



Then God looked over all he had made, and he saw that it was very good!.....fill the Earth and govern it'. (Genesis 1: 31, 28)

Y6 SPACE
 SP1b. Locate and know relative sizes of >7 countries in Southern Hemisphere
 SP2. Name and locate relative to physical features, capital cities of these (1b) countries
 SP3a) Know significance of longitude & latitude in relation to the Arctic/ Antarctic Circles & Equator
 SP3a) Use time zones to work out time world time differences incl BST & GMT
 SP3b) Know the location of the tropical rainforest biomes in relation to other biomes e.g. deserts and mountainous regions.
 SP3b) Locate at least >6 mountainous regions & know their distribution pattern.
 SP3b) Locate >8 of the world's most famous rivers & know their relative size
 SP4. Use 6-figure grid references to locate places and plot routes
 SP4b) Plan international journey taking account of distance, time and transport links.
 SP5. Note patterns and differences in distribution areas of food, minerals and water and how these may be linked to trade routes

Y6 PLACE
 P1. Use digital technology (data software) sketch map, scaled plan, and line graph from fieldwork to measure, record and present human and physical features in response to Geog enquiry.
 P2. In human and physical geography, identify and explain the key similarities & differences between the region of UK and a region in wider world
 P3. Use map symbols & keys to describe a place and explain relative usefulness of these.
 P4. Understand why a place has developed in that location e.g. near a river despite some disadvantages.

Y6 SUSTAINABILITY
 S1. Explain how the impact of humans using natural resources, including personal choices e.g. deforestation/ use of palm oil or over-use of plastics can be minimised or reversed; relative impact of purchase of fair-trade products, work of soil association and rainforest alliance.

Y6 CHANGE
 C1. Explain how there may be different responses to the interdependence of physical and human processes over time, e.g. alternatives to rivers as a transport system; resurgence of water as an energy source; tree planting in some areas to offset deforestation
 C2. Explain how weather conditions caused by location relative to the Equator impacts on human geography.

Y5 SPACE
 SP1b. Locate > 7 countries in Southern Hemisphere
 SP2. Name & locate the capital cities of these (1b) countries
 SP3a) Use time zones to work out world time differences.
 SP3b) Know location of the tropical rainforest biomes
 SP3b) Locate 5 mountainous regions & know relative sizes of some peaks
 SP3b) Locate >6 of the world's most famous rivers
 SP4a. Use 4-figure grid references to locate places & plot routes
 SP4b) Plan international journey taking account of distance & time.
 SP5. Note patterns in main distribution areas of e.g. food, & water and possible link to trade routes

Y5 PLACE
 P1. Use digital technology, (data software) sketch map, plan, histogram and line graph from fieldwork to measure, record and present human and physical features in response to Geographical enquiry.
 P2. In human and physical geography, identify and explain the key similarities & differences between the region of UK and a region in wider world
 P3. Use map symbols and keys to describe a place & explain their usefulness in this.
 P4. Understand why a place has developed in that location e.g. near a river.

Y5 SUSTAINABILITY
 S1. Explain how the impact of humans using natural resources e.g. deforestation or over-use of plastics can be minimised or reversed and the impact of e.g. the soil association or rainforest alliance.

Y5 CHANGE
 C1. Explain how interdependence between physical and human processes may change over time e.g. settlement near rivers or distribution of trade route has altered, linking to changes in transport links.
 C2. Explain how location relative to the Equator impacts on the number of daylight hours and seasons

Y4 SPACE
 SP1a) Name & locate some of the main islands surrounding the U.K.
 SP1a) Explain difference between British Isles, Great Britain & U.K.
 SP1b) Know & locate the countries of Europe & the European Union
 SP2. Name & locate capital cities of most neighbouring European countries.
 SP3b) Locate & name 6 of the world's famous volcanoes & earthquake regions
 SP4. Use 8 compass points & 2 number grid ref to locate places; plan routes
 SP4b) Use scale when planning route e.g. notice relative distance
 SP5. Locate main areas of distribution of food and water & how these may be linked to trade routes.

Y4 PLACE
 P1. Use sketch map, video, plan and bar chart from fieldwork to measure, record and present human and physical features using correct geographical vocabulary in response to Geographical enquiry.
 P2. In human and physical geography, identify > 5 similarities & differences between the UK and a European city, or regions of these.
 P3. Use the Ordnance Survey symbols necessary to describe a place and explain the usefulness of symbols in helping to describe a place.
 P4. Know at least 3 reasons why people may choose to live in a place rather than another e.g. a city rather than town.

Y4 SUSTAINABILITY
 S1. Explain importance of limiting effects of human activity on the world's resources; impact of pollution on water cycle by littering; use of fertilizers on land; building on flood plains or near volcanoes

Y4 CHANGE
 C1. Explain how different types of settlement over time have had an impact on local area and bigger cities
 C2. Explain what happens in water cycle & how changes like heavy rainfall and drought can impact on the people living in a locality
 C3. Explain how earthquakes of different magnitudes are formed or volcanoes erupt.

Y3 SPACE
 SP1b. Locate > 5 countries in Northern Hemisphere
 SP2. Name & locate capital cities of neighbouring European countries,
 SP3a. Know location of Tropics of Cancer and Capricorn in relation to Equator.
 SP3b. Locate & name 3 famous volcanoes and earthquake regions
 SP4. Use 8 compass points to locate places & describe routes
 SP5. Locate main areas of distribution of food, minerals & water

Y3 PLACE
 P1. Use sketch map, digital photography and bar chart from fieldwork to measure, record and present human and physical features using correct geographical vocabulary in response to geographical enquiry
 P2. In human and physical geography, identify > 3 similarities & differences between the UK and a European city, or regions of these.
 P3. Use Ordnance Survey symbols to describe a place.
 P4. Know at least 3 reasons why people may choose to live in a place.

Y3 SUSTAINABILITY
 S1. Explain importance of limiting the effects of human activity on world's resources: impact of pollution on the water cycle by littering; use of fertilizers on land.

Y3 CHANGE
 C1. Understand changes in local land use patterns in the last 150 years and some of the advantages and disadvantages of this.
 C2. Explain what happens in water cycle and how changes, like heavy rainfall, can impact on a locality.
 C3. Explain how earthquakes are formed or volcanoes erupt.

Y2 SPACE
 SP1b. Locate 7 continents & 5 oceans on map
 SP2. Locate named places, including capitals on maps & aerial views
 SP3a. Identify the location of hot and cold climates in relation to the Equator & North and South Poles
 SP4. Describe route on map of school grounds using directional language including 4 compass points

Y2 PLACE
 P1. Describe at least 2 human & physical features that can be seen on aerial views or in fieldwork e.g. Edwinstowe and Sherwood Forest; start to compare to other places in asking questions about a place: Ollerton and Mansfield Use geographical vocab to refer to Key physical features, including: beach, diff, 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.

Y2 SUSTAINABILITY
 S1. Describe how people take care of the local environment at home, in the forest and sea e.g. recycling, planting trees, keeping to cycle paths and pollute e.g. plastic waste in the sea; action against poaching in Africa
 S2. Describe an effect of global warming & more than one way in which humans have affected this

Y2 CHANGE
 C1. Identify and explain how humans affect the physical world e.g. new housing affects physical features in the local area i.e. the building of new homes may mean more amenities and busier roads; how tourists may affect safari animals but bring employment
 C2. Name the four seasons and four types of weather, explaining how the weather might alter human activity in more than one place.

Y1 SPACE
 SP1a) Locate 4 countries of the U.K.
 SP1b) Locate Europe, Africa & 2 oceans
 SP2. Locate named places on maps & aerial views
 SP3a). Locate hot and cold climates in relation to the North, South Poles
 SP4. Describe routes on map of school grounds using directional language

Y1 PLACE
 P1. Describe at least 2 human and physical features using geographical vocabulary and ask questions about the place including those seen on aerial views or fieldwork including Use geographical vocab to refer to: Key physical features, including: beach, diff, forest, hill, mountain, sea, ocean, river, soil, season and weather; Key human features, including: city, town, village, factory, farm, house, office, port and shop.

Y1 SUSTAINABILITY
 S1. Describe how people take care of the local environment within school and the coast i.e. litter picking, Eco team work and harm it e.g. poaching in Africa
 S2. Describe that the ice caps are melting and know one reason why this is.

Y1 CHANGE
 C1. Identify and explain how new housing affect localities physical features i.e. building new homes on Thoresby site and how safari animals bring tourists
 C2. Name the seasons and four types of weather, explaining how weather might affect human activity in Edwinstowe

YR SPACE
 SP3. Make simple comparisons between places

YR PLACE
 P1a) Talk about the observations e.g. plants, natural found objects
 P1b) Comment and ask questions about the natural world.

YR SUSTAINABILITY
 S1. Suggest ways to look after the classroom, forest and Edwinstowe

YR CHANGE
 C1. Identify physical and human changes in the local area

Place
Know a location's distinct identity. Compare the position of two places in relation to one another using maps, diagrams, globes, aerial photographs and GIS ie countries, regions and time zones across the world.

Space
A sense of scale, distance and orientation. Explain how the features of an environment /space affect its use e.g. people settle near natural resources.

Sustainability; Stewardship of God's Earth
Analyse the impact of human use of natural resources and determine if this can be maintained e.g. impact of plastic use on the world's oceans; landfill sites; global warming.

Change
Explain how human use of natural resources have impacted the Earth e.g. impact of burning fossil fuels on world temperatures and the implication of that

KS1 Key Concepts

Place
Describe the features of an environment ie name physical and human features in the jungle, the ocean, a town, a city

Space
. To be able to locate particular places on simple maps and atlases ie UK countries, capital cities, world continents and oceans.

Sustainability; Stewardship of God's Earth
Describe how people take care of resources and spaces ie planting trees, water butts, litter picking, recycling

Change
Relate the link between depleting physical features and increasing human features.

EYFS Key Concepts

Place
Describe places which are important to them e.g. home, classroom, school and local places.

Space
Identify large and small spaces in relation to their size e.g. small tunnel, big playing field.

Sustainability; Stewardship of God's Earth
Recognise that classroom/home resources must be taken care of in order for us to use them in the future.

Change
Identify physical and human changes in the local area – Weather, new buildings

Christian Values and Themes

- Love
- Justice
- Endurance
- Dignity
- Thankfulness

Britain

Wider world

GEOGRAPHY: we aim to be curious about the human and physical world around us, understanding how we can be Stewards of its natural resources