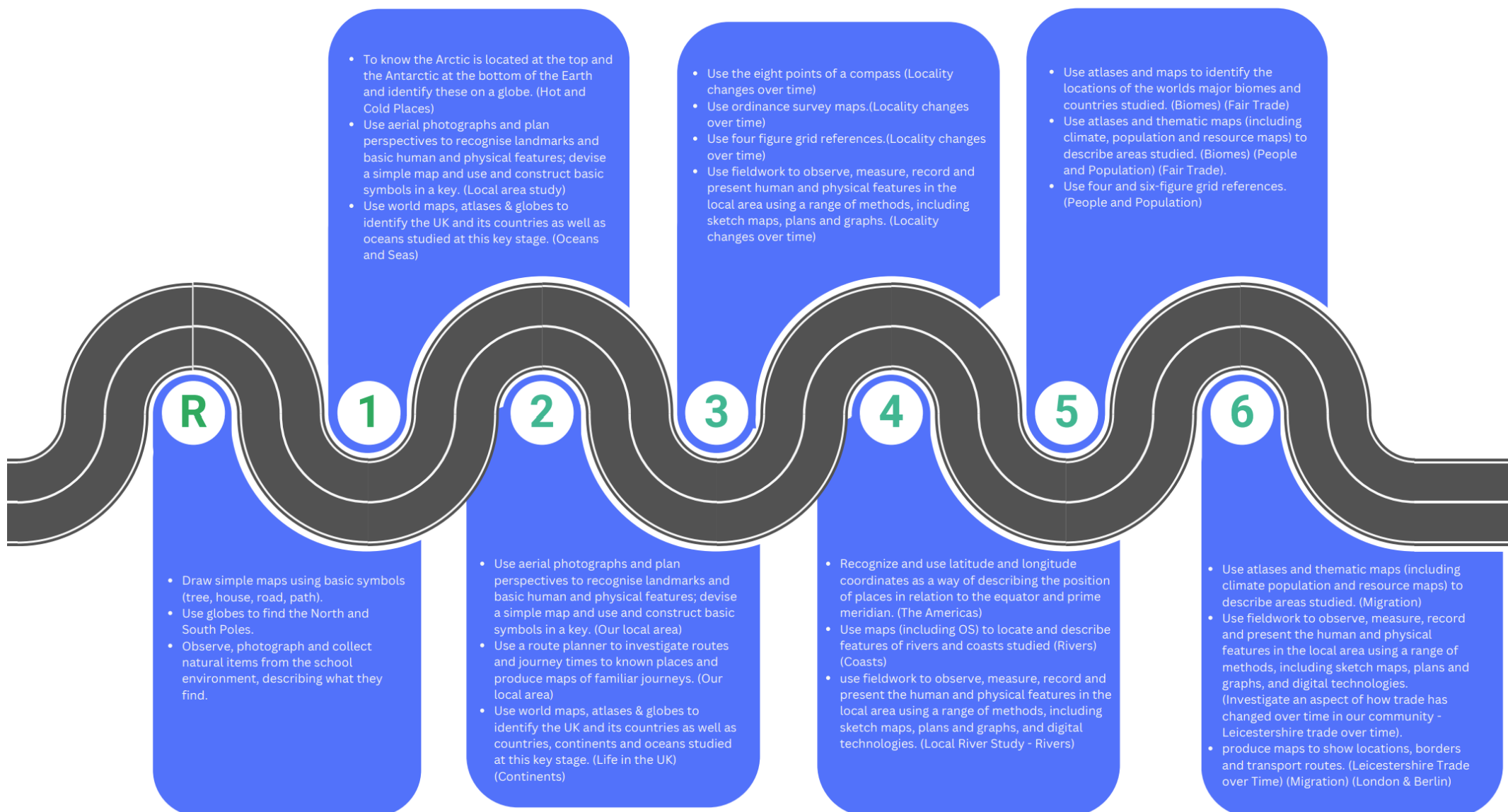
5

- Understand how changing populations (of the locality, the UK and the world) have affected people and places. (People and Population)
- To understand how and why energy use is changing from non-renewable to renewable energy sources. (Renewable Energy)
- To understand how climate change is affecting people and places across the globe. (Biomes)

6

- Understand how migration affects people and places. (Migration)
- To understand how trade has changed over time in Leicestershire. (Leicestershire Trade over Time)
- To understand how the end of WW2 changed the borders and organisation of Europe. (Berlin & London)
- Understand how globalisation has changed the way we communicate and trade. (Globalisation)

Maps and Fieldwork



Geography Units Overview

	Unit 1	Unit2	Unit 3	Unit 4
EYFS	Down in the Woods	Frozen Planet	<i>Kings & Queens (Where does the Royal Family Live?)</i>	<i>Wheels in Motion (Journeys)</i>
Year 1	School Locality	Life in the U.K.	Oceans and Seas	Hot and Cold Places
Year 2	Local Area Study	London over Time	Continents	Comparison Study (Shanghai and Brancaster)
Year 3	Locality Changes over Time	U.K. Changes over Time	Weather & Climate	Mountains
Year 4	Rivers	Coasts	The Americas	Earthquakes and Volcanoes
Year 5	People & Population	Renewable Energy	Biomes	Fairtrade
Year 6	Migration	Leicestershire Trade over Time	London & Berlin	Globalisation

Year 1

Lesson	Unit 1	National Curriculum Statements	Learning intentions
1	Around our school Vocabulary: Map Compass Aerial view Key	Geographical skills and fieldwork - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. - Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	To know that maps show us the location of different places
2			To know what is meant by physical and human features
3			To know that symbols are used to represent different features on a map
4			To know that we can use compass directions to explain here something is located
5			To use directional vocabulary to plan and give a route
6			To know what human and physical features are in our local area
7			To know how to plan a route on a map
8			To use simple fieldwork and observational skills to study the area close to our school

Lesson	Unit 2	National Curriculum Statements	Learning intentions
1	Life in the UK Vocabulary: United Kingdom, England, Northern Ireland, Scotland, Wales, Northern Hemisphere, climate, temperature, seasons, New Zealand, compare, similarity,	Locational knowledge - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom Human and physical geography - identify seasonal and daily weather patterns in the United Kingdom - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast,	To know that the United Kingdom is the name given to the counties of England, Northern Ireland, Scotland and Wales.
2			To understand that the UK is located in the northern hemisphere and that the climate is temperate.
3			To compare the UK climate with that of New Zealand.
4			To be able to identify UK mountain ranges, rivers and lakes.
5			To know how The Giant's Causeway was formed and why it is important today.
6			To identify Leicestershire and surrounding counties on a map and name and identify human and physical features.
7			To identify geographical features of coastal resorts on the east coast of the UK.
8			To know how the coastline of Norfolk is changing.
9/10			How could we travel from our school to the East Coast?

	difference, physical feature, transport, travel, road, rail, journey	forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	
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Lesson	Unit 3	National Curriculum Statements	Learning intentions
1	Oceans and Seas Vocabulary: sea, ocean, seabed, habitat, mammal, fish, crustacean, coral, sunlight zone, twilight zone, midnight zone, abyss, trench, continent	Locational knowledge - name and locate the world's seven continents and five oceans - Human and physical geography - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Geographical skills and fieldwork - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	To understand the difference between a sea and an ocean.
2			To locate the world's oceans on a simple map and globe.
3			To know the different layers of the ocean and some of the features of each layer.
4			To understand why the oceans are so important.
5			to understand that we use the oceans to transport goods and that the Panama Canal connects the Atlantic and Pacific Oceans.
6			To know what lives in oceans.
7			To understand why the ocean is under threat from human activity.
8			To understand the problem with plastic.
9			To understand how people are working to protect the oceans and what we can do to help.
10			End of unit assessment – interview/podcast

Lesson	Unit 4	National Curriculum Statements	Learning intentions
1	Hot and Cold places Vocabulary: North Pole, South Pole, Arctic, Antarctic, weather, climate, forecast, predict, cloud, desert, savannah, tropics, equator, environment	Human and physical geography - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Geographical skills and fieldwork - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	To identify weather patterns in the UK (link to seasons)
2			To know that tools are used to gather information about the weather.
3			To understand that weather forecasts help people to prepare for different types of weather
4			to be able to record data (weather)
5			To know how humans live in extreme weather conditions (Equator)
6			To know how humans live in extreme weather conditions (North and South Poles)
7			To understand that some weather conditions can be dangerous (UK)
8			to begin to understand climate change and its impact on cold/hot areas
9			To suggest ways that humans can act to help care for the planet.
10			to be able to present data (weather)

Year 2

Lesson	Unit 1	National Curriculum Statements	Learning intentions
1	Local Area Vocabulary: physical features, human features, route, journey, transport, map, survey, environment, pollution, data, graph, locality, development, solution	Locational knowledge - name and locate the world's seven continents and five oceans Place knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill,	Use different types of maps to identify known physical and human features in the school location.
2			To use a route planner to investigate routes and journey times to known places.
3			To produce a map of a familiar journey from memory.
4			Conduct a survey of the local area – this could be traffic, litter, cars parked in the street, noise levels
5			To conduct a survey of the local area (fieldwork).
6			To review and present our findings.
7			To know how improving the local area might help the people that live there.
8			To carry out an investigation in our local area (fieldwork).
9			To make a proposal to improve the site.
10			To share or present the findings of our local area investigation.

		mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	
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Lesson	Unit 2	National Curriculum Statements	Learning intentions
1	London Vocabulary: capital city, London, village, town, British Isles, parliament, Downing Street, transport, trade, port, ship, railway, underground, engineer, technology	Locational knowledge - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom Human and physical geography - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	To understand what forms a village town and city
2			To be able to identify the capital cities in the United Kingdom
3			To be able to compare maps of old and modern Leicester and London
4			To understand that transport carries people and goods from one place to another
5			To know that ships sailed into London ports and that ports organise the movement of goods and people from one place to another
6			To know that railways meant that people could travel more quickly and that goods (including newspapers) could be moved around easily.
7			Investigate travelling from Leicester to London by bus, car and rail.
8			To know how people move around London now
9			How can the use of land, buildings and transport be changed when they are no longer needed?
10			Create a proposal for developing an area of London.

		Geographical skills and fieldwork • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	
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Lesson	Unit 3	National Curriculum Statements	Learning intentions
1	Continents Vocabulary: continent, map, globe, Europe, Antarctica, Africa, Asia, North America, South America, Australia, population, location, human features, physical features, equator, hemisphere, land mass.	Locational knowledge • name and locate the world's seven continents and five oceans Geographical skills and fieldwork • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right] • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	To name and locate the seven continents and five oceans
2			To name some human and physical features of Europe
3			To know why no one lives in Antarctica permanently
4			To recognise Africa as one of the earth's continents and to know the Equator runs through it
5			To know that Asia is the largest continent and to recognise some human and physical features
6			To know that North America is located in the northern hemisphere and is linked to the South by the Panama canal
7			To know that South America is situated in the southern hemisphere and is the location of the Amazon rainforest
8			To know that the Equator is an imaginary line which divides the north and southern hemispheres and runs through South America, Asia and Africa
9			To know that Australia is a continent and has a wide variety of wildlife
10			To understand how we can affect wildlife around the world

Lesson	Unit 4	National Curriculum Statements	Learning intentions
1	Comparison – Shanghai & Brancaster Vocabulary: China, Asia, city, Brancaster, Norfolk, United Kingdom, fishing, village, harbour, farming, population, tourist, industry, food, production	Place knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork - use world maps, atlases and globes to identify the continents and oceans studied at this key stage - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	To be able to locate China and the UK on a world map.
2			To know that Shanghai and Brancaster are positioned on the east coast of their country.
3			To understand the similarities and differences between Shanghai and Brancaster.
4			To understand how the geography of Shanghai helped it to become a city.
5			To know why Brancaster remained a small settlement.
6			To know that some remote villages in China have been abandoned.
7			To know how land is used around Brancaster for agriculture.
8			To know how land is used in Shanghai for agriculture and what we can learn from this.
9			Assessment – comparison of the two places
10			

Year 3

Lesson	Unit 1	National Curriculum Statements	Learning intentions
1	Our local area Vocabulary: ordnance survey, local, land use, change, settlement, human, physical, compass, grid reference, development, features, characteristics, investigation	Locational knowledge - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Place Knowledge - Describe and understand key aspects of human geography, including: types of settlement and land use. Geographical skills and fieldwork - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	To understand what is meant by the local area
2			To use the ordnance survey map to locate key features on our local area
3			To know what the land in our local area is used for and how this has changed over time
4			To recognise human and physical features in the local area
5			To know that the eight-point compass is a tool for finding direction
6			To use 4 figure grid references to locate a particular grid square on a map
7			To plan an investigation into my local area
8			To carry out an investigation into my local area
9			To write up analysis of local area fieldwork investigation
10			To share or present the findings of our local area investigation

Lesson	Unit 2	National Curriculum Statements	Learning intentions
1	UK changes over time Vocabulary: ordnance	Locational knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key	To use a map to name and locate the main countries and cities of the UK and compare them
2			To name and locate hills and mountains in the UK
3			To identify different types of settlement in the UK
4			To compare urban and rural land use

5	survey, local, land use, change, settlement, human, physical, compass, grid reference, development, features, characteristics, investigation	topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Place Knowledge - Describe and understand key aspects of human geography, including: types of settlement and land use. Geographical skills and fieldwork - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	To name and locate some of the counties of the UK and their key land use
6			To compare population across the UK and know how this has changed over time
7			To identify the ways Leicester has changed over time
8			To explain the position and significance of the Prime Meridian
9			To plan an information leaflet about the UK
10			To create an information leaflet about the UK

Lesson	Unit 3	National Curriculum Statements	Learning intentions
1	Weather & Climate Vocabulary: weather, climate, water cycle, precipitation, measurement, temperature, atmosphere, evaporation, condensation, lake, river,	Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	To explain what weather is and how it affects humans
2			To understand how the weather is measured
3			To describe the water cycle
4			To understand why it rains
5			To know why the UK has such changeable weather
6			To explain what climate is and why it is different around the world
7			To understand the UK climate
8			Compare the Atacama and the UK
9			To understand what climate change is and what is causing it
10			To understand what extreme weather is and the effect it has on humans and the environment

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Lesson	Unit 4	National Curriculum Statements	Learning intentions
1	Mountains Vocabulary: mountain, range, formation, climate, tourism, impact, summit, foot, slope, tectonic plate, fold mountain, environment, peak, contour, plateau, erosion, damage, outcrop, ridge, tree line, snow line, magma, earth's crust	Locational knowledge - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Human and Physical Geography - Describe and understand key aspects of physical geography, including: climate zones and the water cycle. Geographical Skills and Fieldwork - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	To use a map to find countries and their key features
2			To locate key mountain ranges of the world
3			To describe the key features of a mountain (Mont Blanc focus)
4			To describe the key features of a mountain range (Alps focus)
5			To explain how different types of mountain are formed
6			To describe a mountainous climate
7			To explain how climate change impacts mountains
8			To explain how tourism affects mountains
9			To plan a non-chronological report about mountains
10			To write a non-chronological report about mountains

Year 4

Lesson	Unit 1	National Curriculum Statements	Learning intentions
1	Rivers Vocabulary: river, landscape, lake, sea, ocean, source, mouth, erosion, transportation, sediment, deposition, riverbed, riverbank, landform, tributary, agriculture, interlocking spur, v-shaped valley, waterfall, river channel, meander, oxbow lake	Locational Knowledge - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Human and Physical Geography - Describe and understand key aspects of physical geography, including: rivers and mountains. - Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links. Geographical skills and fieldwork - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	To know the location of the main rivers in the UK and Ireland
2/3			To know that rivers have a source and that they journey to the sea
4			To know how rivers can shape the land
5			To know what happens when a river floods
6			To know that a river basin is an area of land that drains into one river
7			To compare and contrast rivers to identify their similarities and differences.
8			To know how people use rivers and why.
9/10			To investigate a local stream or river.

Lesson	Unit 2	National Curriculum Statements	Learning intentions
1	Coasts Vocabulary: ocean, sea, channel, coastline, shore, economy, climate, weathering, erosion, cliff, rock fall, transportation, deposition, headland, bay, beach, sand dune, wildlife, preservation, renewable energy, sustainability, land use, transport	Locational Knowledge - Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - Identify the Prime/Greenwich Meridian and time zones (including day and night) Human and physical Geography - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country. - Describe and understand key aspects of physical geography, including: rivers and mountains. Human and Physical Geography - Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	To locate oceans and seas which surround the United Kingdom and their position in relation to Leicester.
2			To identify coastal features of the UK
3			To understand and explain how some coastal features are formed.
4			To explore how coastlines have changed over time.
5			To understand how land is used in coastal areas.
6			To compare the human geography of a coastal town and my area.
7			To compare the physical geography of a coastal town and my local area.
8			To explore the climate and weather patterns on the coast.
9			To plan a non-chronological report about coasts.
10			To write a non-chronological report about coasts.

Lesson	Unit 3	National Curriculum Statements	Learning intentions
1	The Americas Vocabulary: continent, North America, South America, country, climate, biome, mountain, river, forest, human, time zone, latitude, longitude, culture, migration, trade, wonder of the world, characteristics	Locational Knowledge - Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. Human and Physical Geography - Describe and understand key aspects of physical geography, including: rivers and mountains. - Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links. Geographical Skills and Fieldwork - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	To know the meaning of latitude
2			To know some countries and capital cities in North America
3			To know that North America can be divided into five geographical areas
4			To know some features of Greenland
5			To compare the climate of two North American cities
6			To compare two North American cities with Leicester
7			To know some countries and capital cities in North America
8			To know that South America can be divided into three geographical regions
9			To explain the importance of the Amazon Rainforest
10			To explain the impacts of the deforestation of the Amazon rainforest.

Lesson	Unit 4	National Curriculum Statements	Learning intentions
1	Earthquakes & Volcanoes Vocabulary: volcano, earthquake, magma, tectonic plate, trench,	Locational Knowledge - Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. Human and Physical Geography	To know the structure of the Earth
2			To understand how the Earth's crust is made from tectonic plates
3			To know what volcanoes are and how they are formed
4			To understand what happens when a volcano erupts.
5			To understand what happens when an earthquake occurs
6			To understand why people live near volcanic sites
7			To understand how people protect themselves against the impact of earthquakes

8 9/10	tsunami, stratovolcano, crust, mantle, outer core, inner core, ocean, dormant, active, erupt, geographer, scientist, richter scale, landslide	- Describe and understand key aspects of physical geography, including: volcanoes and earthquakes. Geographical skills and Fieldwork - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	To create a presentation about the impact of natural disasters on our world.
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Year 5

Lesson	Unit 1	National Curriculum Statements	Learning intentions
1	People & Population Vocabulary: population, rural, urban, birth rate, death rate, population density, sparse, dense, settlement, use, facility, distribution, inequality, migration, economy, employment, transport, pollution, residential, commercial, industrial	Locational knowledge - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and Physical Geography - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources	To know that not all of the world's land is habitable.
2			To know that a city is a settlement with a high human population.
3			To know that the population of the earth is unevenly spread.
4			To know what happens when more people live in the same amount of space.
5			To know that density maps show us how many people are living in a square kilometre.
6			To understand that the population of the world has changed over time.
7			To understand how the population of the UK has changed over time.
8			To identify how the population has changed over time in the local area and design an investigation to explore that.
9			To investigate an aspect of population in my locality.
10			To present the findings from my local enquiry.

		including energy, food, minerals and water Geographical skills and fieldwork • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
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Lesson	Unit 2	National Curriculum Statements	Learning intentions
1	Renewable Energy Vocabulary: sustainable, unsustainable, renewable energy, non- renewable energy, fossil fuels, development, land use, economy, biodegradable, technology, solar, wind, hydropower, biomass, production, generation, source	Locational knowledge • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Place knowledge • understand geographical similarities and differences through the study of	To understand the natural resources used to create energy
2			To know the difference between renewable and non-renewable energy.
3			To know how we can save energy.
4			To know how wind is used to generate energy.
5			To know how the Sun is used to generate energy.
6			To know hydro power is a clean energy for the future.
7			To know that bioenergy is a renewable energy derived from organic materials.
8			To know the impact of energy generation on global warming.
9			To know which energy sources are used in the UK and Sweden.
10			To debate whether renewable energy is changing our world for the better.

		human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and Physical Geography human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	
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Lesson	Unit 3	National Curriculum Statements	Learning intentions
1	Biomes Vocabulary: biome, ecosystem, climate, deciduous, equator, flora, fauna, latitude, longitude, northern hemisphere, southern hemisphere, tropic, physical, human, temperate, deforestation, coniferous, tundra, savanna, desert	Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (and Africa) - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Human and physical geography - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	To explain what a biome is and understand their relationship to the Equator, tropics and Arctic/Antarctic circles.
2			To identify the key features of tundra
3			To identify key features of biomes found in temperate climate zones
4			To identify key features of biomes found in tropical climate zones
5			To compare and contrast life in different ecosystems
6			To explain the factors that affect an ecosystem
7			To explain the impact of human development on climate
8			To explain the impact of changing temperatures on the Arctic circle
9			To understand own personal influence on climate change.
10			To explore key figures who are campaigning to protect our world's ecosystems.

		Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
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Lesson	Unit 4	National Curriculum Statements	Learning intentions
1	Fairtrade	Locational Knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	To understand the location of India and Brazil in relation to their continents and the UK
2	Vocabulary: economy, trade, consumer, farmer, producer, developing country, working conditions, discrimination, business, non-profit, organisation, campaign, environment, biodiversity, rights, equality, justice	Place Knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America	To identify the key physical and human features of India including different climate zones.
3			To identify physical and human features of Brazil including climate zones.
4			To develop understanding of the geographical similarities and differences between Brazil, India and the UK
5			To compare and contrast economic activity for Brazil, India and the UK
6			To understand the meaning of trade and what 'Fair Trade' means
7			To understand how the trade of some natural resources from India and Brazil are supported by Fair Trade
8			To know how I can support the Fair Trade organisation
9		Human and Physical geography Describe and understand aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	To determine whether Fair Trade really is fair and justify opinions based on fact.
10		Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping	

		to locate countries and describe features studied	
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Year 6

Lesson	Unit 1	National Curriculum Statements	Learning intentions
1	Migration Vocabulary: migration, migrant, source country, host country, push factor, pull factor, economic migrant, international migrant, employment, asylum seeker, refugee, persecution, natural disaster, climate change, equality, justice	Locational Knowledge - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place Knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America Human and Physical geography Describe and understand aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the	To explain what migration is and how it has changed over time.
2			The know the role the British Empire played in the movement of people in history.
3			To know the route and significance of the building of the Ugandan railway.
4			To know that forced migration is when a person or people are forced to leave their homeland.
5			To know that the Windrush Generation were invited to the UK as a much needed work force.
6			To understand what it means to be a refugee.
7			To understand how migration affects people and places.
8			To know how climate change could affect migration in the future.
9			To plan a presentation answering the question: Has migration changed our world for the better?
10			To present my understanding of the question: answering the question: Has migration changed our world for the better?

		distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
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Lesson	Unit 2	National Curriculum Statements	Learning intentions
1	Leicestershire Trade Over Time Vocabulary: trade, physical features, human features, economy, development, technology, industry, progress, import, export, empire, transport, network	Locational knowledge • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Human and physical geography • describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork • use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance	To locate towns and cities in Leicestershire on a map
2			To know that goods are traded locally, nationally and internationally.
3			To know what is imported and exported from the East Midlands.
4			To know that an increase in population requires an increase in housing.
5			To know that local natural resources are needed to build homes locally.
6			To know that India is building strong global (world wide) trading.
7			To know that Leicestershire has strong trade links with India.
8			To investigate an aspect of how trade has changed over time in our community.
9			To present findings to show how trade has changed over time in our community.
10			

		Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	
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Lesson	Unit 3	National Curriculum Statements	Learning intentions
1	Berlin and London Vocabulary: city, transport, demographic, borough, feature, monument, landmark, transport, politics, leader, chancellor, democracy, republic, monarchy	Locational Knowledge • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Place Knowledge • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America Human and Physical geography • human geography, including: types of settlement and land use, economic activity including trade links, and the	To know that parts of the UK and Germany are located in the North European plain.
2			To locate modern Germany on a map and understand its location within Europe.
3			To know how Berlin became the capital city of Germany and how the borders of Germany changed over time.
4			To compare 1930s Berlin and London.
5			To know how the end of World War 2 changed the borders and organisation of Europe.
6			To know how and why East and West Germany were separated by the Berlin Wall
7			To know how the cultural landscape helps us to remember the past.
8			To compare the population of Berlin and London today.
9/10			To write a non-chronological report comparing the population of Berlin and London.

		distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
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Lesson	Unit 4	National Curriculum Statements	Learning intentions
1	Globalisation Vocabulary: globalisation, economy, import, export, trade, international, politics, culture, finance, sustainability, climate change, revenue, technology	Locational Knowledge • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Human and Physical Geography • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Geographical skills and fieldwork • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	To know what globalisation means and give examples.
2			To understand the importance of transport in growing globalisation.
3			To understand how globalisation has changed the way we communicate.
4			To understand how globalisation affects trade.
5			To understand the impact of the 'fast fashion' industry.
6			To understand the effect of globalisation on food.
7			To understand the effect of globalisation on the environment.
8			To explore the impact of globalisation on our local area.
9			To plan a report exploring the question: Is globalisation damaging our environment?
10			To write a report exploring the question: is globalisation damaging our environment?

		• use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	
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