

Geography

Progression Curriculum

Cycle A 2025 – 2026

Cycle B 2026 - 2027

Key Stage 1 – How to be a Geographer

Cycle A

Unit	What is it like under our oceans?	What is life like in the hottest and coldest places?
Main aims	<p>Name and locate the five oceans of the world on a map or globe.</p> <p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Describe coasts, ports and harbours.</p> <p>Describe different marine habitats and understand the importance of the ocean in providing habitats for a variety of life forms.</p> <p>Describe how human activities impact the oceans and understand the importance of looking after the oceans.</p>	<p>Identify and describe the characteristics of hot desert regions (e.g. the Sahara) and cold polar regions (e.g. Antarctica), including temperature, weather, and landscape features.</p> <p>Name and locate the world’s hottest and coldest places on a map or globe, including the Equator and the North and South Poles.</p> <p>Describe how people live in hot and cold places, including types of homes, clothing, and daily activities.</p> <p>Compare the weather in hot and cold places with the UK, identifying seasonal and daily weather patterns.</p>
Key concepts	<p>An ocean is a large body of sea water, they cover 71% of the earth’s surface. The oceans, in size order, are Pacific, Atlantic, Indian, Southern, & Arctic. The Indian & Pacific Oceans are warmer because they are closer to the equator where the sun shines more directly, while the Arctic & Southern Oceans are colder as they are closer to the North & South Poles where the sun’s rays are less direct & temperatures are colder.</p> <p>Oceans have a range of features.</p> <p>Coastlines: The boundary between land and sea, often characterised by sandy beaches, cliffs, and rocky shores.</p> <p>Ports and harbours: A port is a place where boats and ships can stop to load or unload things, like cargo or people. A harbour is a protected area of water where boats can stay safe from waves and bad weather.</p> <p>Oceans support a vast array of life, including fish, mammals like dolphin, birds like seagulls, and invertebrates like octopus, providing food, shelter, and breeding grounds for many species.</p> <p>Coral reefs: Are home to a wide variety of fish, invertebrates like crabs, and other marine life, like turtles.</p> <p>Kelp forests: Underwater forests with large brown algae known as kelp, providing habitat for fish, invertebrates, and marine mammals.</p> <p>Deep-sea trenches: Deep underwater canyons and valleys, inhabited by unique species adapted to extreme pressure and darkness. Some marine organisms can produce light through a process called bioluminescence.</p> <p>Human activities impact the oceans. Overfishing can deplete fish populations and disrupt marine ecosystems. Shipping can lead to pollution and habitat destruction. Pollution, such as plastic waste and oil spills, can harm marine life and ecosystems.</p> <p>Efforts to protect marine environments, such as establishing marine protected areas and reducing plastic pollution, are crucial for preserving ocean health.</p>	<p>The Earth has hot places near the Equator and cold places near the North and South Poles.</p> <p>The Equator is an imaginary line around the middle of the Earth where it is usually hot.</p> <p>The North Pole is in the Arctic, and the South Pole is in Antarctica—both are extremely cold.</p> <p>The UK is in a temperate zone, so it has both warm and cold seasons but is not extremely hot or cold all year.</p> <p>Hot places often have high temperatures and dry weather.</p> <p>Cold places often have low temperatures, snow, and ice.</p> <p>Antarctica is the coldest place on Earth.</p> <p>The Sahara Desert is one of the hottest places on Earth.</p> <p>Hot and cold places usually have different types of weather than the UK.</p> <p>Weather symbols can be used to describe and understand daily weather.</p> <p>Hot places may have features like sand dunes, rocky mountains, and little vegetation.</p> <p>Cold places have features like glaciers, ice sheets, and snowy landscapes.</p> <p>Polar regions can have 24-hour daylight or darkness depending on the time of year.</p> <p>People live in both hot and cold places, but they adapt their clothing, homes, and transport.</p> <p>Inuit people live in the Arctic and traditionally use sleds, wear fur-lined clothes, and build insulated homes.</p> <p>People in hot deserts wear loose, light clothing and may live in homes made to keep cool.</p> <p>Not everyone in the world lives like we do in the UK—geography helps us understand those differences.</p>
Skills	<p>Name and locate the world’s five oceans.</p> <p>Use basic geographical vocabulary to refer to key physical features.</p>	<p>Name and locate the seven continents of the world.</p>

	Describe key geographical features of an environment. Locate certain areas on a map and/or globe. Use simple compass directions, geographical language and directional language. Begin to explain human impact on the oceans.	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 and human features. Use world maps, globes and atlases to locate certain areas. Describe key geographical features of an environment.
Media/Resources	<i>Above and Below</i>	<i>The Dragon Machine</i> <i>The Dragonsitter</i>
Vocabulary	Ocean, Pacific, Atlantic, Indian, Southern, Arctic, beach, cliff, coast, port, harbour, kelp forest, ocean, valley, coral reef.	Equator, polar, tropical, climate, temperature, temperate, zone, glacier, insulated, weather, continent

KS1 - Cycle B		
Unit	What can we see in our area?	How is life different in Dubai to Sutton-in-Ashfield?
Main aims	Remember the name of the village/town/ county where they live Identify and describe features of their local environment. Notice and describe differences and similarities in the environment. Differentiate between human-made features and physical features in their local environment. Begin to understand the importance of caring for their local environment.	Locate the UK and UAE on a globe Identify and describe key characteristics of Dubai and Nottinghamshire, including their human features and physical features. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Compare life in Dubai with life in Nottinghamshire. focusing on factors such as climate, housing, food, clothing, and daily activities. Develop an understanding of cultural differences between Dubai and Nottinghamshire.
Key concepts	Features of the local environment may include buildings, roads, parks, bodies of water, and natural landscapes. Local environments often exhibit differences. For example, <ul style="list-style-type: none"> • buildings may include houses, shops, churches with different sizes, roofs, windows, & doors. • Roads might be main roads, residential streets, cul-de-sacs or alleys. • Parks might have playgrounds, benches, picnic tables, nature areas & walking paths. • Water might be ponds, streams, lakes or rivers. • The natural landscapes might be woods, hills, fields with various plants and animals. Examples of human-made features may include houses, schools, shops, and roads, while physical features could include rivers, hills, woods. Basic maps might illustrate their school, nearby landmarks, and important routes. Looking after their environment might include topics like reducing litter, conserving resources, and protecting wildlife habitats.	The United Kingdom is in Europe and the United Arab Emirates is in the Middle East. The flight from the UK to Dubai is 7-8 hours, south-east. Dubai's natural features include desert landscapes with sand, coastal areas, and the nearby Hajar Mountains, while Nottinghamshire has soil, farmland, lush greenery, the River Trent and Sherwood Forest. Dubai is home to the Arabian oryx, Arabian gazelles, & desert foxes. Nottinghamshire has deer, foxes, badgers, & varied birds. Dubai has a hot desert climate with high temperatures year-round, while Nottinghamshire has milder temperatures, rainfall and seasons. Nottingham dates back to at least the 9th century CE. Dubai dates to the early 19th century & transformed into an urban centre in the latter half of the 20th century. In Dubai, housing consists of modern high-rise buildings, (Dubai has the tallest building in the world, the Burj Khalifa with over 160 stories.) In Nottinghamshire, housing can include traditional houses, cottages, and newer developments. Dubai's cuisine includes Middle Eastern and international cuisines, with traditional clothing such as abayas and kanduras. Nottinghamshire has a diverse range of British and international cuisines and traditional Western clothing.

		Daily activities in Dubai may include visits to malls & beaches, while in Nottinghamshire, people visit parks & historical sites. Both areas are culturally diverse. In Dubai Arabic is the main language and Islam is the main religion with many mosques & celebrations such as Eid al-Fitr. In Nottinghamshire English is the primary language and Christianity is the main religion with many churches & celebrations such as Christmas & Easter.
Skills	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 Use world maps, atlases and globes to identify the United Kingdom and its countries 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. 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 Use basic geographical vocabulary to refer to key physical and human features. Use world maps, globes and atlases to locate certain areas. Describe key geographical features of an environment. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Use simple fieldwork and observational skills to study the key human and physical features of their surrounding environment.
Media/Resources	<i>Nibbles the Book Monster</i>	<i>Commotion in the Ocean</i>
Vocabulary	Village, Town, County, Building, House, Office, Shop, Road, Park, River, Map, Symbol, Left, Right, Environment.	Atlas, Nottinghamshire, England, Dubai, UAE, similar, different, climate, city, desert, forest, river, farmland, skyscrapers, housing, Arabic, mosques, churches.

	KS1 Endpoints
Knowledge and understanding	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality.</p> <p>They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • 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"> • 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.
Expressing Ideas and Insights	<ul style="list-style-type: none"> • 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 • use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Enquiry and Critical Thinking	<ul style="list-style-type: none"> • 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 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

LKS2 – How to be a Geographer

Cycle A

Unit	How does the water go round and round?	Why does the earth shake, rattle and roll?	What would you see travelling through India?
Main aims	Name the key processes of the water cycle Explain the water cycle Begin to explain the consequences of disruptions in the water cycle Begin to explain the impact of human activities on the water cycle Begin to explain water management practices.	Locate major tectonic plate boundaries on a world map. Explain the processes that lead to earthquakes and volcanic eruptions. Explain the impact of earthquakes and volcanic eruptions on the physical landscape a	Identify and describe key physical features of India Locate India on a world map and name its major cities and neighbouring countries Explain how climate varies across different parts of India, including tropical, desert, and mountainous areas. Describe some key aspects of human geography in India, such as land use and culture.

		<p>Explain the impact of earthquakes and volcanic eruptions on settlements.</p> <p>Foster empathy for communities facing challenges associated with these natural phenomena.</p>	
<p>Key concepts</p>	<p>The water cycle involves 4 processes - evaporation, where water changes from liquid to vapour; condensation, where water vapour turns into liquid droplets forming clouds; precipitation, such as rain & snow; and collection, where water accumulates in groundwater, rivers, lakes, seas and oceans.</p> <p>Rivers transport water from the land back to the sea. For example, the River Trent flows into the North Sea.</p> <p>The water cycle is a continuous process caused by the sun. The sun heats water on Earth's surface, causing it to evaporate.</p> <p>The water cycle is essential for life replenishing freshwater, supporting ecosystems, and allowing for plant growth.</p> <p>Water is not evenly distributed around the world.</p> <p>Droughts impact agriculture and water supplies. Conversely, excessive rainfall can cause floods, leading to property damage.</p> <p>Pollution like chemicals, industrial waste, plastics, and agricultural runoff threaten water quality in the water cycle.</p> <p>Responsible waste disposal is key to reducing pollution.</p>	<p>Tectonic plates make up the Earth's lithosphere (the hard outer part of the earth), they float on a semi-fluid part of the earth's crust.</p> <p>Their movement at plate boundaries is linked to seismic activity.</p> <p>At convergent boundaries, tectonic plates move toward each other. When plates collide, this can lead to the formation of mountain ranges or a chain of volcanoes.</p> <p>At transform boundaries, tectonic plates slide past each other horizontally. The plates grind against each other, causing earthquakes along faults.</p> <p>The Ring of Fire, a horseshoe-shaped zone around the edges of the Pacific Ocean, is known for its high seismic and volcanic activity.</p> <p>Earthquakes result from the sudden release of energy along faults as tectonic plates move. Stress is released in seismic waves. The Richter scale measures earthquake magnitude.</p> <p>Volcanic eruptions result from the movement of magma (molten rocks beneath the earth surface) at plate boundaries. Magma is forced from the Earth's mantle to the surface via vents or conduits.</p>	<p>India is a country in South Asia and is the seventh largest in the world by land area.</p> <p>India borders seven countries, including Pakistan, Nepal, China, and Bangladesh.</p> <p>The capital city of India is New Delhi; other major cities include Mumbai, Kolkata, and Chennai.</p> <p>India is surrounded by the Indian Ocean to the south, and has long coastlines on both its east and west.</p> <p>The Himalayas form a natural border in the north and include some of the highest mountains in the world.</p> <p>The Ganges River is one of India's most important rivers and is considered sacred in Hinduism.</p> <p>The Thar Desert, in northwest India, is hot and dry.</p> <p>The Western Ghats and Eastern Ghats are mountain ranges along India's coasts.</p> <p>India has a variety of climates, including tropical, desert, and mountain climates.</p> <p>The monsoon season brings heavy rain between June and September in many parts of the country.</p> <p>The Taj Mahal, in Agra, is one of the most famous landmarks in the world and was built as a tomb by Emperor Shah Jahan.</p> <p>India has over 1.4 billion people, making it the most populous country in the world.</p> <p>Life in rural villages is often based around farming, while cities have industries, markets, and modern transport.</p>

	Human activities can disrupt the water cycle. Practices like fixing leaks and promoting responsible water use contribute to water conservation. Implementing green infrastructure (creation of green roofs, urban green spaces, and tree planting) and maintaining natural floodplains help reduce flooding.	Earthquakes can cause changes in the landscape, including the creation of faults, fissures, and ground shaking. Volcanic eruptions contribute to the formation of new landforms, such as mountains, by adding layers of lava and ash. Residents may experience displacement, loss of homes during and after these natural events.	Common crops grown in India include rice, wheat, sugarcane, and cotton. Land use varies greatly in India – from tea plantations in the hills to dense cities on the plains.
Skills	Explain the water cycle. Conduct simple experiments & record observations.	Locate world countries and oceans. Describe and understand key aspects of physical geography including volcanoes and earthquakes. Use maps, atlases, globes and digital/computing mapping to locate countries and describe features studied.	Use maps, atlases, and digital resources to locate and compare places within India Interpret simple data sources to draw conclusions about life in different parts of India.
Media/Resources	<i>Seal Surfer, Winter's Child, Thames & Tide Club</i>	<i>Ariki & the island of wonders</i>	
Vocabulary	Water Cycle, Evaporation, Condensation, Precipitation, Droughts, Flooding, Transpiration, Urbanisation, Fresh Water, Pollution	Tectonic plates, convergent boundary, transform boundary, earthquake, Richter scale, energy, volcano, magma, lava	Region, climate, culture, diverse, compare, population, contrast, monsoon, plateau, desert, Himalayas, river source, urban, rural
LKS2			

Cycle B			
Unit	Why do rivers matter to people and animals around the world?	Where does our food come from?	What is life like in the Amazon rainforest?
Main aims	Locate major world rivers and continents on a map. Describe the journey of a river and key physical features.	Recognise that different foods are often grown, raised, hunted or manufactured. Recognise seasonal variation in food & that many of our food are imported.	Locate the Amazon Rainforest on a map Describe key physical features of the Amazon

	<p>Identify animals and habitats connected to rivers.</p> <p>Explain how rivers support human life, settlements, and transport.</p> <p>Describe some threats to rivers and how they can be protected.</p> <p>Use fieldwork and secondary sources to ask and answer geographical questions about rivers.</p>	<p>Begin to describe how climate influences food production.</p> <p>Demonstrate safe and hygienic practices when washing, peeling, and chopping fruits.</p> <p>Create a simple recipe describing its taste, texture, and appearance.</p> <p>Develop an awareness of the environmental impacts of food production and sustainable eating.</p>	<p>Explain how diverse indigenous communities have adapted to the environment.</p> <p>Evaluate the impact of human activities, both positive and negative, on the Amazon ecosystem.</p> <p>Explain the interconnectedness of the Amazon Rainforest with the wider world.</p>
<p>Key concepts</p>	<p>There are seven continents.</p> <p>Every continent (except Antarctica) has important rivers.</p> <p>Major UK rivers include the Trent (Nottingham), the Thames (London), and the Severn (Wales).</p> <p>Major world rivers include the Nile (Africa), Amazon (South America), Yangtze (Asia), Mississippi (North America), and Danube (Europe).</p> <p>Rivers begin at a place called the source, usually in hills or mountains. They are part of the water cycle.</p> <p>Rivers end at a mouth, where they flow into a sea or ocean.</p> <p>A river's path includes features like waterfalls, meanders, flood plains and deltas.</p> <p>Erosion and deposition shape rivers over time.</p> <p>Rivers are home to many animals, including fish, mammals, amphibians and birds.</p> <p>Different rivers support different ecosystems.</p> <p>Rivers provide fresh water for drinking, washing and farming.</p>	<p>Food can be grown, raised, hunted and manufactured.</p> <p>For example, wheat is grown, chickens are raised, salmon is hunted, and breakfast cereal is manufactured.</p> <p>In shops we find food sourced locally and from around the globe.</p> <p>Examples of local food to Nottinghamshire include Stilton cheese, Melton Mowbray pork pies and Bramley apples.</p> <p>The UK imports food to access a diverse range of products year-round & cater to multicultural tastes.</p> <p>There is seasonal variation in the availability of food. For example, apples in autumn, strawberries in summer, pumpkins in autumn, and parsnips in winter.</p> <p>In different climates around the world different crops thrive. For example, bananas grow best in tropical climates with warm temperatures, high humidity, and well-drained soil.</p> <p>The equator is an imaginary line that circles the Earth halfway between the North and South Poles. It divides the Earth into the Northern Hemisphere and the Southern Hemisphere.</p>	<p>The Amazon Rainforest is in South America, spanning across multiple countries, such as Brazil, Peru, Colombia & Ecuador.</p> <p>It is in the Tropical Climate Zone with high temperatures, high rainfall, high humidity and a similar temperature at day & night.</p> <p>It is the largest rainforest in the world, covering approx. 6.7 million square km.</p> <p>It has a dense canopy of trees that form a complex and interconnected ecosystem.</p> <p>It is a biodiversity hotspot, with an array of plant and animal species, some of which are not found anywhere else in the world.</p> <p>The Amazon River, one of the longest rivers globally, flows through the rainforest, providing a vital water source.</p> <p>The Amazon plays a crucial role in regulating the Earth's climate & is often called the 'lungs of the earth'. It acts as a carbon sink (absorbing CO₂ via photosynthesis and releasing oxygen) and through transpiration it also contributes to rainfall.</p>

	<p>Rivers were used for transport and trade before roads existed but they still play an important role in these areas.</p> <p>Many towns and cities were built near rivers because of access to food, water and transport.</p> <p>Farmers use rivers for irrigation.</p> <p>Deforestation, pollution and littering harm rivers.</p> <p>Dams and reservoirs can help control rivers but may also harm wildlife and local communities.</p> <p>Climate change affects rivers by causing droughts, causing floods, or changing flow patterns.</p> <p>Geographers study rivers by using fieldwork, maps, data collection and samples.</p> <p>Rivers shape the land and human life.</p>	<p>Areas near the Equator receive more direct sunlight. This direct sunlight leads to higher temperatures.</p> <p>Imported food includes:</p> <ul style="list-style-type: none"> - Coffee from countries like Ethiopia & Kenya (Africa) - Rice and mangos from countries like India and Pakistan (Asia) - Citrus fruit from countries like Spain (Europe) - Avocado from countries like Mexico (North America) - Bananas from counties like Chile (South America) <p>Due to its extreme climate, Antarctica does not export food.</p> <p>The transportation of food from farms to markets or from one country to another can contribute to greenhouse gas emissions & air pollution.</p> <p>Eating locally grown produce can help protect the environment.</p>	<p>The Amazon is home to numerous indigenous groups who aim to live harmoniously with the environment.</p> <p>They use sustainable farming including agroforestry (planting between trees), slash and burn, & shifting areas of cultivation.</p> <p>Positive impacts of human activities include sustainable practices by indigenous communities, and conservation efforts by NGOs with the help & knowledge of indigenous communities.</p> <p>Negative impacts include deforestation for agriculture (soybean cultivation), cattle ranching, illegal logging, mining activities.</p> <p>Extensive deforestation has already occurred in Brazil.</p> <p>The destruction of the Amazon would lead to loss of biodiversity & indigenous communities, release of stored carbon and more carbon in the future accelerating climate change, disruption of water cycle & less rainfall, loss of medicinal resources.</p>
Skills	<p>Use maps to locate the world's countries and key physical features in multiple continents.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in a contrasting non-European country.</p>	<p>Use maps to locate the world's countries and key physical features.</p> <p>Identify the position and significance of the equator.</p> <p>Describe and understand key aspects of climate zones.</p> <p>Name and locate the world's seven continents.</p> <p>Locate countries in continents using maps.</p>	<p>Locate the world's countries using maps to focus on South America, concentrating on key physical and human characteristics.</p> <p>Understand land-use patterns and understand how they have changed over time.</p>

	Describe and understand key aspects of physical geography, including rivers and the water cycle. Use maps, atlases, globes and digital/computer mapping. Use the eight points of a compass, four and six-figure grid references, symbols and keys. Use fieldwork to observe, measure, record and present the human and physical features in the local area.	Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.	Use maps, atlases, globes and digital mapping to describe features studied.
Media/Resources	<i>The Sea Book</i>	<i>Blue</i>	<i>Where the Forest Meets the Sea</i>
Vocabulary	source, mouth, meander, delta, waterfall, erosion, deposition, settlement, irrigation, transport, trade, pollution, dam, fieldwork, observation, continent, country, equator, freshwater, ecosystem, biodiversity	Grown, raised, hunted, manufactured, seasonal, climate, equator, local, imported, continent, Africa, Asia, Europe, North America, South America, Antarctica, transportation.	Rainforest, Tropical Climate Zone, Biodiversity, Ecosystem Canopy, Carbon Sink, Indigenous, Deforestation, Conservation, Climate change.
LKS2 Endpoints			
Knowledge and understanding	<ul style="list-style-type: none"> • Pupils should be taught to 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) • 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 		

<p>Expressing Ideas and Insights</p>	<ul style="list-style-type: none"> ● Describe and understand key aspects of: <ul style="list-style-type: none"> ○ physical geography, including: <ul style="list-style-type: none"> ▪ climate zones ▪ biomes and vegetation belts ▪ Rivers ▪ Mountains ▪ volcanoes and earthquakes ▪ the water cycle ○ human geography, including: <ul style="list-style-type: none"> ▪ types of settlement and land use, ▪ economic activity including trade links ▪ the distribution of natural resources including energy, food, minerals and water ● 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>Enquiry and Critical Thinking</p>	<ul style="list-style-type: none"> ● Understand how key topographical features and land-use patterns have changed over time Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography

Key Stage 2 – How to be a Geographer

Cycle A

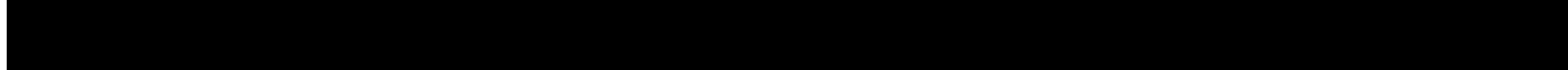
Unit	How do cartographers map the world?	What are the polar regions like and why are they important to our planet?	What are the mysteries of the Sahara?
Main aims	<p>Describe how maps have changed over time and explain why.</p> <p>Use key vocabulary associated with maps and mapping (e.g. cartographer, scale, projection, compass rose).</p> <p>Understand and describe the concept of hemispheres and locate the Northern and Southern Hemispheres.</p> <p>Use latitude and longitude coordinates to locate places on a map.</p> <p>Create and annotate their own maps using appropriate conventions (key, scale, compass, grid references).</p>	<p>Locate and describe the polar regions, identifying key characteristics of the Arctic and Antarctic Circles.</p> <p>Explain the historical significance of polar exploration, and the challenges of human travel and survival in extreme climates.</p> <p>Describe how humans and animals survive in the polar regions.</p> <p>Explain the physical geography of the polar regions.</p> <p>Analyse the global importance of the polar regions.</p> <p>Evaluate environmental threats to the polar regions and suggest informed actions we can take to protect them.</p>	
Key concepts	<p>Cartography is the art and science of making maps.</p> <p>The earliest known maps were made over 2,500 years ago, using clay tablets and animal skins.</p> <p>The Mappa Mundi is a famous medieval map that shows a religious view of the world rather than accurate geography.</p> <p>Gerardus Mercator created one of the most influential map projections in 1569, still used today in navigation.</p> <p>Early maps were often inaccurate because explorers didn't yet know the full shape of the world.</p>	<p>The Arctic Circle is located at approximately 66.5° North latitude.</p> <p>The Antarctic Circle lies at around 66.5° South latitude.</p> <p>Time zones in the polar regions can be confusing — especially in Antarctica, where all time zones meet at the South Pole.</p> <p>The polar regions experience polar day and night, with months of 24-hour daylight in summer and 24-hour darkness in winter.</p> <p>The Antarctic is the coldest place on Earth, with temperatures as low as -89°C recorded.</p>	

<p>There are many different types of map projection even today, because it is very hard to show the globe on a flat map. These projections include AuthaGraph, Winkel Tripel, Goode’s Homolosine, and Robinson.</p> <p>World maps do not need to have the UK in the middle – other world maps show different countries (eg Australia) in the centre. This doesn’t make them ‘upside down’ maps.</p> <p>Maps use symbols, keys, and compass roses to help users understand features and directions.</p> <p>A scale shows the relationship between distance on a map and actual ground distance.</p> <p>Maps can show different types of information: physical features, political borders, population, climate, and more. Ordnance Survey (OS) maps are detailed maps of the UK that use a specific grid reference system.</p> <p>Latitude lines run horizontally and measure how far north or south a place is from the Equator. Longitude lines run vertically and measure how far east or west a place is from the Prime Meridian. Coordinates (e.g., 51°N, 0°W) tell you the exact location of a place using latitude and longitude.</p> <p>The Equator is at 0° latitude and divides the Earth into the Northern and Southern Hemispheres.</p> <p>The Prime Meridian is at 0° longitude and runs through Greenwich, London, dividing the Earth into the Eastern and Western Hemispheres.</p> <p>The Tropic of Cancer (about 23.5°N) and Tropic of Capricorn (about 23.5°S) mark the tropical zone where the sun is directly overhead at least once a year.</p>	<p>The Arctic is warmer than Antarctica because it is ocean-based, but still extremely cold, especially in winter.</p> <p>Permafrost (ground that remains frozen year-round) covers much of the Arctic land.</p> <p>The polar regions are covered by glaciers, sea ice, and ice sheets, which reflect sunlight and help cool the Earth (albedo effect).</p> <p>The Antarctic Ice Sheet contains about 60–70% of the world’s fresh water.</p> <p>Indigenous peoples such as the Inuit live in Arctic areas, adapting to harsh conditions with traditional knowledge and modern tools.</p> <p>No one permanently lives in Antarctica, but about 1,000–5,000 scientists and staff live there seasonally in research stations.</p> <p>Polar bears live in the Arctic, while penguins (like emperor penguins) live only in Antarctica.</p> <p>Animals like Arctic foxes, walruses, and snowy owls are specially adapted to cold, dark winters and icy terrain.</p> <p>Roald Amundsen was the first person to reach the South Pole in 1911.</p> <p>Ernest Shackleton’s Endurance expedition (1914–17) failed to cross Antarctica but became famous for leadership and survival.</p> <p>Modern day explorers still break records in the polar regions: Felicity Aston and Jade Hameister are incredible explorers who have skied across Antarctica in the last fifteen years. Jade was only a teenager when she did it.</p> <p>The polar regions help regulate Earth’s climate by reflecting sunlight and storing greenhouse gases.</p>	
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	<p>The Arctic Circle and Antarctic Circle mark areas near the poles where there are periods of 24-hour daylight or darkness.</p> <p>The Earth is divided into Northern and Southern Hemispheres by the Equator.</p> <p>The Earth is divided into 24 time zones, each representing roughly one hour of time difference.</p> <p>Greenwich Mean Time (GMT) is the time at the Prime Meridian and is the starting point for all world time zones.</p> <p>Time zones help countries organise their days consistently with the position of the sun, despite being far apart geographically.</p>	<p>Climate change is causing polar ice to melt, which contributes to rising sea levels and affects weather patterns globally.</p> <p>Human activity, including pollution, fossil fuel use, and overfishing, threatens the fragile ecosystems of the polar regions.</p>	
Skills	<p>Explain how the Prime Meridian relates to time zones and describe how time varies in different parts of the world.</p> <p>Identify and label key lines of latitude and longitude on a map or globe, including the Equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime Meridian (Greenwich Meridian)</p>		
Media/Resources		<i>Shackleton's Journey</i>	
Vocabulary	<p>Cartographer, longitude, latitude, equator, hemisphere, scale, coordinates, key, northeast, southeast, northwest, southwest, projection, Mercator</p>	<p>Arctic Circle, Antarctic Circle, latitude, time zone, permafrost, glacier, ice sheet, sea ice, albedo effect, polar day/night, Inuit, research station, expedition, climate, greenhouse gases, Amundsen, Shackleton, Aston, Hameister</p>	
UPKS2 – How to be a Geographer			

Unit	Where do our clothes come from?	How is climate change impacting our planet?	How is our country changing?
Main aims		<p>Explain the causes of global warming</p> <p>Explain the far-reaching effects of global warming</p> <p>Reflect on our personal and collective role in environmental sustainability.</p> <p>Advocate for sustainable practices</p>	
Key concept		<p>Global warming is the long-term increase in Earth's average surface temperature. Gases, including carbon dioxide (CO₂) & methane (CH₄) get trapped in the Earth's atmosphere, leading to a warming effect commonly referred to as the greenhouse effect.</p> <p>Human activities, such as the burning of fossil fuels (coal, oil, and natural gas), deforestation, and agriculture processes, release large quantities of greenhouse gases into the atmosphere.</p> <p>As a result of global warming polar ice caps, glaciers, and ice sheets are melting leading to rising sea levels. This poses a threat to coastal communities and animals, like seals and polar bears, who depend on icy environments.</p> <p>More CO₂ is being absorbed leading to ocean acidification. This threatens marine life and fishing communities.</p> <p>There are also more extreme weather events, such as hurricanes, droughts, floods, and wildfires. These can threaten lives, destroy crops and property and lead to displacement.</p> <p>Global warming can be slowed by using renewable energy sources, such as solar and wind power, moving to electric cars, reforestation & reducing single-use plastics.</p> <p>Individual actions, such as reducing meat consumption, mindful travel, and recycling can contribute to lower carbon footprints.</p> <p>Carbon offset programs aim to balance carbon emissions by investing in projects</p>	

		that reduce or capture an equivalent amount of greenhouse gases.	
Skills		Carry out a fieldwork survey and present findings using computer graphs	
Media/Resources			
Vocabulary		Global Warming, Greenhouse effect, Fossil Fuels, Deforestation, Sea Level Rise, Ocean Acidification, Renewable Energy, Carbon Footprint	



Knowledge and understanding	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● 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) ● 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
Expressing Ideas and Insights	<ul style="list-style-type: none"> ● Describe and understand key aspects of: <ul style="list-style-type: none"> ○ physical geography, including: <ul style="list-style-type: none"> ▪ climate zones ▪ biomes and vegetation belts ▪ Rivers ▪ Mountains ▪ volcanoes and earthquakes ▪ the water cycle ○ human geography, including: <ul style="list-style-type: none"> ▪ types of settlement and land use, ▪ economic activity including trade links ▪ the distribution of natural resources including energy, food, minerals and water ● 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

**Enquiry and
Critical Thinking**

- Understand how key topographical features and land-use patterns have changed over time
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography