

Concepts	KS1	Y3	Y4	Y5	Y6	KS3 (Year 7)
<i>Location knowledge</i>						
Continents	Name and locate 7 continents and 5 oceans of the world	Name and locate the continents of the world	<p>Define a continent as a continuous expanse of land.</p> <p>Give the position of continents in relation to themselves.</p>	<p>Recognise the continents of the world in different representations.</p> <p>Understand how continents have been formed and the land of earth has changed over time.</p>	<p>Consolidate understanding of continents of the world.</p> <p>Compare and contrast the continents of the world to areas studied in Year 6.</p>	<p>Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.</p>
Countries	Name, locate and describe the countries and characteristics of the UK.	<p>Know that countries are found within continents.</p> <p>Consolidate understanding of the UK as an Island that countries that make up the UK.</p> <p>Know that countries have capital cities and that is where their government is based.</p>	<p>Describe some countries as landlocked and some countries as Islands. Identify this using a map relative to area studied.</p> <p>Understand that countries are divided into regions.</p> <p>Understand the difference between urban and rural areas.</p>	<p>Begin to explore the idea of transcontinental countries which are located within more than one continent.</p> <p>Describe different types of countries such as archipelagos.</p>	<p>Consolidate understanding of the different types of countries and land formation.</p> <p>Draw on previous knowledge to compare and contrast countries studied.</p>	
Latitude and longitude			<p>Know that latitude and longitude help to describe the position of places on earth.</p> <p>Relate latitude to the direction of East - West</p> <p>Relate longitude to the direction North - South</p>	<p>Identify lines of longitude and latitude on different representations (maps, atlases, globes)</p> <p>Understand that these are imaginary lines and not visible on earth.</p>	<p>Begin to locate countries using lines of longitude and latitude.</p>	



<p>Hemispheres (North and South)</p>			<p>Know that the world can be divided into the North and South hemisphere.</p>	<p>Describe which hemisphere countries and continents studied are in.</p>	<p>Understand the differences in climate and weather in different hemispheres.</p>	
<p>Equator</p>			<p>Know that the equator is an imaginary line that divides the world into hemispheres.</p>	<p>Explore the differences between countries that are close to the equator line and those that are far from the equator line.</p>	<p>Describe the equator as 0° Make predictions about countries studied based on its proximity to the equator.</p>	
<p>The tropics of Cancer and Capricorn</p>				<p>Know that the tropic of cancer marks the northern edge of the area known as the tropics. Know that the tropic of Capricorn marks the southern edge of the area known as the tropics.</p>	<p>Understand the origin of the names of the tropics. Describe where the tropic of cancer and the tropic of Capricorn is in relation to continents, countries and oceans studied. Use their position to explain the likely climate.</p>	
<p>Arctic and Antarctic circle</p>				<p>Know that the Arctic circle is in the north and the Antarctic circle is in the south.</p>	<p>Use understanding of position and location to decide the likely climates in the arctic and Antarctic circle.</p>	
<p>Time zones</p>		<p>Understand the difference between night and day. Know that in the UK there are 2 time zones (BST, GMT). Know the clocks change in autumn and spring.</p>	<p>Describe how day and night changes in the UK when the time zone changes. Know that the time in the UK is not the same as the time in other countries. Calculate the time difference between the UK and countries studied.</p>	<p>Understand what happens to cause night and day. Use this to begin to explain why different countries have different time zones.</p>	<p>Understand that larger continents e.g. North America can have multiple different time zones. Consolidate understanding of a country position in relation to time zone.</p>	



Place Knowledge

<p>Similarity and difference</p>	<p>Understand geographical similarities and differences by comparing and contrasting a small area of the UK and a small area of Europe.</p>	<p>Identify and name geographical similarities and differences between different areas of the UK. Identify and differences name geographical similarities between their locality (Iver) and different areas of the UK and Europe – including physical features such as rivers, hills, mountains and human features including settlements and land use.</p>	<p>Identify and name geographical similarities and differences between their locality (Iver) and areas studied (Africa) Identify similarities and differences in each area of human and physical geography studied.</p>	<p>Identify and name geographical similarities and differences between their locality (Iver) and areas studied (Asia) Identify similarities and differences in each area of human and physical geography studied and begin to apply their location knowledge to give reasons for differences identified.</p>	<p>Identify and name geographical similarities and differences between their locality (Iver) and areas studied (North and South America) Identify similarities and differences in each area of human and physical geography studied and give geographically reasonable justification for differences identified by applying location knowledge.</p>	<p>Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.</p>
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Physical Geography

<p>Hills and mountains</p>	<p>Use basic geographical terminology to refer to key physical features such as beach, cliff, coast, forest, sea, ocean, river, soil, valley, vegetation, season, weather.</p>	<p>Know that hills and mountains are area of higher ground</p>	<p>Know that hills and mountains are measured in metres above sea level. Compare the heights of different mountains and hills in places studied.</p>	<p>Know that the landscape of earth has changed over time. Understand that the landscape of earth has changed over time as result of the movement of tectonic plates.</p>	<p>Describe the process of mountain formation</p>	<p>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:</p> <ul style="list-style-type: none"> ☑ physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and
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<p>Volcanoes</p>		<p>Understand that a volcano is an opening of the earth's crust and that there are different volcanoes.</p>	<p>Name and locate key volcanoes., Describe the difference between dormant, active and extinct volcano. Describe the impact of a volcanic eruption.</p>	<p>Understand the cause of a volcanic eruption. Know and name the different parts of a volcano.</p>	<p>Understand that there are different types of volcanic eruption and lava flow. Name and describe the different types of volcano.</p>	<p>glaciation, hydrology and coasts ☑ human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</p>
<p>Oceans and seas</p>		<p>Name the 5 oceans Define an ocean as the largest area of water Understand that continents separate oceans</p>	<p>Understand the difference between oceans and seas in relation to position. Begin to understand the expanse of oceans and seas in the world. Understand the position of oceans relative to continents and countries studied (using N, S, E, W)</p>	<p>Describe the expanse of land in comparison to water. Describe the difference between oceans and seas in relation to proximity to land, containment and size. Understand the position of oceans relative to continents and countries studied (using N,S,E,W, NE, NW, SE, SW)</p>	<p>Link their understanding of oceans and seas to rivers. Understand the water cycle and how it impacts oceans and seas. Describe how oceans and seas have changed over time and are continuing to change as a result of human impact.</p>	<p>Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.</p>
<p>Rivers</p>		<p>Define a river as a body of water with a current. Describe and locate the source and mouth of rivers.</p>	<p>Understand that a river has a source and a mouth. Describe the location of the source and mouth of rivers in relation to mountains and oceans. Explain that rivers in area change over time</p>	<p>Explain how the process of erosion forms meanders in a lake. Know and name the different parts of a river.</p>	<p>Explain how the process of erosion can lead to oxbow lakes. Describe the features of different parts of the river including changes to current and flow.</p>	
<p>Natural disasters</p>		<p>Understand extreme weather can negatively impact human settlement. Relate to current experience e.g. Storm Eunice.</p>	<p>Describe a natural disaster as a natural even that can cause damage, loss or devastation. Name some types of natural disasters.</p>	<p>Know that natural disasters have different degrees of severity. Understand that natural disasters are more likely in certain areas. Explore the impact of a natural disaster in the context of places studied.</p>	<p>Assess the likelihood of different natural disasters occurring in given areas based on physical features and location.</p>	



<p>Weather and climate</p>		<p>Understand in England that there are 4 seasons which have different weather.</p> <p>Know that weather in different parts of the world.</p>	<p>Understand the link between weather and natural disasters.</p> <p>Describe the impact the position of a country has on its weather and climate.</p>	<p>Describe the 5 main biomes and the climates that are found there.</p>	<p>Predict the weather and climate of a country based on its position in the world.</p> <p>Describe the impact weather and climate have on human settlement and activity.</p>	
<p>Human geography</p>						
<p>Types of settlement and land use</p>	<p>Use basic geographical terminology to refer to key human features, including, city, town, village, factory, farm, house, office, port, harbour, shop.</p>	<p>Describe a settlement as a place where humans have chosen to live and build communities.</p>	<p>Know that within countries there are different types of settlement (city, town, village, hamlet)</p>	<p>Compare and contrast different types of settlements based on human and physical features.</p>	<p>Describe why settlement of people has occurred in key places (e.g. near seas to build ports for trade)</p>	
<p>Trade / distribution of resources</p>		<p>Understand trade as the process of buying and selling goods.</p>	<p>Describe the term import and export.</p> <p>Describe the main areas of trade in places studied.</p>	<p>Understand how natural resources and physical features of an area impact trade.</p> <p>Begin to understand how availability of natural resources impacts the wealth of a country.</p> <p>Consider why different settlements may have been chosen in relation to trade e.g. ports</p>	<p>Discuss the equality/inequalities of trade and resources across the world.</p> <p>Compare and contrast the trade in areas of varying economic development.</p> <p>Identify ways in which the world aims to ensure trade is fair.</p>	
<p>Human impact</p>		<p>Understand that humans impact the natural environment both positively and negatively.</p> <p>Reflect on the visible impact of humans in their locality.</p> <p>Consider the personal changes they could make to lessen their</p>	<p>Begin to understand the wider impact of human behaviour. Know that human impact can be felt beyond their locality. Explore places that reflect this e.g. Henderson island.</p>	<p>Develop understanding human impact on the global environment. Compare and contrast the impact of humans in different types of settlements and in different countries and continents.</p> <p>Consider the changes that could be made on a community /</p>	<p>Begin to understand the impact humans are having on areas of physical geography e.g.</p> <ul style="list-style-type: none"> - Sea levels - Weather and climate - Air quality 	



		<p>impact on the immediate environment.</p>	<p>Consider the personal changes they could make to limit their impact on more distant environments.</p>	<p>national level to lessen the impact of humans.</p>	<p>Begin to understand the international efforts to reduce human impact.</p>
Culture		<p>Explore the concept of culture relevant to themselves.</p> <p>Consider the factors which influence their own culture.</p> <p>Explore how people present their culture.</p> <p>Begin to identify similarities and differences between their culture and the culture</p> <p>Consider the importance of kindness.</p>	<p>Develop a clear understanding of the cultures represented within their class community.</p> <p>Compare and contrast the culture of themselves to those living in places studied.</p> <p>Describe how people represent their culture in areas studied using a variety of resources.</p> <p>Discuss the need to be respectful of the culture of others.</p>	<p>Describe the importance of culture to individuality and sense of self.</p> <p>Begin to explore the concept and meaning of diversity in relation to culture.</p> <p>Explore the idea of stereotyping in relation to culture and how to be respectful to others.</p>	<p>Describe and define the terms equality and diversity.</p>