

	Autumn Term	Spring Term	Summer Term
Year 1	Where do I live?	Around the World	Life in the City
Year 2	Weather Patterns	My World and Me / Map Makers	Seas and Coasts
Year 3	Countries of the World / Our European Neighbours	Investigating India	The Rainforest
Year 4	Investigating Rivers	Volcanoes	Settlements / Earning a Living
Year 5	Exploring Scandinavia The UK/ Our Local Area	South America	What is China Like?
Year 6	Extreme Earth	Exploring Africa	Natural Resources

# St. Gabriel's Primary School Geography Curriculum



Geography KS1 Objectives	Year 1			Year 2		
	Where do I live?	Around the World	Life in the City	Weather Patterns	My World and Me & Map Makers*	Seas and Coasts
name and locate the world's seven continents and five oceans						
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas						
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						
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						
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						
use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop						
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], 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						
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						

# St. Gabriel's Primary School Geography Curriculum



Geography LKS2 Objectives	Year 3			Year 4		
	Countries of the World & Our European Neighbours	Investigating India	The Rainforest	Investigating Rivers	Volcanoes	Settlements
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						
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)						
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						
describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle						
describe and understand key aspects of 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						
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied						
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						
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						

# St. Gabriel's Primary School Geography Curriculum



Geography UKS2 Objectives	Year 5			Year 6		
	Exploring Scandinavia & the UK	South America	What is China like?	Extreme Earth	Exploring Africa	Natural Resources
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						
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)						
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						
describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle						
describe and understand key aspects of 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						
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied						
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						
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						

# St. Gabriel's Primary School Geography Curriculum

Year Group	Year 1		
Term	Autumn Term Y1	Spring Term Y1	Summer Term Y1
Scheme	Where do I live?	Around the World	Life in the City
name and locate the world's seven continents and five oceans	<ul style="list-style-type: none"> <li>• I know that a continent is a large land mass.</li> <li>• I can name the seven continents of the world.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that a continent is a large land mass.</li> <li>• I know that an ocean is a large body of salt water.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that London is the capital city of the UK.</li> <li>• I know that Edinburgh is the capital city of Scotland.</li> </ul>
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	<ul style="list-style-type: none"> <li>• I know that an ocean is a large body of salt water.</li> <li>• I can name the five oceans of the world.</li> <li>• I can name the four countries of the UK.</li> <li>• I can name some of the seas surrounding the UK.</li> <li>• I can name the four capital cities of the UK and match them to their country.</li> <li>• I can research the plants, animals and flags of the countries of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name the seven continents of the world.</li> <li>• I know that an ocean is a large body of salt water.</li> <li>• I can name the five oceans of the world.</li> <li>• I know about a country from each continent (except Antarctica).</li> </ul>	<ul style="list-style-type: none"> <li>• I know that Cape Town is one of the capital cities of South Africa.</li> <li>• I can talk about why a capital city is important.</li> </ul>
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	-	<ul style="list-style-type: none"> <li>• I know that geographical features vary from place to place.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that geographical features vary between cities.</li> <li>• I can recognise a range of human and physical features.</li> <li>• I can talk about the human and physical geography of Edinburgh and Cape Town.</li> <li>• I can talk about the similarities and differences between Edinburgh and Cape Town.</li> </ul>
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	-	<ul style="list-style-type: none"> <li>• I can identify the location of hot and cold areas of the world.</li> </ul>	-
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	<ul style="list-style-type: none"> <li>• I know that a physical feature is something that occurs naturally, such as mountains, hills, lakes, plants and animals.</li> <li>• I can recognise and describe some of the physical features of the UK.</li> <li>• I know that a human feature is something made by humans, such as roads, homes and shops.</li> <li>• I can recognise and describe key human features in villages, towns and cities.</li> <li>• I know what a settlement is.</li> <li>• I can describe the basic differences between a village, town and city.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that a physical feature is something which occurs naturally, such as hills, mountains, rivers and lakes.</li> <li>• I can recognise some key physical features of countries in each of the continents.</li> <li>• I can describe some key physical features of countries in each of the continents.</li> <li>• I know that a human feature is something made by humans, such as roads and buildings.</li> <li>• I can recognise some key physical features of countries in each of the continents.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that a physical feature is something that occurs naturally, such as hills, mountains, lakes, rivers, trees, animals and plants.</li> <li>• I can recognise and describe some of the human features of a city.</li> <li>• I know that a human feature is something made by humans, such as roads, homes and shops.</li> <li>• I know that the way land is used can vary from place to place.</li> <li>• I can recognise and describe some of the human features of a city.</li> <li>• I can talk about the similarities and differences</li> </ul>

## St. Gabriel's Primary School Geography Curriculum

use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		<ul style="list-style-type: none"> <li>I can describe some key physical features of countries in each of the continents.</li> </ul>	between the human features of the city and the countryside.
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	<ul style="list-style-type: none"> <li>I know that a map is a drawing, plan or model of an area.</li> <li>I know that maps can be drawn on paper or accessed digitally on a phone, tablet or computer.</li> <li>I can locate the United Kingdom on a world map.</li> <li>I can locate the four countries of the UK and their capital cities on a map.</li> </ul>	<ul style="list-style-type: none"> <li>I can locate the seven continents on a world map.</li> <li>I can identify the UK and France on a map of Europe.</li> <li>I know that the lines within a map show borders between countries.</li> <li>I can use photographs to identify human and physical features of places around the world.</li> </ul>	<ul style="list-style-type: none"> <li>I know that a map is a drawing, plan or model of an area.</li> <li>I know that maps can be drawn on paper or accessed digitally on a phone, tablet or computer.</li> <li>I can use a map to locate cities around the world.</li> <li>I know that maps use symbols and a key to represent geographical features.</li> </ul>
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	<ul style="list-style-type: none"> <li>I know that maps use symbols and a key to represent geographical features.</li> <li>I can recognise some common map symbols.</li> <li>I can begin to use maps to explore my local area and identify basic features, such as roads and rivers.</li> <li>I know that location describes where something is and direction describes how something moves.</li> </ul>		<ul style="list-style-type: none"> <li>I can recognise some map symbols and use these to identify the human and physical features of a city.</li> <li>I know that an aerial photograph is a photograph taken from above.</li> <li>I can use aerial photographs to recognise geographical features of cities.</li> </ul>
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	<ul style="list-style-type: none"> <li>I know that maps can help you find where you are, give directions and plan journeys.</li> <li>I know what the four points of a compass are (north, south, east, west).</li> <li>I can begin to use simple compass directions and locational language to describe the location of features on a map</li> </ul>		<ul style="list-style-type: none"> <li>I know that maps use symbols to represent geographical features and include a key to tell people what the symbols mean.</li> <li>I can recognise some maps symbols</li> <li>I can identify the human and physical features of a city from the symbols on a map.</li> </ul>
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	<ul style="list-style-type: none"> <li>I can begin to use simple compass directions and directional language to navigate around a map.</li> <li>I can use photographs to identify the geographical features of my local area.</li> <li>I know that fieldwork involves asking questions and finding out answers about an area.</li> <li>I can make and record observations about my school and local area by taking photographs, writing a description, drawing a picture or creating a map.</li> </ul>		<ul style="list-style-type: none"> <li>I can design my own map symbols.</li> <li>I can construct a simple map with a key and symbols.</li> </ul>

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<b>Vocabulary</b>	continent Africa, Antarctica, Asia, Australia, Europe, North America, South America, land, ocean Arctic Ocean, Pacific Ocean, Indian Ocean, southern Ocean, Atlantic Ocean, water, United Kingdom, country, England, Scotland, Wales, Northern Ireland, capital city, London, Edinburgh, Cardiff, Belfast, Earth, map, globe, location, place, local area, settlement, city, town, village, fieldwork, observe, physical features, mountain, hill, field, river, lake, plants, animals,, human features, roads, street, building, house, shop, factory, school, museum, bridge, harbour, compass, direction, north, south, east, west, location, near, far, left, right, forwards, backwards, aerial, photograph, map, key, symbols	continent Africa, Antarctica, Asia, Australia, Europe, North America, South America, land, ocean Arctic Ocean, Pacific Ocean, Indian Ocean, southern Ocean, Atlantic Ocean, water, weather, climate, hot, cold, United Kingdom, France, China, Australia, Brazil, The United States of America (USA), Earth, map, globe, location, place, local area, settlement, city, town, village, fieldwork, observe, physical features, mountain, hill, field, river, lake, beach, desert, rainforest, human features, road, street, building, monument, museum, shops, bridge, harbour	country, settlement, city, town, village, Edinburgh, Vancouver, Cape Town, Paris, Madrid, Lima, Buenos Aires, New Delhi, Tokyo, London, Scotland, UK, South Africa, Canada, France, Spain, Peru, Argentina, India, Japan, bird's eye view, aerial perspective, map, symbol, key, physical features, human features, mountains, beach, river, hills, lakes, forest, ocean, sea, valley, cliff, trees, harbour, farm, buildings, roads, houses, shops, factories, train station, bridge, post office, church, tourist, travel, activities, climbing, hiking, kayaking, cycling
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<b>Year Group</b>	<b>Year 2</b>
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Term	Autumn Term Y2	Spring Term Y2	Summer Term Y2
Scheme	Weather Patterns	My World and Me & Map Makers*	Seas and Coasts
name and locate the world's seven continents and five oceans  name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	- -	<ul style="list-style-type: none"> <li>• I can explain what a continent is.</li> <li>• I can name the seven continents of the world.</li> <li>• I can identify each of the seven continents on a world map.</li> <li>• I can explain what an ocean is.</li> <li>• I can identify each of the five oceans on a world map.</li> <li>• I know that Antarctica is the only continent that does not have any countries.</li> <li>• I can name and talk about countries from each continent (except Antarctica).</li> <li>• I know that London is the capital city of the UK.</li> <li>• I know that Quito is the capital city of Ecuador.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain what a continent is.</li> <li>• I can name the seven continents of the world.</li> <li>• I can identify each of the seven continents on a world map.</li> <li>• I can explain what an ocean is.</li> <li>• I can name the five oceans of the world.</li> <li>• I can identify the five oceans on a world map.</li> <li>• I know that the four countries of the United Kingdom are: England, Wales, Scotland and Northern Ireland.</li> <li>• I know that the United Kingdom is in Europe.</li> <li>• I can name and locate the seas surrounding Britain.</li> </ul>
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	<ul style="list-style-type: none"> <li>• I know that weather and climate can vary from place to place.</li> <li>• I can compare and contrast seasonal weather across the world.</li> <li>• I can describe similarities and differences between the weather in the UK with cities in the polar regions, like Tromso and near the Equator, like Singapore.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that the geographical features of different locations can vary.</li> <li>• I can recognise a wider range of human and physical features.</li> <li>• I can investigate and describe the human and physical geography of London and Quito.</li> <li>• I can compare and contrast the geographical features of London and Quito.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that the geographical features of seas and coasts can vary.</li> <li>• I can recognise the key human and physical features of seas and coasts.</li> <li>• I can compare and contrast the geographical features of seas and coasts around the world.</li> <li>• I can describe the similarities and differences of seas and coasts around the world.</li> </ul>
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  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	<ul style="list-style-type: none"> <li>• I know what the Equator, North Pole and South Pole are and where these are located.</li> <li>• I know that different regions of the world can vary in temperatures.</li> <li>• I can talk about hot and cold regions of the world and their characteristics.</li> <li>• I can name and identify the four seasons of the UK (spring, summer, autumn, winter).</li> <li>• I can identify and describe different types of weather.</li> <li>• I can match the expected weather patterns to the four seasons of the UK.</li> <li>• I can identify daily weather in the UK.</li> <li>• I know that countries near the Equator are hot and</li> </ul>	<ul style="list-style-type: none"> <li>• I know what the Equator, North Pole and South Pole are and where they are located.</li> <li>• I can describe the link between a region's temperature and its location compared to the Equator, North Pole and South Pole.</li> <li>• I can compare and contrast the climate of the UK with the climate of other countries.</li> <li>• I can compare and contrast the characteristics of hot and cold regions of the world.</li> <li>• I can use basic geographical vocabulary to describe the key physical features of Ecuador, Quito, The UK and London.</li> <li>• I can use basic geographical vocabulary to describe the</li> </ul>	<ul style="list-style-type: none"> <li>• I know that Britain is an island.</li> <li>• I can explain what a physical feature is and give examples, such as mountains, hills, lakes, plants and animals.</li> <li>• I know, and can use, basic geographical vocabulary to describe the key physical features of beaches.</li> <li>• I can identify the key physical features of beaches in the United Kingdom and other countries.</li> <li>• I can explain what a human feature is and give examples, such as roads, homes, shops and harbours.</li> <li>• I can identify some of the key human features of beaches in the United Kingdom and other countries.</li> </ul>



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use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	<p>countries near the north and South Poles are cold.</p> <ul style="list-style-type: none"> <li>• I can describe the typical weather patterns of places located near the Equator and in the polar regions.</li> <li>• I can explain what a physical feature is and give examples, such as hills, mountains, rivers and lakes.</li> <li>• I know that physical geography includes the weather and climate.</li> </ul>	key human features of Ecuador, Quito, The UK and London.	
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	<ul style="list-style-type: none"> <li>• I know that a weather forecast predicts the weather expected for an area.</li> <li>• I know that a weather pictogram uses symbols to represent different weather conditions.</li> <li>• I can interpret simple weather maps and forecasts.</li> <li>• I can use simple tools (such as a thermometer, rain gauge) to make observations about the weather and how it changes over time.</li> <li>• I can make simple observations about the weather and how it changes over time.</li> <li>• I can record my weather observations in a weather diary, picture or pictogram.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use aerial photographs to recognise landmarks and locations.</li> <li>• I know that a map is a drawing, plan or model of an area.</li> <li>• I know that maps can help you find where you are or to plan a route.</li> <li>• I know that maps use symbols and a key to represent geographical features.</li> <li>• I can recognise some common map symbols.</li> <li>• I can begin to use a map key and symbols to identify the human and physical features of an area.</li> <li>• I can create a simple map of my route to school, using symbols.</li> <li>• I can add a key to show what the symbols on my map represent.</li> <li>• I can draw a simple map of a town using symbols.</li> <li>• I can create a 3D map of a town from a 2D plan</li> <li>• I can make observations about the key human and physical features of my school grounds and the local area.</li> <li>• I know what a compass is used for and what the four points of a compass are (north, south, east, west).</li> <li>• I can use simple compass directions and directional language to navigate around a map.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a map to locate the seven continents and five oceans of the world.</li> <li>• I can use world maps, atlases and globes to identify the United Kingdom, its countries, capital cities and surrounding seas.</li> <li>• I know that a map is a drawing, plan or model of an area.</li> <li>• I know that maps can help you find where you are, give directions and plan journeys.</li> <li>• I know that maps use symbols and a key to represent geographical features.</li> <li>• I can recognise some common map symbols.</li> <li>• I know what the four points of a compass are (north, south, east, west).</li> <li>• I can begin to use simple compass directions to describe locations and routes to the coast.</li> <li>• I know that an aerial perspective is the view of an area from above which lets you see lots of features at once.</li> <li>• I can use aerial photographs to recognise basic human and physical features of beaches around the world.</li> <li>• I know that fieldwork involves asking questions and finding out answers about an area.</li> <li>• I can make simple observations about the physical and human geography of a beach I have visited.</li> <li>• I can conduct simple fieldwork by recording my observations at the beach.</li> </ul>
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			
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			

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Vocabulary	weather, climate, temperature, weather patterns, sunny, windy, rainy, cloudy, stormy, cold, hot, snowy, icy, overcast, sleet, hail, mist, fog, sunshine, daily weather, seasonal weather, seasons, spring, summer, autumn, winter, weather map, weather data, weather forecast, location, inland, coastal, Torquay, Yeovil, Singapore, Tromso, Norway, Equator, North Pole, South Pole, globe, map, Aurora Borealis	continent Africa, Antarctica, Asia, Australia, Europe, North America, South America, land, ocean Arctic Ocean, Pacific Ocean, Indian Ocean, southern Ocean, Atlantic Ocean, water, country, United Kingdom, Ecuador, capital city, London, Quito, Earth, Equator, North Pole, South Pole, map, globe, aerial photograph, location, place, weather, climate, temperature, hot, cold, local area, settlement, city, town, village, fieldwork, observe, physical features, mountain, hill, field, river and lake, human features, roads, street, building, house, shop, factory, school, museum	continent Africa, Antarctica, Asia, Australia, Europe, North America, South America, land, ocean Arctic Ocean, Pacific Ocean, Indian Ocean, southern Ocean, Atlantic Ocean, water, sea, Atlantic, English Channel Irish Sea, North Sea, Celtic coast, country, Island, England, Ireland, Scotland, Wales, New Zealand, Australia, Bora Bora, Hawaii, physical features, beach, cliffs, caves, sand, lava, pebbles, river, human features, harbour, port, ships, pier, funfair, fishing, oil rigs, railway, compass points, north, south, east, west, location, direction, navigate, left, right, up, down, forwards, backwards, behind, in front, next to, map, symbol, key
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\* Use Lessons 1, 5 and 6 from Map Makers to cover compass points and map creation.

Year Group	Year 3		
Term	Autumn Term Y3	Spring Term Y3	Summer Term Y3
Scheme	Countries of the World & Our European Neighbours**	Investigating India	The Rainforest

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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	<ul style="list-style-type: none"> <li>• I can name and locate some of the different countries, cities, seas and oceans around the world.</li> <li>• I can identify some environmental regions, human and physical features in countries around the world.(e.g., major mountain ranges, major rivers).</li> <li>• I know that a country is an area of land with its own government, separated by borders, coasts and oceans.</li> <li>• I am beginning to understand the major geographical divisions of the globe.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name and locate India and some of the different countries, cities, seas and oceans that surround it.</li> <li>• I can identify some environmental regions, human and physical features of India (e.g., major mountain ranges, major rivers).</li> <li>• I know that a country is an area of land with its own government, separated by borders, coasts and oceans.</li> <li>• I am beginning to understand the major geographical divisions of the globe, including the Equator, Southern Hemisphere and Northern Hemisphere.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name and locate the continents and countries that contain areas of rainforest around the world.</li> <li>• I know that the Earth is divided into the northern and Southern Hemispheres by the Equator and can locate these on a globe or map.</li> <li>• I know that lines of latitude tell you how far north or south a place is from the Equator.</li> <li>• I know that the Equator, Tropic of Cancer and Tropic of Capricorn are lines of latitude and can locate these on a world map.</li> </ul>
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)			
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	<ul style="list-style-type: none"> <li>• I know about the physical and human geography of some cities in India and the UK.</li> <li>• I can make simple comparisons and contrasts between the cities of India and the UK.</li> <li>• I know about the physical and human geography of London and Paris.</li> <li>• I can make simple comparisons and contrasts between</li> </ul>	<ul style="list-style-type: none"> <li>• I know about the physical and human geography of regions of India and the UK.</li> <li>• I can make simple comparisons and contrasts between the physical and human features of India and the UK.</li> </ul>	-

## St. Gabriel's Primary School Geography Curriculum

America	the human and physical geography of London and Paris.		
<p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>describe and understand key aspects of 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</p>	<ul style="list-style-type: none"> <li>• I know that physical geography includes the weather and climate as well as physical features, such as rivers and mountains.</li> <li>• I understand basic concepts of physical geography, including weather, climate, and physical features.</li> <li>• I know, and can use, vocabulary to describe physical geography, including forests, hills, mountains, rivers and lakes.</li> <li>• I understand what a climate zone is and can describe what some climate zones are like.</li> <li>• I can describe some of the physical features of continents and countries around the world, including mountains, rivers and climate zones.</li> <li>• I can identify key physical features of the seven continents, including the tallest mountain and longest river in each.</li> <li>• I understand that human geography includes types of settlement, land use, and the distribution of natural resources.</li> <li>• I know about some of the human geography of countries around the world, including settlement types, land use and the way people live.</li> <li>• I can describe some of the human features of continents and countries around the world in simple terms.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that physical geography includes the weather and climate as well as physical features, such as rivers and mountains.</li> <li>• I understand basic concepts of physical geography, including weather, climate, and physical features.</li> <li>• I know, and can use, vocabulary to describe the physical geography of India, including forests, hills, mountains, rivers and lakes.</li> <li>• I know about, and can describe, the main climate zones and weather patterns of India.</li> <li>• I can name and describe some of the features of specific mountains and rivers in India.</li> <li>• I understand basic physical processes, such as how a mountain forms and how a river flows.</li> <li>• I can describe how mountains form and rivers affect the landscape in simple terms.</li> <li>• I understand that human geography includes cities and culture.</li> <li>• I know about the human geography of India, its major cities and culture.</li> <li>• I can describe some aspects of the human geography of India, its major cities and its culture, in simple terms.</li> <li>• I can describe simple ways that humans change and manage their environments, including: building and farming.</li> <li>• I know that culture describes the common ideas and ways of life of a group of people.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand basic concepts of physical geography, including climate zones, biomes, vegetation belts, rainforests and biodiversity.</li> <li>• I know, and can use, vocabulary to describe the physical geography of rainforests, including forest floor, canopy, understorey and emergent layer.</li> <li>• I can name significant rainforests around the world.</li> <li>• I know about, and can describe, the features and importance of rainforest biomes around the world.</li> <li>• I know about, and can describe the features of, temperate and tropical climates</li> <li>• I can describe some of the plants, and animals found in rainforests.</li> <li>• I know what biodiversity is and can describe its importance in simple terms.</li> <li>• I can describe the importance of the water cycle for life on Earth in simple terms.</li> <li>• I know that the plants and animals that live in rainforests are adapted to warm, humid climates.</li> <li>• I can describe the different ways that land is used to produce food in different tropical and temperate climate zones.</li> <li>• I know that human geography includes types of settlement as well as people's use of land and other natural resources.</li> <li>• I know, and can use, vocabulary to describe the human geography of rainforests, including settlement, indigenous and deforestation.</li> <li>• I know about some of the indigenous tribes who live in the rainforest and can describe their ways of life.</li> <li>• I can describe how indigenous tribes use the rainforest sustainably.</li> <li>• I know about, and can describe, what 'deforestation' means.</li> <li>• I understand basic economic concepts, including 'economic activity', 'trade', 'fair trade', 'import' and 'export'.</li> </ul>

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			<ul style="list-style-type: none"> <li>• I know about, and can describe, how land is used to produce food in different climate zones.</li> <li>• I know that many foods are imported and exported around the world.</li> <li>• I can describe ways that humans change and manage their environments, including agriculture and deforestation.</li> <li>• I can describe the impact deforestation has on local wildlife and the environment.</li> <li>• I can describe some ways to protect rainforests from deforestation.</li> </ul>
<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>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</p>	<ul style="list-style-type: none"> <li>• I know what physical, political and digital maps are and what they are used for.</li> <li>• I know about basic map symbols and components.</li> <li>• I can access digital maps and GIS tools and use basic search, zoom and view functions.</li> <li>• I can use the contents page and index to locate countries or regions in an atlas.</li> <li>• I can begin to use world maps, atlases and globes to identify continents, countries, and regions around the world.</li> <li>• I can begin to use simple maps to identify key physical and human features (such as cities, rivers, and mountains).</li> <li>• I can create simple maps and label key features such as cities, rivers, and mountains.</li> <li>-</li> <li>• I can ask simple geographical questions.</li> <li>• I can use information from geographical sources to answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>• I know what physical, political and digital maps are and what they are used for.</li> <li>• I know about basic map symbols and components.</li> <li>• I can access digital maps and GIS tools and use basic search, zoom and view functions.</li> <li>• I can use the contents page and index to locate countries or regions in an atlas.</li> <li>• I can begin to use world maps, atlases and globes to identify countries and cities of India.</li> <li>• I can begin to use simple maps to identify key mountains and rivers in India.</li> <li>• I can create simple maps and label key features such as climate zones.</li> <li>• I can ask and answer simple geographical questions about India.</li> <li>• I can use geographical sources to find out about the human and physical geography of India.</li> </ul>	<ul style="list-style-type: none"> <li>• I can begin to use maps, atlases and digital maps to locate and describe rainforests.</li> <li>• I can begin to use maps, atlases, globes and digital maps to locate and describe the human and physical features of rainforest biomes.</li> <li>• I can create simple sketch maps and label key features.</li> <li>• I can use line graphs and bar charts to find out information about rainforest climates.</li> <li>• I can create a simple chart to display climate data.</li> </ul>

## St. Gabriel's Primary School Geography Curriculum

<b>Vocabulary</b>	continent Africa, Antarctica, Asia, Australia, Europe, North America, South America, land, ocean Arctic Ocean, Pacific Ocean, Indian Ocean, southern Ocean, Atlantic Ocean, water, country, Canada, Brazil, Argentina, France, Norway, Belgium, Spain, United Kingdom, New Zealand, Zimbabwe, Ethiopia, China, India, Australia, Japan, United States of America, cities Ottawa, Paris, New Delhi, Moscow, Berlin, Madrid, Rome, Washington D.C, Tokyo, London, Brussels, Oslo, Manchester, landscape, physical features, mountain, hill, field, river, lake, plants, animals, coast, ocean, sea, human features, roads, street, building, house, shop, factory, school, museum, bridge, harbour, language, population, culture, religion, economy, currency, tourist destinations, landmark, earth, map, globe, atlas, geographical information system, location, place, local area, area, region, settlement, city, town, village, borders, fieldwork, observe, compass, direction, north, south, east, west, location, near, far, left, right, forwards, backwards, aerial, photograph, map, key, symbols, climate, climate zones, polar, tropical, temperate, desert, tundra, mountainous, Rocky Mountains, Mount Blanc, Kanchenjunga, Niagra Falls, Taj Mahal, Eiffel Tower, Arc D'Triomphe, Old Quebec, CN Tower, Loire river, Yamuna river, Ottawa river, Christianity, Hinduism, Hindi, Bengali, Urdu, French, English	continent, Asia, Europe, country, India, UK, mountain, river, Himalayas, Karakoram, Aravali, Vindhyas, Eastern Ghats, Western Ghats, Mount Everest, weather, climate, population, urban, rural, city, New Delhi, Mumbai, Kolkata, Taj Mahal, village, farm, tectonic plates, fold, dome, volcanic, fault-block, plateau, mountain range, Indus, Ganges, Narmada, source, mouth, fresh water, waterfall, transport, farming, irrigation, Arabian Sea, Bay of Bengal, Indian Ocean, architecture, building, temple, park, beach, lake, religion, culture, language, food, hemisphere, Equator, mainland, island, monsoon, wet, dry, tropical, temperate, hot, humid, arid, subtropical, highland, cool, rainfall, temperature	Equator, Tropic of Cancer, Tropic of Capricorn, latitude, Northern Hemisphere, Southern Hemisphere, continent, country, South America, Brazil, Manaus, Amazon, temperature, climate, hot, humid, sunshine, wet season, dry season, water cycle, evaporation, condensation, transpiration,filtration, precipitation.water vapour, rain water, clous, heat, cool, vegetation, emergent layer, canopy, understory, forest floor, animals, plants,trees, vines, flowers, mosses, funghi, species, monkeys, orangutans, iguanas, birds, snakes, reptiles, insects, sloths, frogs, gorillas, anteaters, tapirs, elephants, tigers,, soil, debris, decay, nutrients, deforestation, drought, erosion. Yanomani, Shabono, Amazon, indigenous, tribe, hunt, weave, roast, decorate, celebrate, feast, music, dance, shamans
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\*\* Include Lessons 4 & 5 to cover European capital cities and to compare and contrast the geography of London and Paris.

Year Group	Year 4
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## St. Gabriel's Primary School Geography Curriculum

Term	Autumn Term Y4	Spring Term Y4	Summer Term Y4
Scheme	Investigating Rivers	Volcanoes	Settlements & Earning a Living***
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	<ul style="list-style-type: none"> <li>• I can name and locate significant rivers around the world.</li> <li>• I can name and locate some of the world's most polluted rivers.</li> <li>• I can name and locate the River Thames.</li> <li>• I understand some of the major geographical divisions of the globe.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name and locate volcanoes around the world.</li> <li>• I know that the Earth is divided into the Northern and Southern Hemispheres by the Equator and can locate these on a globe or map.</li> <li>• I know that lines of latitude tell you how far north or south a place is from the Equator.</li> <li>• I can locate the Equator, Northern and Southern Hemispheres on a world map.</li> </ul>	<ul style="list-style-type: none"> <li>• I know about a wider range of settlements and regions of the United Kingdom.</li> <li>• I know about some aspects of the human and physical geography of settlements in the United Kingdom.</li> <li>• I can identify and describe some of the human and physical geography of settlements in the United Kingdom.</li> <li>• I know what a settlement is and can identify different types of settlements.</li> <li>• I can describe how settlements have developed over time.</li> <li>• I know what land use means and can identify different types of land use.</li> <li>• I can describe how land use has changed over time.</li> </ul>
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)			

## St. Gabriel's Primary School Geography Curriculum

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		<ul style="list-style-type: none"> <li>• I know about volcanic regions in Hawaii and non-volcanic regions in England.</li> <li>• I can make comparisons and contrasts between the human and physical geography of Hawaii and England.</li> <li>• I know about the cities of Honolulu, Hawaii and London, England.</li> <li>• I can make comparisons and contrasts between the human and physical geography of Honolulu and London.</li> </ul>	<ul style="list-style-type: none"> <li>• I know about the main industries of the UK and other countries around the world.</li> <li>• I can make comparisons and contrasts between the main industries of the UK and other countries.</li> </ul>
describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	<ul style="list-style-type: none"> <li>• I know that physical geography includes the water cycle and rivers.</li> <li>• I know that the water cycle describes the distribution and movement of water on Earth.</li> <li>• I understand, and can describe, the water cycle and the journey of a river using appropriate vocabulary.</li> <li>• I can explain the importance of the water cycle for life on Earth.</li> <li>• I can identify and describe features of specific rivers around the world.</li> <li>• I understand and can describe physical processes, like erosion and deposition.</li> <li>• I can explain how rivers can shape the landscape and how a river floods in simple terms.</li> <li>• I can explain the uses and importance of rivers to the environment and humans in simple terms.</li> <li>• I know that human geography includes how they use resources like water and rivers.</li> <li>• I know about issues like river pollution and flooding.</li> <li>• I can use accurate vocabulary to describe river pollution and flooding.</li> <li>• I can name and describe some pollutants and sources of river pollution.</li> <li>• I can explain the impact of river pollution and flooding on local communities and the environment in simple terms.</li> <li>• I can discuss ways to reduce and prevent river pollution and flooding.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that physical geography includes volcanoes, the structure of the Earth and plate tectonics.</li> <li>• I know, and can use, vocabulary to describe the physical geography of volcanoes crust, mantle, inner core, outer core, tectonic plates, convergent, divergent and transform.</li> <li>• I know what a volcano is and can describe the different types of volcano.</li> <li>• I can name some significant volcanoes from around the world and describe their features.</li> <li>• I know about physical processes, like tectonic movement and volcanic activity and can describe how a volcano erupts in simple terms.</li> <li>• I can explain how the movement of tectonic plates can change the landscape, creating hills, mountains and volcanic eruptions in simple terms.</li> <li>• I can describe the impact of volcanic eruptions on the local landscape and population.</li> <li>• I can name some of the animals and plants that live in volcanic areas and explain how they are suited to living there.</li> <li>• I know that human geography includes types of settlement and human use of resources.</li> <li>• I know, and can use, vocabulary to describe the human geography of volcanoes, including geothermal energy, minerals and fertile soil.</li> <li>• I know some of the strategies which help people survive a volcanic eruption.</li> <li>• I can explain some of the benefits and risks of living</li> </ul>	<ul style="list-style-type: none"> <li>• I know that physical geography includes a range of physical features, such as rivers, lakes, forests, hills and mountains.</li> <li>• I know about the physical geography of settlements, including forests, hills, mountains, rivers and lakes.</li> <li>• I can identify and describe the physical features which would have been useful to early settlers e.g. rivers, forests.</li> <li>• I understand that human geography includes types of settlement, land use, and the distribution of natural resources.</li> <li>• I know about some of the human features of settlements.</li> <li>• I can identify hamlets, villages, towns and cities and describe the features of each type of settlement.</li> <li>• I can identify and describe the human and physical features of a range of settlements.</li> <li>• I know that the physical features of the land influence the characteristics of a settlement.</li> <li>• I know what natural resources are and can describe their importance to early settlers.</li> <li>• I know that land in villages, towns and cities is used for different purposes, including residential, commercial, and industrial uses.</li> <li>• I know about population growth and can describe how this has changed settlements and land use over time.</li> <li>• I know that the distribution of natural resources affects land use and settlement patterns.</li> <li>• I understand that town and city planning involves</li> </ul>



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		near a volcano.	<p>organising spaces for homes, businesses, and public services.</p> <ul style="list-style-type: none"> <li>• I can name the main industries of the UK and countries around the world.</li> </ul>
<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<ul style="list-style-type: none"> <li>• I know how a river is represented on a physical map.</li> <li>• I can use a map, atlas or geographical information system to locate major rivers around the world.</li> <li>• I can use a map, atlas or geographical information system to locate some of the most polluted rivers around the world.</li> <li>• I can begin to use a map, atlas or geographical information system to name and locate significant rivers and their features.</li> <li>• I can begin to use a map, atlas or geographical information system to name and locate the world's most polluted rivers.</li> <li>• I can create a sketch map of a river and label key features.</li> <li>• I can ask more detailed questions about the geographical features of a river.</li> <li>• I can use a range of geographical sources to research rivers and river pollution.</li> <li>• I can summarise information from a range of geographical sources.</li> <li>• I can use simple fieldwork tools and record observations accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use maps, atlases and digital maps to locate and describe volcanoes and the countries they are in.</li> <li>• I can use maps, atlases, globes and digital maps to locate and describe the human and physical features of volcanic areas.</li> <li>• I can use maps, atlases and digital maps to locate and label tectonic plates.</li> <li>• I can create simple sketch maps and label key features.</li> <li>• I can ask questions about the geography of volcanoes.</li> <li>• I can use a range of geographical sources to investigate the human and physical geography of volcanic areas.</li> <li>• I can present geographical information about a volcano clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• I know the difference between a physical and a political map and can use both to gather information.</li> <li>• I know a wider range of map symbols and components.</li> <li>• I can securely access and use digital maps and GIS tools and their functions.</li> <li>• I can use map-reading skills to locate settlements and learn about their geographical features.</li> <li>• I can use a wider range of map symbols and keys to understand geographical information more deeply.</li> <li>• I can use world maps, atlases and globes to locate settlements around the UK and identify my current location.</li> <li>• I can make simple maps to identify key physical and human features of settlements in the UK.</li> <li>• I can create maps of settlements and label the key human and physical features needed by early settlers.</li> <li>• I know what an Ordnance Survey map is and what it is used for.</li> <li>• I know, and can interpret, a wider range of map symbols used in Ordnance Survey maps.</li> <li>• I can identify a wider range of landmarks and features on an Ordnance Survey map.</li> <li>• I can securely use an Ordnance Survey map to locate places in my local area.</li> <li>• I know what a grid reference is and why it is important for navigating and map reading.</li> <li>• I can use 4-figure grid references accurately to find specific locations on an Ordnance Survey map.</li> <li>• I can ask more detailed geographical questions about settlements and my local area.</li> <li>• I can use geographical tools and data collection methods to observe and record information about settlements and my local area.</li> </ul>

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			<ul style="list-style-type: none"> <li>• I can use information from a range of sources to find out about the physical and human geography of settlements and my local areas and draw conclusions.</li> <li>• I can present my fieldwork findings using text, maps, charts and tables.</li> </ul>
Vocabulary	<p>water cycle, hydrological cycle, precipitation, rain, snow, sleet, hail, precipitation, evaporation, condensation, transpiration, filtration, deposition, transportation, river, sea, ocean, land, water vapour, clouds, mouth, source, tributaries, delta, meander, sediment, bank, waterfalls, distributaries, spring, hill, mountain, valley, fresh water, salt water, force, gravity, erosion, transportation, deposition, Grand Canyon, River Thames, Ganges River, Yellow River, Dome River, Citrus River, Mississippi River, Sarno River, Marilao River, Cuyahoga River, Matanza-Riachuelo River, The Buriganga River, Danube River, Indus River, Amazon River, Yangtze River, stone, mud, rocks, sand, silt, gravel, clay, water shortage, drought, crop failure, flooding, groundwater, energy, agriculture, farming, industry, transport, trade, leisure, irrigation, hydro power, wildlife, habitats dams, deforestation, pollution, pesticides, toxins, chemicals, waste, sewage, rubbish, litter, illegal, oil, hazardous, plastic, contaminates, unsafe, health, death, disease, public education, regulation, water treatment, sustainable agricultural practices</p>	<p>Volcano, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, north, south, latitude, Mount Vesuvius, Naples, Italy, Mount Fuji, Tokyo, Japan, Cotopaxi, Quito, Ecuador, Krakatau, Java, Indonesia, active, dormant, extinct, ring of fire, Pacific Ocean, earthquakes, tectonic plates, composite, shield, dome volcano, ash, gas, lava, rocks, erupt, crust, mantle, inner core, outer core, magma, liquid, pressure, conduit, vent, flank, crater, throat, benefits, dangers, minerals, fertile soil, geothermal energy, tourism, jobs, recreational activities, landscape, animals, plants, air pollution, air quality, threat, destruction, fires, weather, climate, Pacific Plate, North American Plate, Eurasian Plate, African Plate, Antarctic Plate, Indo-Australian Plate, and South American Plate, Somali Plate, Nazca Plate, Philippine Sea Plate, Arabian Plate Minor, Caribbean Plate, Cocos Plate, Caroline Plate, Scotia Plate, Burma Plate, New Hebrides Plate, continental plates, oceanic plates, boundaries, convergent, divergent, transform, spread, collide, slide, Hawaii, Honolulu, England, London, Galapagos, hibiscus, mountain apple, gold dust day gecko, monk seal, silversword, nene, giant tortoise, blue-footed booby, land iguana, mangrove, fir tree, prickly pear, volcanic, non-volcanic.</p>	<p>settlements, settlers, early, modern, local area, surroundings, location, materials, features, streams, lakes, rivers, wells, forest, arable land, timber, straw, crops, livestock, agriculture, fishing, hunting, foraging, place names, population, size, hamlet, village, town, city, well, transport, roads, railways, medical care, hospitals, doctor's surgeries, dentist surgeries, education, schools, universities, places of worship, museums, trade, factories, shops, post offices, entertainment cinema, bowling alleys, swimming pools, fitness centres, public spaces, parks, nature reserves, town hall, public libraries, land use, change, development, growth, expand, residential, industrial, commercial, recreational, town planning, town planner, map, key, symbols, scale, digital map, geographical information system, Ordnance Survey Map, map reading, search function, view, zoom, Google Maps, compass, cardinal points, north, south, east, west, inter-cardinal points, north-west, east, south-east, south-west, grid reference, four-figure, six-figure</p>

\*\*\* Include Lessons 3 & 4 from Earning a Living to cover UK Industries and earning around the world.

# St. Gabriel's Primary School Geography Curriculum

Year Group	Year 5		
Term	Autumn Term Y5	Spring Term Y5	Summer Term Y5
Scheme	Exploring Scandinavia / The UK****	South America	What is China Like?
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	<ul style="list-style-type: none"> <li>• I can name and locate a broader range of different countries, major cities, seas and oceans in Europe.</li> <li>• I know that Scandinavia is a region in Europe made up of the countries Norway, Sweden and Denmark.</li> <li>• I can identify and locate a variety of environmental regions and key human and physical features in Scandinavia.</li> <li>• I know that the countries of Norway and Sweden share a border.</li> <li>• I know that the countries of Sweden and Denmark are connected via a bridge across the Öresund.</li> <li>• I can identify country borders, including political borders and coastlines.</li> <li>• I know the position and significance of the major geographical divisions of the globe.</li> <li>• I know that time zones, day and night, are related to the Earth's rotation.</li> <li>• I know that regions of Scandinavia have no sunlight and no darkness at different points in the year.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name and locate a broader range of different countries, major cities, seas and oceans in Europe.</li> <li>• I know that there are 12 countries in the continent of South America.</li> <li>• I can name and locate the countries of South America and identify country borders.</li> <li>• I can name and identify and describe the major cities in South America.</li> <li>• I can identify the major environmental regions of South America, such as the Atacama Desert, Andean region, Amazon Basin and Patagonia and their human and physical features.</li> <li>• I know the position and significance of the major geographical divisions of the globe.</li> <li>• I can identify the position of significant lines of latitude, including: the Equator, Tropics of Cancer and Capricorn.</li> <li>• I can use my understanding of the Tropics of Cancer and Capricorn, and the Equator, to make predictions about the climate across South America.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that China is in the continent of Asia.</li> <li>• I know that China is the third largest country in the world by area.</li> <li>• I know that China shares borders with many countries, including: Russia, Mongolia and India.</li> <li>• I can locate China and its neighbours and accurately identify country borders.</li> <li>• I can locate China's significant environmental regions and other human and physical characteristics.</li> <li>• I know the position and significance of the major geographical divisions of the globe.</li> </ul>
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)			

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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	<ul style="list-style-type: none"> <li>• I know detailed information about the climates of London, Copenhagen and Umeå, including the average hours of sunshine, temperature and rainfall.</li> <li>• I can research and discuss a variety of different regions in the UK and across Scandinavia, including their economic activities, environmental characteristics and ways of life.</li> <li>• I can research and analyse the interactions between the climate, landscape and human activity in Scandinavia and that of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• I know detailed information about the human and physical geography of regions in the UK and [Europe, North/South America].</li> <li>• I can research and discuss a variety of different regions in the UK and Brazil, including their economic activities, natural resources, cultural practices and environmental characteristics.</li> <li>• I can research and analyse the physical and human geography, and their interactions, between different regions in Brazil and in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• I can research attitudes towards education in China and the UK.</li> <li>• I can use my understanding to evaluate the effectiveness of the education systems in China and the UK.</li> </ul>
describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	<ul style="list-style-type: none"> <li>• I know that the physical geography of Scandinavia is varied.</li> <li>• I can investigate and describe the varied physical geography of Scandinavia.</li> <li>• I can use increasingly advanced geographical vocabulary to describe Scandinavian climate zones and its significant physical features, including: glaciers, waterfalls, fjords, mountains and the Aurora Borealis.</li> <li>• I can name and describe some of the physical features of Norway, including glaciers, waterfalls, fjords and mountains.</li> <li>• I know that the climate, landscape, plants, and animals of Scandinavia vary by region.</li> <li>• I can describe how climate zones in Scandinavia interact with the environment and human activity.</li> <li>• I understand, and can describe, how glaciers and fjords have formed over time.</li> <li>• I can identify and describe how plants and animals of Scandinavia are adapted to specific climates and landscapes.</li> <li>• I know and can describe how the climate, landscape, plants, and animals of Scandinavia are interconnected, influencing and shaping each other.</li> <li>• I know about the human geography of Scandinavia, including its population, government, natural resources, economic activity, language, religion and cultural practices.</li> <li>• I can use increasingly advanced geographical</li> </ul>	<ul style="list-style-type: none"> <li>• I know that the physical geography of South America is varied.</li> <li>• I can investigate and describe the varied physical geography of South America.</li> <li>• I can use increasingly advanced geographical vocabulary to describe South American climate zones and its significant physical features, including: mountains, rainforest, wetlands and rivers.</li> <li>• I can name and describe some of the physical features of South America, including the Andes Mountains, Amazon Rainforest, and Amazon, Orinoco, and Paraná rivers.</li> <li>• I know that the climate zones vary across different regions of South America.</li> <li>• I can identify, compare and contrast the different climate zones, biomes and vegetation belts of South America in detail.</li> <li>• I can describe how climate zones in South America interact with the natural environment and human activity.</li> <li>• I can use my understanding of the Earth's layers and tectonic plates to describe how the mountains and volcanoes of South America were formed.</li> <li>• I can explain the significance of the Amazon Rainforest for biodiversity and climate regulation.</li> <li>• I know about the unique wildlife in South America, such as jaguars, anacondas, and capybaras, and the importance of protecting these species.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that the physical geography of China is varied.</li> <li>• I can securely describe the varied physical geography of China.</li> <li>• I can use increasingly advanced geographical vocabulary to describe physical geography and processes linked to China, including mountains, gorges, rivers, deserts and desertification.</li> <li>• I can identify and describe a broader range of biomes in more detail, including the mountainous, freshwater, desert biomes of China.</li> <li>• I know about climate change and can describe how our climate is changing.</li> <li>• I can describe how biomes interact with the environment and human activity.</li> <li>• I can identify and describe the features of China's significant mountains, rivers and deserts.</li> <li>• I know what desertification is and can describe its causes and role in shaping the Earth's surface.</li> <li>• I can explain the impact of desertification on the environment and population.</li> <li>• I know about the human geography of China, including its population, economic activity and cultural practices.</li> <li>• I know that China is the second most populated country on earth with many mega-cities.</li> <li>• I understand and can explain how different types of settlements develop and change over time, influenced by physical geography.</li> </ul>

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<p>describe and understand key aspects of 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</p>	<p>vocabulary to describe the human geography of Scandinavia.</p> <ul style="list-style-type: none"> <li>• I understand how different types of settlements develop and change over time, influenced by physical geography.</li> <li>• I know about, and can explain key aspects of human geography, including settlement types, land use, economic activity, and the distribution of natural resources.</li> <li>• I can explain how physical geography, such as climate and resources, affects human settlement and land use.</li> <li>• I understand the interaction between physical and human processes and features</li> <li>• I can analyse how human activity and the environment influence each other.</li> <li>• I know that language and culture are key parts of a country's identity.</li> <li>• I can describe, compare and contrast, a range of cultures across different regions and countries.</li> </ul>	<ul style="list-style-type: none"> <li>• I know and can describe how the climate, landscape, plants, and animals of South America are interconnected, influencing and shaping each other.</li> <li>• I know about climate change and can describe how our climate is changing.</li> <li>• I know about the human geography of South America, including the population distribution, natural resources, economic activity and cultural practices.</li> <li>• I can compare and contrast aspects of human geography across South America, such as population, life expectancy, languages and cultures.</li> <li>• I can explain how physical geography, such as climate and resources, affects human settlement and land use.</li> <li>• I understand the interaction between physical and human processes and features and explain how human activity and the environment influence each other.</li> <li>• I can describe the distribution of natural resources in South America and understand their importance for human activity.</li> <li>• I know about, and can describe, different types of economic activities in South America, such as agriculture, mining, and industry.</li> <li>• I know that the Andes mountain range provides many natural resources, including metals and minerals.</li> <li>• I can begin to discuss global trade and name some of the main goods and services that are imported to and exported from South America.</li> <li>• I can describe how people use the Andes and its resources.</li> <li>• I know that language and culture are key parts of a country's identity.</li> <li>• I know about the cultural diversity in South America, including the influence of Indigenous peoples, European colonists, and African heritage.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that physical and human processes and features interact and can analyse how human activity and the environment influence each other.</li> <li>• I can discuss the impact of human activity, such as dam building, on the local environment, wildlife and population.</li> <li>• I can discuss the advantages and disadvantages of building hydro-electric dams.</li> <li>• I can discuss the role of human activity in desertification.</li> <li>• I can discuss whether humans have had an overall positive or negative impact on the physical geography of China.</li> <li>• I know what natural resources are available in China and can describe their significance.</li> <li>• I know about different economic activities and can give examples of China's economic activities.</li> <li>• I can begin to discuss global trade and give examples of China's major imports and exports.</li> <li>• I can explain some of the reasons for China's economic growth and discuss the positive and negative impacts of economic growth on the population of China.</li> <li>• I know what population growth, urbanisation and tourism are and can explain how these processes have changed settlements, land use and the way people live in China over time.</li> <li>• I can name and describe some of China's popular tourist attractions, like the Great Wall of China.</li> <li>• I can describe the impact of urbanisation and tourism on local environments, wildlife and populations.</li> <li>• I can describe some key aspects of Chinese culture.</li> <li>• I know that language and culture are key parts of a country's identity.</li> </ul>
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use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<ul style="list-style-type: none"> <li>• I know what thematic maps are and what they are used for.</li> <li>• I can use climate maps to locate the different climates zones found in Scandinavia.</li> <li>• I can draw conclusions from geographical data in line graphs and bar charts.</li> <li>• I can securely use world maps, atlases, globes, and digital mapping tools to locate countries, cities and regions in Scandinavia and find out about their physical and human geography.</li> </ul>	<ul style="list-style-type: none"> <li>• I know what topographic and thematic maps are and what they are used for.</li> <li>• I can securely locate the countries of South America on a political or digital map.</li> <li>• I can use physical or thematic maps or GIS to locate climate zones, biomes, vegetation belts, and environmental regions of South America.</li> <li>• I can use topographic maps to identify climate zones, biomes, mountain ranges and rivers of South America.</li> <li>• I can begin to use maps to find out about the impact of human activity.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to use physical, political and topographical maps to locate the world's countries, environmental regions and other human and physical characteristics.</li> <li>• I can securely use world maps, atlases and digital mapping tools to locate China, its cities and regions, and the countries and seas it shares borders with on a map.</li> <li>• I can securely use physical and digital maps to locate and find out about China's environmental regions and their human and physical geography.</li> </ul>
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	<ul style="list-style-type: none"> <li>• I can use maps or GIS to locate climate zones and environmental regions of Scandinavia.</li> <li>• I can begin to use maps to find out about the impact of human activity (e.g. trade routes, use of natural resources).</li> <li>• I can interpret more complex map symbols and keys to understand detailed geographical data.</li> </ul>	<ul style="list-style-type: none"> <li>• I can interpret more complex map symbols and keys to understand detailed geographical data.</li> <li>• I can create detailed maps and keys to present information about economic activities in South America.</li> <li>• I can investigate a country in South America using a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>• I can begin to use maps to find out about the impact of human activity or how human and physical features interact (e.g. trade routes, use of natural resources).</li> <li>• I can interpret more complex map symbols and keys to understand detailed geographical data.</li> <li>• I can create detailed maps and presentations about the geography of a country, area or region.</li> </ul>
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	<ul style="list-style-type: none"> <li>• I can begin to use information in maps, atlases and GIS to explain how human and physical features interact.</li> <li>• I can create detailed maps and presentations about the geography of a country, area or region.</li> <li>• I can ask in-depth geographical questions about Scandinavia.</li> <li>• I can observe and analyse the landscape of Scandinavia using photographs, videos and other geographical sources.</li> <li>• I can synthesise and summarise geographical data from a range of sources to answer questions.</li> <li>• I can create detailed maps, graphs and reports to present geographical information.</li> <li>• I can begin to hypothesise about future geographical changes in regions based on current data and trends.</li> </ul>	<ul style="list-style-type: none"> <li>• I can synthesise and summarise geographical data from a range of sources to answer questions.</li> <li>• I can create detailed maps, graphs and reports to present geographical information.</li> <li>• I can research and present information about a South American country or region and their features.</li> <li>• I can begin to hypothesise about future geographical changes in regions based on current data and trends.</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask more in-depth geographical questions about China.</li> <li>• I can investigate the physical and human geography of China using a range of sources.</li> <li>• I can synthesise and summarise geographical data from a range of sources to answer questions.</li> <li>• I can create detailed maps, graphs and reports to present geographical information about China.</li> <li>• I can begin to hypothesise about future geographical changes in regions based on current data and trends.</li> </ul>

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<p>Vocabulary</p>	<p>Europe, Scandinavia, Norway, Sweden, Finland, capital cities, London, Oslo, Stockholm, Copenhagen, Umeå, Kiruna, Nordic, weather, climate, polar, continental and temperate, temperature, sunshine, sunlight, rainfall, precipitation, activities, season, least, most, warmest, coolest, extreme, severe, mild, glaciers, waterfalls, fjords, mountains, rivers, Galdhøpiggen, Vinnufossen, Kjelfossen, Lake Vänern, Northern Lights, atmosphere, solar winds, light, volcanoes, rocks, population, tourism, transport, settlements, migration, culture, language, cities, buildings, agriculture, employment, trace, economic activity</p>	<p>Northern Hemisphere, Southern Hemisphere, Equator, Tropic of Cancer, Tropic of Capricorn, continent, South America, countries, Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela, Territories, French Guiana, The Falkland Islands, weather, climate, environmental regions, Andean region, Amazon Basin, Patagonia, the Pampas, the Pantanal, climate zones, temperate zone, tropical zone, subtropical zone, sub-polar zone, equatorial zone, polar zone, wet, dry, arid, humid, hot, cold, rainfall, temperatures. Atacama Desert, Amazon Rainforest, Andes, mountain range, volcano, active, dormant, extinct, Northern, Central, Southern and Austral zones, rainforest, Ojos del Salado, topographical map, thematic map, scale, key, elevation, sea level, tectonic plates, terrain, wildlife, llamas, alpacas, natural resources, mineral Resources, gold, silver, copper, tin, iron ore, coal, gas, Yanacocha gold mine, energy, renewable energy, non-renewable energy, hydroelectric dams, tourism, history, culture, costumes, Machu Pichu, markets, monuments, population, (push and pull factors) health care, life expectancy, languages, indigenous, religion, settlements, trade, industry, import, export, coffee, bananas, fruit, cacao beans, chocolate, timber, illegal logging, deforestation, cattle, dairy products, wine, metal, Palcoyo Rainbow Mountains, Cartagena,</p>	<p>China, Asia, country, continent, border, North Korea, Russia, Mongolia, Kazakhstan, Kyrgyzstan, Tajikistan, Afghanistan, Pakistan, India, Nepal, Bhutan, Myanmar, Laos, Vietnam, region, province, government, Taiwan, island, mainland, mega-city Shanghai, Beijing, Shenzhen, Wuhan, Guangzhou, Mount Everest, Yangtze River, Gobi Desert, Himalayas, tourists, climbing, summit, jobs, services, schools, hospitals, litter, pollution, Qutang Gorge, Xiling Gorge, Wu Gorge, The Three Gorges Dam, flooding, energy, hydroelectric power, renewable, non-renewable, greenhouse gases, electricity, displaced, urbanisation, population growth, desertification, tourism, building, sand dunes, bar rock, farming, agriculture, deforestation, drought, crop failure, erosion, soil quality, grazing animals, dust storms, pollution, economy, economic activity, economic growth, natural resources, workforce, poverty, wealth, job opportunities, research, development, technology, overcrowding, disease, air pollution, co2 emissions, nuclear power, natural gas, tourist attraction, great wall of China, schools, education, culture</p>
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\*\*\*\* Include Lessons 2, 3, 4, and 5 from the UK to cover counties, cities, mountains and rivers.

# St. Gabriel's Primary School Geography Curriculum

Year Group	Year 6		
Term	Autumn Term Y6	Spring Term Y6	Summer Term Y6
Scheme	Extreme Earth	Exploring Africa	Natural Resources
<p>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</p> <p>name and locate countries 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</p> <p>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)</p>	<ul style="list-style-type: none"> <li>• I know how to use physical, political and topographical maps to locate the world's countries, environmental regions and other human and physical characteristics.</li> <li>• I can securely name and locate a broader range of countries, seas and oceans around the world.</li> <li>• I can identify and locate a diverse range of environmental regions and key human and physical features of countries around the world.</li> <li>• I can securely identify and locate countries and regions around the world that experience extreme weather conditions.</li> <li>• I know about, and can securely locate, the coldest, hottest and wettest inhabited places on Earth.</li> <li>• I know about, and can securely locate, the countries that are most at risk of natural disasters.</li> <li>• I have a secure understanding of the position and significance of the major geographical divisions of the globe.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that the continent of Africa is made up of 54 countries, including: Morocco, Nigeria, Tanzania, Central African Republic and South Africa.</li> <li>• I know that the continent of Africa can be split into five geographical regions.</li> <li>• I can securely name and locate a broader range of different countries, major cities, seas and oceans in Africa.</li> <li>• I can identify and locate a diverse range of environmental regions, human and physical features in Africa.</li> <li>• I can accurately identify country borders, including political borders and coastlines.</li> <li>• I have a secure understanding of the position and significance of the major geographical divisions of the globe.</li> </ul>	<ul style="list-style-type: none"> <li>• I can securely name and locate a broader range of countries and regions around the world, including wood-producing countries.</li> <li>• I can securely identify and locate how some natural resources, like wood and iron ore, are distributed around the world.</li> <li>• I know about, and can describe, more detailed information about natural resources and land use patterns in the UK.</li> <li>• I can describe the difference between 'abundant' and 'scarce' resources and name examples in the context of the UK.</li> <li>• I know that land use in the UK has changed over time and can name some of the factors that have influenced these changes</li> <li>• I can describe some of the changes in land use (e.g. forest cover, housing, farming) and explain why land use patterns have changed over time.</li> <li>• I know that geographical features and human activities are interconnected and can explain some relationships between them.</li> <li>• I know, and can identify, the position and significance of the major geographical divisions of the globe.</li> </ul>



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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	-	<ul style="list-style-type: none"> <li>• I can research the different education systems in South Africa and the UK.</li> <li>• I can consider different perspectives and use my understanding to evaluate the effectiveness of the education systems in South Africa and the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• I know detailed information about the use of renewable energy in the UK and Costa Rica.</li> <li>• I can investigate and analyse the use of renewable energy in the UK and Costa Rica.</li> <li>• I can consider different perspectives and use my understanding to evaluate the range, impact and effectiveness of renewable energy use in the UK and Costa Rica.</li> </ul>
describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	<ul style="list-style-type: none"> <li>• I know more in-depth information about the physical geography of a diverse range of countries and regions.</li> <li>• I know about, and can securely describe, the climate and weather of countries and regions experiencing extreme weather or at risk of natural hazards.</li> <li>• I understand what extreme weather and natural hazards, like tsunamis, tornados, earthquakes and volcanic eruptions are in detail.</li> <li>• I can use increasingly advanced geographical vocabulary to describe extreme weather or natural hazards, like tornados, earthquakes, tsunamis and volcanic eruptions, in detail.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that the physical geography of the continent of Africa, and the countries and regions within it, is diverse.</li> <li>• I can securely describe the variations in the physical geography of countries and regions across Africa.</li> <li>• I can use increasingly advanced geographical vocabulary to explain the physical geography of Africa in detail.</li> <li>• I understand what a biome is and can identify and describe the features of South Africa's different biomes and their biodiversity.</li> <li>• I can compare and contrast a broader range of biomes and their biodiversity accurately.</li> <li>• I understand, and can describe, more complex interactions between climate zones, biomes, vegetation belts, the environment and human activities.</li> <li>• I can identify and accurately describe the features of a wider range of significant mountains, rivers, deserts and settlements across Africa.</li> <li>• I can describe the adaptation of plants and animals in various environments.</li> <li>• I can securely explain the importance of biodiversity, rainforests, and the water cycle to life on Earth.</li> <li>• I can securely identify and explain how plants and animals are adapted to specific climates and landscapes.</li> <li>• I know more in-depth information about the diversity of human geography in the countries and regions in Africa, including its population, natural resources, economic activity and cultural practices.</li> <li>• I can analyse and explain how different types of</li> </ul>	<ul style="list-style-type: none"> <li>• I know that natural resources are materials or substances that occur naturally in the environment and that these are not distributed evenly.</li> <li>• I can use increasingly advanced geographical vocabulary to describe natural resources in greater depth.</li> <li>• I can identify and describe types of natural resources (including water, forests and geological natural resources) and explain their importance.</li> <li>• I know about, and can explain, how climate and geography affects the availability of natural resources.</li> <li>• I know about climate change and can describe how it affects global environments and populations.</li> <li>• I know that humans use natural resources for a range of purposes, including trade, manufacturing and as a source of energy.</li> <li>• I can describe how physical geography, such as the availability of natural resources, affects land use, settlement patterns and human activities.</li> <li>• I know what is meant by renewable and non-renewable energy sources and can describe these in detail accurately.</li> <li>• I know that a substantial amount of electricity in the UK is generated by burning fossil fuels.</li> <li>• I know about, and can explain, how some natural resources are extracted.</li> <li>• I can describe the impact of fossil fuels on human health and the environment.</li> <li>• I can describe and compare different sources of renewable energy, including their advantages,</li> </ul>
describe and understand key aspects of 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	<ul style="list-style-type: none"> <li>• I can identify and accurately describe a broader range of biomes, including deserts.</li> <li>• I know about climate change and can describe how it affects global environments and populations.</li> <li>• I know about the links between climate change, extreme weather and natural hazards and can describe its impact on the environment and populations.</li> <li>• I can describe how climate zones, biomes and vegetation belts interact and affect the environment and human activity.</li> <li>• I can identify and accurately describe the features of a range of significant mountains, volcanoes and deserts from around the world.</li> <li>• I can identify and explain types of extreme weather and natural hazards (including earthquakes and tsunamis) and explain their impact on the environment and population.</li> <li>• I understand, and can explain, key physical processes</li> </ul>		

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	<p>and their role in shaping the Earth's surface, such as the water cycle, mountain formation, volcanic activity, earthquakes, desertification and climate change.</p> <ul style="list-style-type: none"> <li>• I understand and can explain the Earth's layers and the role of tectonic plates in the formation of mountains and natural disasters, such as earthquakes, tsunamis and volcanic eruptions.</li> <li>• I know about, and can explain, some of the causes and effects of drought.</li> <li>• I can identify and explain how plants and animals are adapted to specific climates and landscapes.</li> <li>• I can securely explain the importance of biodiversity and the water cycle for climate regulation.</li> <li>• I know about the human geography of a diverse range of countries and regions.</li> <li>• I know about, and can explain key aspects of human geography, including settlement types, land use, economic activity, and the distribution of natural resources.</li> <li>• I can describe the distribution of natural resources and explain their importance for human activity in greater depth.</li> <li>• I can explain how physical geography, such as climate and resources, affects human settlement and land use in greater depth.</li> <li>• I understand the interaction between the environment and human activity and can analyse how they influence each other.</li> <li>• I can explain the impact of extreme weather on environments and populations.</li> <li>• I can assess the impact of natural disasters on environments and populations.</li> <li>• I can explain the importance of sustainable human activity to combat climate change.</li> </ul>	<p>settlements and land use develop in response to physical geography, such as mountains, rivers, and climate.</p> <ul style="list-style-type: none"> <li>• I can identify and describe some of the human features of Nigeria, Morocco, Tanzania, South Africa.</li> <li>• I know what natural resources are available in the Central African Republic and can explain their significance.</li> <li>• I can analyse how a country's human geography and natural resources impacts on its economy, trade and development.</li> <li>• I can discuss the impact of trade and development on the population of the Central African Republic.</li> <li>• I know what civil war and apartheid are and can explain how they impact a country's economy and development and people's ways of life.</li> <li>• I can explain how the history of South Africa interacts with its geography.</li> <li>• I know about, and can describe, the diversity of cultures across different regions and countries in Africa.</li> <li>• I can explain how cultural diversity enriches societies.</li> </ul>	<p>disadvantages and effectiveness.</p> <ul style="list-style-type: none"> <li>• I understand the importance of renewable energy for reducing pollution and combating climate change.</li> <li>• I can describe how a range of natural resources are extracted, used and traded in detail.</li> <li>• I can name some of the resources imported into the UK and describe what these are used for in detail.</li> <li>• I know, and can explain why, it is important to conserve natural resources for future generations.</li> <li>• I can describe some sustainable practices to conserve natural resources in detail.</li> <li>• I can explain why some land is protected or left undeveloped.</li> <li>• I can analyse and explain how human activity and the environment interact and influence each other.</li> </ul>
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use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<ul style="list-style-type: none"> <li>• I know about, and can accurately interpret, physical, political and thematic maps to gather specific information about extreme weather and natural hazards.</li> <li>• I can use maps to find out about the impact of human activity.</li> <li>• I can interpret more complex map symbols and keys to understand detailed geographical data.</li> <li>• I can use information in maps, atlases and GIS to explain how human and physical features interact.</li> <li>• I can create more detailed maps, charts and presentations about an aspect of global geography.</li> <li>• I can ask more complex geographical questions about extreme weather and natural hazards.</li> <li>• I can investigate extreme weather and natural hazards using a range of sources.</li> <li>• I can synthesise and summarise geographical data from a range of sources to draw well-informed conclusions.</li> <li>• I can create detailed maps, graphs and reports to present geographical information about extreme weather and natural hazards.</li> <li>• I can hypothesise about future geographical changes in regions based on current data and trends.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to use physical, political and topographical maps for a range of purposes.</li> <li>• I can accurately interpret a range of world and regional maps, atlases and digital mapping tools to locate Africa, its countries, regions and cities.</li> <li>• I can accurately interpret maps and digital mapping tools to locate and research South Africa's biomes and their features.</li> <li>• I can use a range of geographical sources to find out about the impact of human activity or how human and physical features interact.</li> <li>• I can interpret more complex map symbols and keys to understand detailed geographical data.</li> <li>• I can create detailed maps and presentations about the geography of a country, area or region in Africa.</li> <li>• I can use eight-point compass references (cardinal and intercardinal) to locate countries in Africa confidently.</li> <li>• I can use eight-point compass references to describe precise locations and directions confidently.</li> <li>• I can ask more complex geographical questions about a country in Africa.</li> <li>• I can investigate the physical and human geography of a country in Africa using a range of sources.</li> <li>• I can synthesise and summarise geographical data from a range of sources to draw well-informed conclusions.</li> <li>• I can create detailed maps, graphs and reports to present geographical information about my chosen country.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a world map to identify specific countries around the world.</li> <li>• I can securely use maps, atlases, and digital tools to locate and describe natural resources.</li> <li>• I can use thematic maps and other geographical sources to explore the distribution of natural resources and changes in land use patterns over time.</li> <li>-</li> <li>• I can ask in-depth questions about the distribution of natural resources and renewable energy.</li> <li>• I can investigate the distribution of natural resources and renewable energy using a range of geographical resources.</li> <li>• I can use my understanding to take part in an informed discussion about renewable energy.</li> </ul>
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			

## St. Gabriel's Primary School Geography Curriculum

<p>Vocabulary</p>	<p>climate, weather, atmosphere, air pressure, temperature, humidity, wind, troposphere, hot, cold, dry, humid, extreme, natural hazard, force, pressure, Equator, Arctic Circle, Antarctic Circle, South Pole, North Pole, desert, drought, flood, rainfall, Sahara Desert , Algeria, Chad, Egypt, Libya, Mali, Mauritania, Morocco, Niger, Western Sahara, Sudan, Tunisia, Death Valley, California, Oymyakon, Russia, Mawsynram, India, Atacama Desert, Chile, Tornado Alley, USA, water cycle, precipitation, rain, snow, sleet, hail, evaporation, condensation, transpiration, water vapour, clouds, water shortage, drought, moisture, clouds, crop failure, drinking water, forest fires, dams, deforestation, soil erosion, lightning, storm, eye, hurricane, cyclone, typhoon, flood, blizzards, tornados, tsunamis, earthquakes, ocean floor, shockwaves, volcano, magma, magma chamber, molten rock, solid, liquid, gas, ash, active, dormant, extinct, erupt, tectonic plates, crust, mantle, inner core, outer core, fault lines, Richter scale, destruction, damage, displacement</p>	<p>continent, country, city, Africa, Morocco, Nigeria, Tanzania, Central African Republic, Namibia, Botswana, South Africa, Northern Africa, Western Africa, Eastern Africa, Central Africa, Southern Africa, Mount Kilimanjaro, Lake Victoria, Serengeti, mountains, rivers, deserts, economy, natural resources, population, government, language, economy, trade, development, transportation, agriculture, cotton, Berbers, animals, plants, climate, weather, biomes, biodiversity, culture, tagine, tourism, safari, landmarks, natural resources, metals, gold, minerals, diamonds, uranium, timber, civil war, apartheid, desert, forest, savannah, grassland, coastal, Albany thicket, Fynbos, Nama Karoo, Succulent Karoo</p>	<p>natural resources, land use, UK, abundant, scarce, issues, renewable energy, non-renewable energy, advantages, disadvantages, geological, coal, petroleum, natural gas, limestone, silica (sand), gypsum, iron ore, gems, minerals, water, air, wind, waves, soil, wood, crops, animals, sunshine, people, work, employment, trade, industry, agriculture, farming, mining, protected, suitable, unsuitable, National park, conservation, moorland, wildlife, hilly regions, coastal areas, cheap, expensive, water shortage, National Grid, power station, electricity, natural gas, clean energy, fossil fuels, nuclear fuel, biofuel, solar panels, wind turbines, wind farms, USA, Russia, Australia, Qatar, Germany, Ukraine, Netherlands, North Sea, dig, drill, burn, mine, cost, cheaper, more expensive, damage, disease, health, ill-health, harmful, uranium, nuclear reactor, radioactive, time, area, space, population, conifers, pine, cedar, yew, softwood, Sweden, Norway, Finland, climate, cool, wet, Malaysia, Indonesia, hardwood, tropical oak, teak, mahogany, paper, rubber, logging, deforestation, soil erosion, recycling, cargo, ship, transport, mill, Turkey, Pakistan, Egypt, glass, concrete, furnace, molten, light bulbs, bottles, jars, storage, machinery, robotics, cement, paving, bridges, dams, houses, building, construction, engineering, manufacturing, construction. medicine, materials, products, climate, quantity, cost, space, pollution, habitat destruction, resource depletion, climate change</p>
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