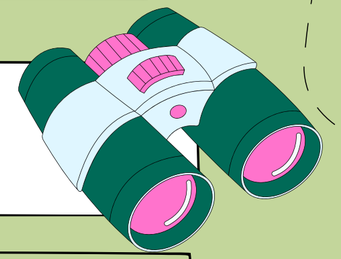
Geography at Aylward

Knowledge and Skills Progression Map

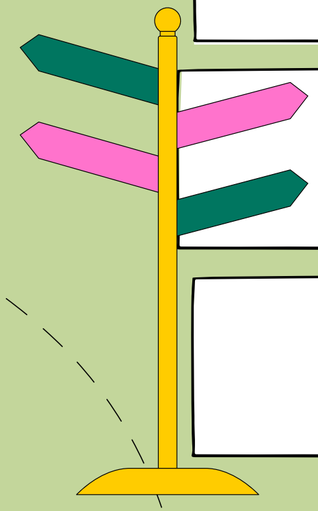
Click on each tab to find the relevant information



Intent, Implementation and Impact

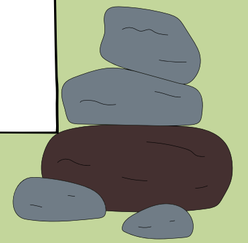
Disciplinary Concepts in Geography

Curriculum Map



Knowledge and Skills Progression by Year Group

Useful websites and links



Intent, Implementation and Impact

Intent

- Inspire curiosity and fascination with the world.
- Equip children with geographical skills.
- Deepen understanding of the Earth's key physical and human processes.
- Gain a sense of self within the world.

Implementation

We deliver a broad, ambitious and progressively sequenced curriculum, rooted in the National Curriculum, which systematically develops pupils' knowledge and understanding of human and physical geography, places and environments at local, national and global scales.

We explicitly develop substantive and disciplinary geographical knowledge through enquiry-based learning. Children are taught to ask geographical questions, use maps and other geographical resources, collect and interpret data, identify patterns and draw informed conclusions, with increasing independence and complexity as they progress through the school. Fieldwork is embedded within curriculum units and supported by purposeful educational visits and exploration of the local environment (see fieldwork cycle on next slide)

We use high-quality resources, including Kapow, to support carefully planned and engaging lessons that develop geographical understanding, promote curiosity and provide opportunities for children to apply their knowledge and skills in meaningful contexts.

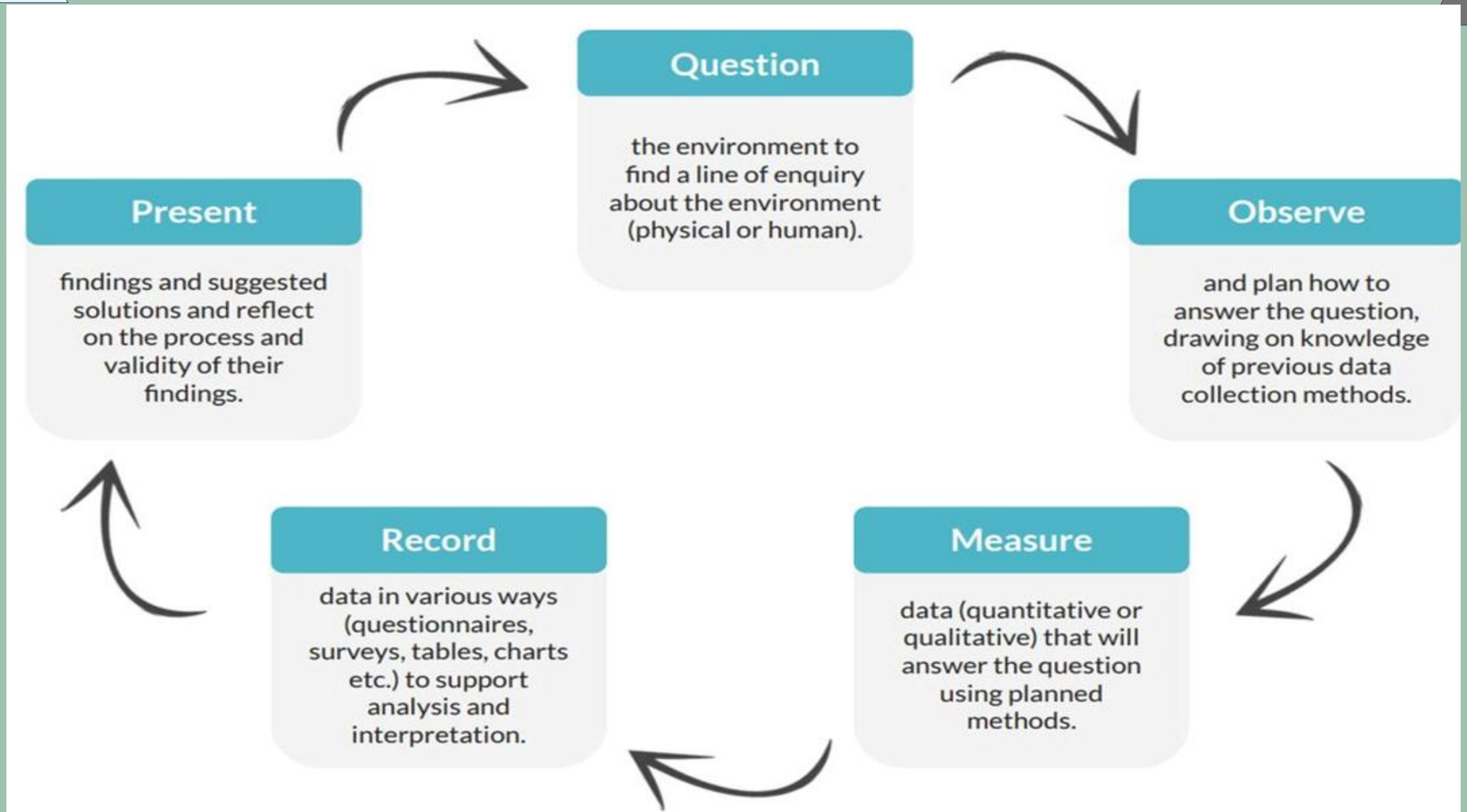
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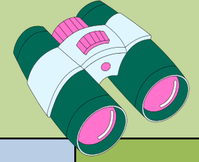
Children develop secure and progressively deeper geographical knowledge, recalling and applying prior learning to understand and compare places, environments and human and physical processes. They use geographical vocabulary accurately and make meaningful connections across topics and other areas of the curriculum.

Children demonstrate increasingly sophisticated disciplinary knowledge and geographical skills, confidently using maps, globes, compasses and other resources. Through fieldwork and enquiry, they independently collect, interpret and present geographical data, using evidence to draw informed conclusions.

By the end of Year 6, children have developed the knowledge, skills and understanding needed for the next stage of their education. They demonstrate curiosity about the world, an appreciation of the relationship between people and the environment, and an awareness of their responsibilities as global citizens.

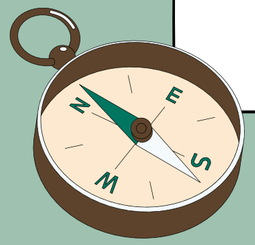
Disciplinary Concepts in Geography



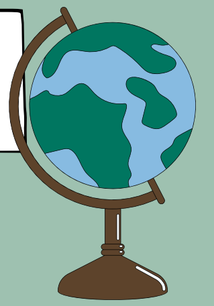


Curriculum map

	Autumn	Spring	Summer
Nursery	**Investigate Patterns and Places** *Where in the world are we from?* Understand seasonal changes	**Investigate Places/Communicate Geographically** *Where in the world do Bears live?* Understand seasonal changes	**To Communicate Geographically** *Why do some animals live on a farm?* Understand seasonal changes
Reception	**Investigating Patterns** *What is the difference between Autumn and Winter?*	**Investigate Patterns** *What is the difference between Winter and Spring?* **Investigate Patterns and Places** *What do we like about school and where we live?*	**Investigate Patterns** *What is the difference between Spring and Summer?* **Investigate Places/Communicate Geographically** *How is Australia different to where we live?*
Year 1		**Sp1 Investigate Patterns and Places: Local Area Study** *What is special about where we live?* **Sp2 Communicate Geographically** *What is the weather like in the UK?*	**Investigate Patterns and Places: Longitudinal Study** *Would you prefer to live in a hot or cold place?*
Year 2		**Sp1 Investigating Patterns/Communicate Geographically** *What is it like to live in Shanghai?* **Sp2 Investigate Patterns and Places** *How do the Human and physical features of an area impact on how people live there? Shetlands vs Glasgow.*	**Investigate Patterns and Places/Communicate Geographically** *What is it like to live by the coast?*
Year 3	**Au2 Investigate Patterns and Places** *Are all settlements the same?*	**Sp1 Investigate Patterns and Places** *Who lives in Antarctica?*	**Investigate Patterns/Communicate Geographically** *What are rivers and how are they used?*
Year 4	**Au1 Investigate Places/Communicate Geographically** *Why don't we have volcanoes in the UK?*	**Sp1 Investigate Places/Communicate Geographically** *How do Human and Physical features impact land use in the Alps?*	**Su2 Communicate Geographically** *Where does our food come from?*
Year 5	**Au2 Investigate Patterns/Communicate Geographically** *Would you like to love in the Desert?*	**Sp2 Investigate Places/Communicate Geographically** *What are the environmental Challenges affecting the Amazon rainforest in Brazil?*	**Su2 Investigate Places/Communicate Geographically** *How were maps used by explorers?*
Year 6	**Au2 Communicate Geographically** *What impact did WW2 have on the physical and human Geography of London?*	**Sp1 Investigate Places/Communicate Geographically** *Where does our energy come from?* **Sp2 Investigate Places/Communicate Geographically** *Why does population change?*	



Knowledge and Skills Progression by Year Group



Click on each year group to see which units are covered in each term.

Nursery

Reception

Year 1

Year 2

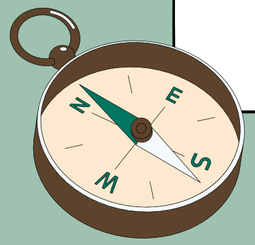
Year 3

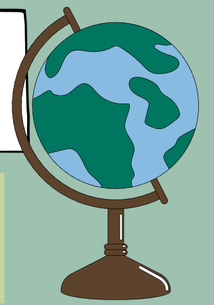
Year 4

Year 5

Year 6

Nursery





Intent

Where in the world are we from? Understand seasonal changes

Our children will begin to explore how they are the same and different to their peers. They will explore where their families are from. We will also explore weather and how the changing of seasons impacts on what we will see outside.

Where in the world do Bears live? Bears and their habitats

Our children will look closely at bears and where they live. They will explore different habitats and will begin to explore that there are different countries that make up the world.

Why do some animals live on a farm? Understand seasonal changes

Our children will explore different habitats focusing on the farm. They will begin to explore how food comes from the farm to their local supermarket. We will also explore weather and how the changing of seasons impacts on what we will see outside.

Key Vocab

Map, country, tree, house, flat, garden, season, Autumn, winter, rain, snow, cold, sunny, hot, hear, see, smell, habitat, farm, barn, stable, hibernate, den, cub, polar

Questions to measure impact

- What does the weather look like today?
- How does it feel outside?
- What has the season done to the environment?
- Where in the world do you live?
- What about you is the same as someone else?
- What is different?
- What animals would you find on a farm? Why?
- What do we get from them?
- How is a farm different to a … ?

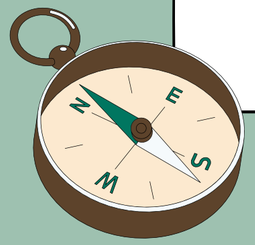
Enrichment opportunities

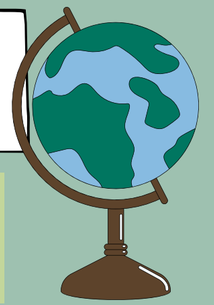
- Walk around the school grounds to explore seasonal changes
- Seasonal feely bags
- Trip to the farm or visiting petting farm

Suggestions for implementation

- Wellie walk
- Journey Sticks- Take the children on a walk of their local area and collect different environmental items they can find on their way- Can do one fore each of the different seasons.
- Forest School
- Google maps- To find houses and countries that families are from.
- Trip to the farm- Cbeebies Down on the Farm have some good clips about farm life-
- Stories and non-fiction texts

Reception





Intent

What do we like about our school and where we live?
What is the difference between Autumn and Winter?

Our children will further explore how they are the same and different to their peers, they will use maps to explore their local area focusing on their houses.

We will also explore weather and how the changing of seasons impacts on what we will see outside

How is Australia different to where we live?
What is the difference between Winter and Spring?

Our children will look at the differences in environments, seasons and ways of life in our country compared to the way of life in Australia.

They will use maps and explore human and physical features of a country.

What changes can you see outside?
What is the difference between Spring and Summer?

Our children will explore changes over time in their local environments.

They will have a greater understanding of how plants grow and the impact that weather has on their environment.

Key Vocab

Building, School, Spring, Summer, Autumn, Winter, Map. Country, Road, Stanmore, London, United Kingdom, Continent , Physical feature, Human feature, Coral reef, Ocean, Plant, Growth, Life cycle, Weather, Soil

Questions to measure impact

- Where are you in the school?
- What is in the room and where is it (near what, next to what…)?
- What is around the classroom?
- What else is around you and where is it in the building and grounds?
- Where are you in the neighbourhood, and what is there - where?
- What planet do we live on, what shape is it, how big is it?
- Who has seen a globe and played with it? What do you know about the world?
- Which continent do we live in? Has anyone travelled to a different country? What continent is this?
- What can you tell me about the continent of Australia/Oceania?

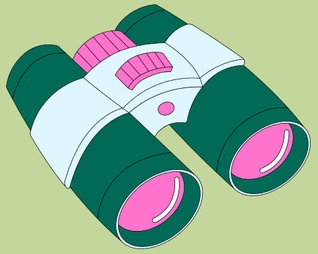
Enrichment opportunities

- Walk around the local area
- Pen pal in Australia
- Australia day – children to participate in a range of Australian themes activities.
- Visit to local garden centre/ allotment
- Environmental walks

Suggestions for implementation

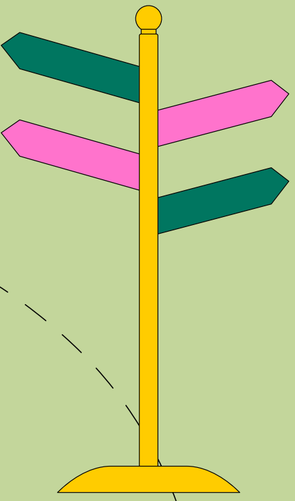
- Walking tour of the local area and school grounds.
- Google maps of where children live- Children to find their own house.
- Seasonal walk in different weather conditions.
- Seasonal Journey sticks.
- Locate Australia on a map
- Explore and compare human and Physical features of Australia and Stanmore.
- Exploration of habitats and animals.

Year 1



Clicking on a unit will take you to the knowledge and skills document which explains the unit in more detail.

Spring 1	Spring 1	Summer 1
What is a special about where we live?	What is the weather like in the UK?	Would you prefer to live in a hot or cold place?





Year 1 Spring 1 : What is special about where we live?

Prior learning –

Describes his/her immediate environment using knowledge from observations, discussions and maps (ELG)

Intent

Our children will develop their knowledge of the United Kingdom. They will then develop their knowledge of simple locational maps and will be equipped with the skills to read them.

Key areas / Knowledge

Know that maps and aerial photographs can show places from above and help us find features.
Know the name of the village, town or city and country where they live.
Know and identify familiar features in their classroom, school and school grounds.
Know how to use simple positional and directional language, such as *near, far, left, right, next to, behind and in front of*.
Know that maps use pictures and symbols to represent real places and features.

Key Vocab

map, aerial photograph, aerial view, local area, school, playground, route, feature, symbol, near, far, left, right, behind, next to, village, town, city, country

Geographical skills

S2 Use simple observational skills study the geography of the school and its grounds

S4 Use locational and directional language for e.g. near and far; left and right to describe the location of features and routes

S5 Make simple maps and plans for e.g. pictorial place in a story

S6 Use maps and atlases to identify the United Kingdom and its countries and seas

Suggestions for implementation

- **Explore the local area using aerial photographs**, encouraging children to spot familiar buildings, roads, green spaces and the school.
- **Create a 'messy map' of the classroom** using objects before progressing to drawing simple maps and symbols.
- **Take children outside for fieldwork** to identify and locate features around the school grounds.
- **Follow and describe simple routes**, using positional and directional language to explain where they are going.
- **Carry out a playground survey** and use the children's findings to design ideas for making the playground better.

Enrichment opportunities

Local area walk: Explore the streets and places around the school and photograph interesting geographical features.
Map-making challenge: Children create a simple map of their route from the classroom to another part of the school.

Suggested questions to measure impact

- **Can you show me where we live on a map or photograph?**
- **Can you identify and name some features of our school and local area?**
- **Can you use a map to find a place or follow a simple route?**
- **Can you explain where something is using geographical language?**
- **Can you draw a simple map using pictures or symbols to show where things are?**

Year 1 Spring 2 : What is the weather like in the UK?

Prior learning – children learn about the signs of the different seasons in Reception.

Intent

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To develop an understanding of the United Kingdom and its changing weather. To locate the four countries and capital cities of the UK, identify the four seasons and describe associated weather patterns. Through practical observation, simple maps, weather recording and comparison, children will begin to understand that weather can vary across the UK and that people adapt what they do and wear according to the weather.

Key areas / Knowledge

Place Knowledge

- Know the UK is made up of four countries: England, Scotland, Wales and Northern Ireland.
- Know that different parts of the UK can experience different weather.
- Know that weather describes the conditions outside at a particular time.
- Recognise key physical features of the UK, including hills, mountains, rivers and seas.
- Understand that people change what they do/wear in response to different weather.

Locational Knowledge

- Locate the UK on a map/globe.
- Name and locate England, Scotland, Wales and Northern Ireland.
- Know the capital cities: London, Edinburgh, Cardiff and Belfast.
- Know the four compass directions: North, South, East and West.
- Use simple maps to locate places and describe where they are.

Key Vocab

UK, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, weather, season, spring, summer, autumn, winter, forecast, temperature, rain, snow, wind, cloud, sunny, compass, North, South, East, West.

Geographical skills

S1 Ask simple geographical questions e.g. What is it like live in this place?

S2 Use simple observational skills study the geography of the school and its grounds

S3 Use simple maps of the local area for e.g. large scale, pictorial etc

Suggestions for implementation

- Use maps, globes, photographs and weather symbols throughout the unit.
- Keep a class weather diary; observe and record the weather regularly.
- Use UK weather forecasts/weather maps to compare locations.
- Build in practical outdoor observation and opportunities to use compass directions.

Enrichment opportunities

- Create a whole-school/class weather station and collect data.
- Create a UK weather report or forecast.
- Plant/maintain a garden and consider how weather affects plants.

Suggested questions to measure impact

- Can you name and locate the four countries of the UK and their capital cities?
- Can you name the four seasons and describe typical weather?
- Can you use North, South, East and West to describe where something is?
- Can you record and describe today's weather using geographical vocabulary?
- Can you explain why the weather might be different in different parts of the UK?

Year 1 Summer 1 : Would you prefer to live in a hot or cold place?

Prior learning –

To explore why geographical changes, occur and to ask questions about their natural familiar world.

Pupils begin to learn about the 4 seasons in Reception.

Intent

The children will explore different types of weather in their immediate environment. They will look at the hot and cold areas of the world.

Key areas / Knowledge

Human and Physical Geography
Identify seasonal and daily weather patterns in the United Kingdom.
Place Knowledge:
To identify similarities and differences in weather and physical features between a local area in the UK and a contrasting area in the Polar Regions.

Key Vocab

Seasons, weather, climate, Spring, Summer, Autumn, Winter, Arctic and Antarctic, forecast, temperature

Geographical skills

S1 Ask simple geographical questions e.g. What is it like live in this place?

S2 Use simple fieldwork and observational skills

Suggestions for implementation

- Make daily weather charts – set up a weather station in class.
- Have a 'seasons' display – update throughout the year
- Make observations regarding what the children are wearing/bringing to school – sun hat/wellies/winter coat…
- Create and present an imaginary weather report
- Carry out simple weather records – i.e. measure rainfall in a jug over night
- Get dressed in preparation for different types of weather
- Use maps to plot hot and cold areas of the world

Enrichment opportunities

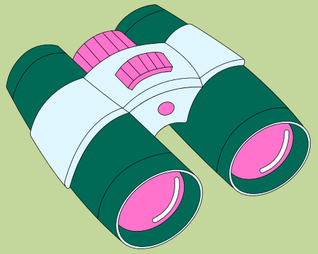
- Have an Arctic Explorers day with a virtual polar trip.
- Go on a seasonal walk and complete observational sketches
- Weather experiment at the Science Museum

Suggested questions to measure impact

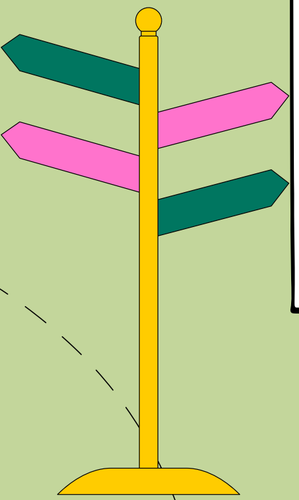
- What season is it at the moment?
- Which season came before/will come next?
- What clothes will you need to wear on Winters v Summers day?
- What can you tell me about the Spring/Autumn/Winter/Summe?
- How is the weather different in polar regions?

Year 2

Clicking on a unit will take you to the knowledge and skills document which explains the unit in more detail.



Spring 1	Spring 2	Summer 2
What is it like to live in Shanghai?	How do the human and physical features of an area impact on how people live there? Shetland Islands compared to Glasgow.	What is it like to live by the coast?





Year 2 Spring 1 : What is it like to live in Shanghai?

Prior learning –

In Reception, the children learnt about Australia and explained some similarities and differences between life in this country and life in other countries, drawing on stories, non-fiction text and, when appropriate, maps.

Intent

To inspire curiosity and fascination with the world by making comparisons between the UK and a non-European country.

Key areas / Knowledge

Locational Knowledge:

- Name and locate the world's seven continents and five oceans.

Place Knowledge:

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and Physical Geography:

- 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.

Key Vocab

Equator, Continent, vegetation, mountain, river, valley

Continent

Geographical skills

S1 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.

S4 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.

Suggestions for implementation

Using maps, atlases and globes, locate the UK and China and identify the main continents and oceans.

Trace a route to China. Ask children how they might travel there and what sort of time would be needed for the journey.

Use secondary resources to support what they think China might be like.

Locate and name seven continents on map.

Identify human and physical features of China.

Compare similarities and differences with China and our local area, including weather patterns.

Enrichment opportunities

- China day in school.
- Visit from a person from China
- Write/receive postcards to/from China.

Suggested questions to measure impact

- What are the seven continents of the world?
- What are the five Oceans?
- Describe some of the physical/human features of China.
- How is the geography of China different from the UK?
- How is the weather in China different to the UK?

Year 2 Spring 2 : How do the Human and physical features of an area impact on how people live there? Shetland Islands compared to Glasgow

Prior learning –

In Y1 the children would have been introduced to the four countries that make up the UK. They should be able to explain what a human a physical feature are and how they differ from each other.

Y2 Spring topic was also a comparison where the children labelled the four countries and capital cities of the UK.

Intent

To equip children with the understanding that human and physical features impact on where and how people choose to live.

Key areas / Knowledge

Human and Physical Geography:

- Understand geographical similarities and differences through studying the human and physical geography of an area.
- Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, island, house, office, shop.
- Use basic geographical vocabulary to refer to key physical features cliff, hill, coast, river.

Locational Knowledge:

- Name and locate the four countries that make up the United Kingdom.

Key Vocab

Human feature, physical feature, urban, rural, UK., England, Wales, Scotland, Northern Ireland.

Geographical skills

S4 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

S3 Devise a simple map; and use and construct basic symbols in a key

Suggestions for implementation

- Use maps, atlases and globes to locate Scotland, including the Shetland islands.
- Research human features of both areas and create a research project in groups comparing the two areas.
- Observe photos/videos and discuss differences and similarities they can see.
- Create a travel brochure advertising why tourists should visit, including the human and physical features.
- Explore means of travel to get to each place and the impact of population.

Enrichment opportunities

- Use of visitor from Scotland as guest speaker.
- Postcard from Scotland.
- Play sorting games to compare the localities.

Suggested questions to measure impact

What are the four countries that make up the UK? Can you name the capital cities?

Describe some of the physical/human features of Glasgow/ Shetlands?

How is the geography of each place different?

Can you point to the UK on a map? Where within the UK is Scotland?

Year 2 Summer 2 : What is it like to live by the coast?

Prior learning –

In Year 1, the children will have looked at their local area of Stanmore and compared it to other parts of the UK.

Intent

To equip children with the Geographical skills to understand the key human and physical features of the seaside

Key areas / Knowledge

Locational Knowledge:

- Name, locate and identify characteristics of the seas surrounding the United Kingdom.

Human and Physical Geography:

- Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.

Key Vocab

Beach, cliff, coast, harbour, port, dock, trade, island, shore, compass points

Geographical skills

S4 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

S3 Devise a simple map; and use and construct basic symbols in a key

S2 Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map

S5 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

Suggestions for implementation

Children to label a map of the UK including England, Northern Ireland, Wales, Scotland and the surrounding seas as well as key locations such as London / Stanmore and any seaside localities they have been to or will be studying. Children to use maps / atlases to support this task.

Identify the key geographical features of the seaside and discuss how it is created: cliffs, sand, port, harbour, erosion
Set up a debate for children to consider which would be the best location in which to live.

Write a leaflet to advertise the seaside, applying key vocabulary in context.

Draw a map of a seaside location and create a key. Use compass directions to describe features on their map.

Read symbols on a map

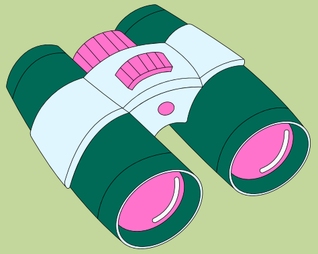
Enrichment opportunities

Children to visit a seaside location and ask local people their opinions on the area.

Suggested questions to measure impact

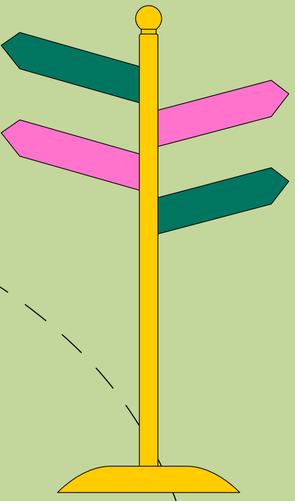
- Can you name any seaside localities within the UK and confidently describe these locations with reference to important features/landmarks?
- Can you compare Stanmore to the seaside, using subject specific vocabulary and first hand observations?
- Do children have a sound knowledge of the different resources that could be used to find out about a new location?
- Can children identify a key feature of a locality on a map, using a key?
- Can they explain where two landmarks are in location to each other using compass directions and directional language?

Year 3



Clicking on a unit will take you to the knowledge and skills document which explains the unit in more detail.

Autumn 2	Spring 2	Summer 2
Are all settlements the same?	Who lives in Antarctica?	What are rivers and how are they used?





Year 3 Autumn 2 : Are all settlements the same?

Prior learning -
Year 1: Spring 2 – Children completed a local area study. The children applied simple map skills in order to understand the Geographical features of their local area and compare them to different locations within the UK.

Intent

For children to understand what settlements are and why the develop. To identify and describe the human and physical features of their local area and explore how land is used in different settlements.

Key areas / Knowledge

Locational Knowledge:
- Locate the UK and surrounding seas on a map.
- Locate London and New Delhi on a map.
- Use maps to locate and describe settlements and key features.

Human and Physical Geography
- Recognise linear, nucleated and dispersed settlement patterns.
- Understand different types of land use.
- Explore how settlements change over time.

Key Vocab

Agricultural, capital city, commercial land, country border, county, dispersed, land-use,, linear, nucleated, region, recreational, residential, settlement

Geographical skills

S1 Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if…continues?

S2 Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.

S9 Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features

S10 Use four figure grid references

S11 Use the 8 points of a compass

S12 Make plans and maps using symbols and keys

Suggestions for implementation

- Use aerial photographs, maps and OS maps to explore settlements.
- Conduct fieldwork around the local area to identify land use.
- Compare historical and modern maps/photos to identify change.
- Use mapping activities to locate and describe features.
- Compare the local area with New Delhi using maps and photographs.

Enrichment opportunities

- Undertake a fieldwork walk.
- Create a map showing different types of land use.
- Compare old and new photographs of Stanmore.
- Investigate why particular buildings/features are located where they are.
- Design an ideal sustainable settlement.

Suggested questions to measure impact

- What is a settlement?
- How are settlements different?
- What are the main types of land use?
- Why are features located where they are?
- How and why has our local area changed?
- What are the similarities and differences between our area and New Delhi?

Year 3 Spring 2: Who lives in Antarctica ?

Prior learning –
There are different water features found on the Earth such as lakes, oceans, seas and rivers.
There are rivers around the world and in our local area. Links to Science: evaporation happens when water (a liquid) turns into water vapour (a gas) when it is heated. • Condensation happens when water vapour (a gas) turns into small water droplets (liquid) when it is cooled. • Plants absorb water through the soil to help them grow.

Intent

To develop an understanding of how a place's location affects its climate and physical environment. We will locate Antarctica and the Antarctic Circle and explore latitude, longitude, hemispheres and climate zones. To investigate the physical features of Antarctica and how people adapt to working in this extreme environment.

Key areas / Knowledge

Place Knowledge
- Describe Antarctica as a polar region with an extreme climate, ice sheets, snow and mountains.
- Understand that there is no permanent population in Antarctica; people mainly visit for research and tourism.
- Explain how people adapt their clothing, equipment and behaviour to the Antarctic environment.
- Know about Ernest Shackleton and the purpose/outcome of his expedition.
- Compare similarities and differences between life in the UK and Antarctica.

Locational Knowledge
- Locate Antarctica, the South Pole, Antarctic Circle and Southern Ocean.
- Know that the Equator divides the Northern and Southern Hemispheres.
- Understand that latitude and longitude are used to describe location.
- Understand that the Earth's tilt causes the seasons and that the hemispheres experience seasons at different times.
- Know that climate zones are areas with similar long-term weather patterns, including the polar climate zone.

Key Vocab

Climate, climate zone, polar, Antarctica, Antarctic Circle, South Pole, Southern Ocean, latitude, longitude, Equator, hemisphere, temperature, ice sheet, glacier, expedition, researcher, tourism, adaptation, Shackleton, grid reference

Geographical skills

S2 Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.

S5 Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc.

Suggestions for implementation

- Use globes and maps regularly to develop secure understanding of Antarctica's location.
- Teach latitude, longitude, hemispheres and climate zones through practical map activities.
- Use photographs, videos and information texts to explore life and work in Antarctica.
- Complete a practical school-ground expedition to apply mapping and navigation skills.

Enrichment opportunities

- Recreate a Shackleton-style expedition around the school grounds.
- Explore Shackleton's *Endurance* expedition through history and primary sources.
- Arrange a virtual visit/talk with a polar scientist or researcher.
- Investigate Antarctic wildlife and how it is adapted to the polar environment.
- Explore sustainability and the impact of human activity/climate change on Antarctica.

Suggested questions to measure impact

- What are the different parts of a river?
- Where do rivers get water from?
- Where does the water in a river go to?
- What are the key features of the water cycle?
- How does the water cycle work?
- What is the relationship between rivers and the water cycle?

Year 3 Summer 2: What are rivers and how are they used?

Prior learning –
Yr3 Spring – Children looked at the water cycle and rivers.

Intent

To develop an understanding of how water moves through the water cycle and how rivers are formed and change as they flow from source to mouth.

To locate major rivers in the UK and around the world, identify key physical features of rivers and explore the different ways people use and value rivers.

Key areas / Knowledge

Place Knowledge

- Know that rivers are important physical features and can shape the landscape.
- Know the main features of a river: source, tributary, meander, floodplain, mouth, estuary/delta.
- Understand that rivers can be used for drinking water, farming, transport, energy and recreation.
- Know that rivers provide habitats for plants and animals.
- Understand that rivers can experience problems such as flooding and pollution.

Locational Knowledge

- Locate and name some major rivers of the UK and the world.
- Locate the source and mouth of a river on a map.
- Understand that rivers generally flow from higher land towards the sea.
- Use the eight points of the compass to describe the location of rivers and features.
- Recognise rivers as part of the wider water cycle.

Key Vocab

Water cycle, evaporation, condensation, precipitation, collection, river, source, tributary, meander, floodplain, mouth, estuary, delta, erosion, pollution, flood, riverbank, channel, reservoir.

Geographical skills

S1 Ask and respond to geographical questions, e.g. *Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if…continues?*

S6 Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office

S9 Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features

Suggestions for implementation

- Create a practical water-cycle model and river formation demonstrations.
- Use atlases, globes and digital maps to locate major rivers.
- Compare photographs/maps of rivers at different stages of their course.
- Undertake local fieldwork at a river, stream, canal or lake and record observations.

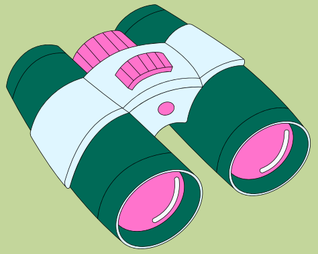
Enrichment opportunities

- Visit a local river, canal or wetland and undertake geographical fieldwork.
- Create a 3D river model showing its key features.
- Investigate a local river's history and how people have used it.
- Explore the impact of flooding or pollution on a local river.
- Work with a local environmental/water organisation.

Suggested questions to measure impact

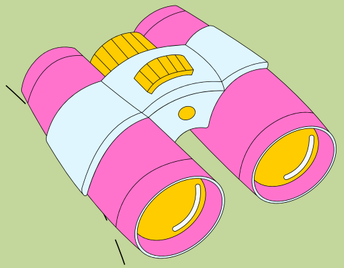
- Can you explain how water moves through the water cycle?
- Can you name and explain the main features of a river?
- Can you locate and name major rivers in the UK and world?
- Can you explain different ways people use rivers?
- Can you use geographical skills to investigate and describe a local river?

Year 4



Clicking on a unit will take you to the knowledge and skills document which explains the unit in more detail.

Autumn 1	Spring 1	Summer 2
Why do people live near volcanoes?	How do human and physical features impact land use in the Alps? (Europe including Russia)	Where does our food come from?





Year 4 Autumn 1: Why do people live near volcanoes?

Prior learning – The children have explored physical geographical features and their impact on humans; for example, coastal features in Y2. In Y3 Science, pupils have learnt about sedimentary, igneous and metamorphic rocks.

Intent

This unit involves understanding how volcanoes are formed, the physical geography of where volcanoes are located and why they aren't found in the United Kingdom.

Pupils will spot patterns between the location of mountains, volcanoes and earthquakes and consider the positive and negative effects of living near a volcano. They will use evidence to support their ideas.

Key areas / Knowledge

Place Knowledge:

- Recognise that people have different quality of lives depending on their environment.

Locational Knowledge:

- Understand that the UK is not near an active plate boundary.
- Identify where volcanoes are located in the world and why.

Human and Physical Geography:

- Describe how people have been affected by changes in the environment
- Describe the structure of the Earth.
- Know that volcanoes are formed at tectonic plate boundaries and explain this process.
- Know that mountains are formed at constructive boundaries.
- Know how earthquakes occur and their impact.

Skills

- Locate key physical features in countries studied
- Locate the world's most significant mountain ranges and identify patterns.
- Describe where volcanoes, earthquakes and mountains are located globally.
  Explain how physical features impact on landscapes and communities.
- Use and interpret maps, globes and atlases to locate countries and key features.
  Describe and use a widening range of geographical terms.

Vocabulary

Active, dormant, volcano, eruption, magma, crust, mantle, outer core, inner core, tectonic plates, lava, vent, ash cloud, chamber, cone, crater, fault, seismic, hazard, evacuation, tourism, earthquake fold mountain, fault-block mountain, volcanic mountain

Suggestions for implementation

Map the location of volcanoes in the world and observe their relationship with tectonic boundaries.

Draw a cross-section labelled diagram to explain the structure of a volcano.

Observe and examine the properties of lava/pumice.

Look at Mount Etna as a case study in positive and negative effects of living near a volcano.

Use evidence to explain why some people choose to live near volcanoes.

Enrichment opportunities

Home Learning - make their own model of a volcano.

Visit the Natural History Museum

Suggested questions to measure impact

How are volcanoes formed?
Why do volcanoes occur?
How do volcanoes affect lives?
Why would people choose to live near a volcano?
Why are there no volcanoes in the UK?

Year 4 Spring 1 : How do human and physical features impact land use in the Alps? (Europe including Russia)

Prior learning -

Intent

To develop an understanding of **mountain environments**, using the Alps as a case study to explore physical and human characteristics.

To investigate the climate, landscape and land use of the Alps, consider why people visit mountain environments and compare life in the Alps with England.

Key areas / Knowledge

Locational Knowledge:

- Locate the Alps and Europe on a world map.
- Identify the eight countries the Alps span.
- Locate Innsbruck, Austria, within the Alps.
- Use maps to identify key physical and human features.
- Compare the location of the Alps with the UK/local area.

Human & Physical Geography

- Understand how mountains are formed and how altitude affects climate.
- Identify physical features including mountains, valleys and glaciers.
- Understand how people use the Alps for tourism, farming and settlement.
- Explore why tourists visit the Alps, including skiing and hiking.
- Compare the human and physical geography of the Alps and local area.

Key Vocab

Alps, agriculture, mountain range, altitude, climate, summit, valley, glacier, tourism, settlement, land use.

Geographical skills

S5: Plan the steps and strategies for an enquiry
S1: Understand and use a widening range of geographical terms

Suggestions for implementation

Use maps and atlases to locate the Alps and its countries.

Use photographs to identify physical and human features.

Investigate how altitude affects climate and vegetation.

Explore why people visit the Alps and the impact of tourism.

Carry out local fieldwork and compare findings with the Alps.

Enrichment opportunities

Create a tourist brochure for the Alps.
Build a model showing the features of a mountain environment.
Research an Alpine animal and its adaptations.
Investigate tourism in the local area.
Design a sustainable Alpine resort.

Suggested questions to measure impact

Where are the Alps and which countries do they span?
How does altitude affect climate and vegetation?
What are the main human and physical features of the Alps?
Why do people visit the Alps?
How is life in the Alps different from our local area?

Year 4 Summer 2 : Where does our food come from?

Prior learning -

Intent

- To develop an understanding of where our food comes from and how geographical factors influence where different foods can be grown.
- To explore the relationship between climate, biomes and food production, trace the journey of food from producer to consumer and investigate global trade.
- To consider the environmental and social impacts of food production and transportation, developing an understanding of responsible and sustainable choices.

Key areas / Knowledge

Place Knowledge

- Know that different foods grow in different biomes and climates because plants need particular conditions.
- Understand that food is produced locally and globally and can travel long distances before reaching consumers.
- Know that food production and trade can have environmental and social impacts, including deforestation and carbon emissions.
- Understand the benefits and drawbacks of buying local versus imported food.
- Know that responsible/ethical trade can support farmers and communities.

Locational Knowledge

- Locate major biomes and identify the types of food that can be produced there.
- Locate countries from which common foods are imported to the UK.
- Locate Côte d'Ivoire and understand its significance in global cocoa production.
- Use maps and atlases to trace the journey of food from its country of origin to the UK.
- Use a scale bar to estimate distances food travels.

Key Vocab

Biome, climate, food production, agriculture, trade, import, export, food miles, carbon footprint, sustainability, ethical, responsible trade, producer, consumer, supply chain, deforestation, cocoa, cooperative.

Geographical skills

S1: Understand and use a widening range of geographical terms
S2: Measure straight line distances using the appropriate scale
S3: Explore features on OS maps using 6 figure grid references
S4: Draw accurate maps with more complex keys.
S5: Plan the steps and strategies for an enquiry

Suggestions for implementation

- Use real food packaging to investigate countries of origin and map food journeys.
- Trace the journey of cocoa from Côte d'Ivoire to a chocolate bar.
- Investigate the school's food supply through a questionnaire/interview.
- Compare the environmental and social advantages/disadvantages of local and imported food.

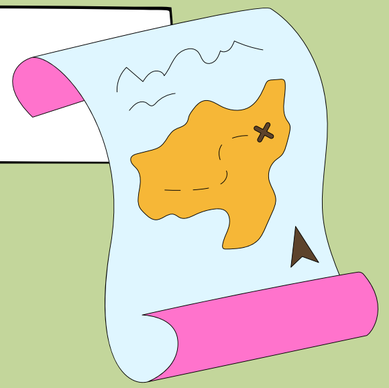
Enrichment opportunities

- Visit a local farm, market or food producer.
- Investigate where the school's meals/ingredients are sourced.
- Hold a local vs imported food debate.
- Create a sustainable school menu using geographical evidence.
- Explore Fairtrade and responsible food production through a real-world case study.

Suggested questions to measure impact

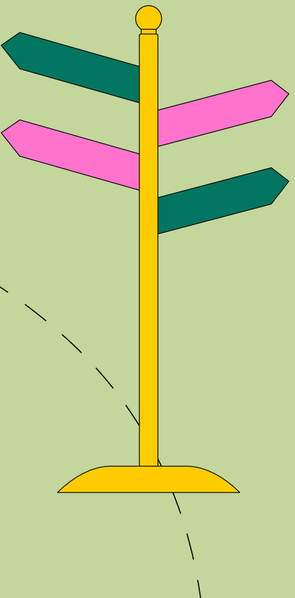
- Can you explain why different foods grow in different parts of the world?
- Can you locate where common foods come from and trace their journey to the UK?
- Can you explain what food miles and carbon footprint mean?
- Can you describe the advantages and disadvantages of buying local and imported food?
- Can you use geographical data to make and justify a more sustainable food choice?

Year 5



Clicking on a unit will take you to the knowledge and skills document which explains the unit in more detail.

Autumn 2	Spring 2	Summer 2
Would you like to live in the desert?	What are the environmental problems that Brazil is facing?	Investigate Places/ Communicate Geographically Globe mapping and oceans





Year 5 Autumn 2: Would you like to live in the desert ?

Prior learning –

Intent

To develop pupils' understanding of hot desert biomes and how physical geography influences human activity and settlement.

- Understand the characteristics of hot desert biomes.
- Locate major deserts using maps, atlases and latitude.
- Explore the physical and human features of the Mojave Desert.
- Understand how people use and adapt to desert environments.

Key areas / Knowledge

Locational knowledge

- The location of the Equator, Tropic of Cancer and Tropic of Capricorn.
- Hot deserts are generally located around the tropics.
- Locate major deserts on a world map and identify the continent in which they are found.
- Use latitude and longitude to describe location.
- Understand that the Mojave Desert is in a different time zone to the UK.

Human and Physical Geography:

- A biome is a large area with a particular climate, vegetation and animal life.
- Characteristics of a hot desert biome: very low rainfall, high temperatures, limited vegetation and animals adapted to dry conditions.

Key Vocab

Biome , climate , arid , desert , drought , desertification, latitude , longitude , Equator , Tropic of Cancer , Tropic of Capricorn , sand dune , mesa erosion , agriculture , ranching , mining , recreation, renewable energy , settlement , climate change , adaptation , environment , hospitable

Geographical skills

S1: Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. (Geographical skills and fieldwork)

S2: Use different types of fieldwork sampling to observe, measure and record information. Record the results in a range of ways.

S5: Use Fieldwork to observe, measure, record and present the human and physical features of a local area, using a range of methods, sketch, map, plan, graphs and digital tech.

Suggestions for implementation

Use atlases, globes and digital maps/Google Earth to locate major deserts and investigate the Mojave Desert.

Use photographs to develop geographical observation: *What can you see? What does this tell us? Why might this feature occur here?*

Use diagrams and photographs to investigate the formation of mesas, sand dunes, salt flats, natural arches and mushroom rocks.

Build in opportunities for discussion, debate and justification, particularly when considering whether deserts are good places to live.
Finish with a comparison between the local area and Mojave Desert

Enrichment opportunities

Virtual field trip to the Mojave Desert using Google Earth.
Design a sustainable desert settlement.
Research desert plant/animal adaptations.
Investigate solar energy in deserts.
Debate: "Would you like to live in the desert?"

Suggested questions to measure impact

- What is a biome and what makes a desert?
- Where are the world's major hot deserts?
- How are desert features formed?
- How do people use and adapt to deserts?
- Would you like to live in the desert? Why?
- Why might a desert be a good place for some human activities but a difficult place to live?

Year 5 Spring 2 : What are the environmental problems that Brazil is facing?

Prior learning –

Children will be familiar with human and physical features of an environment from previous years topics.

Intent

We will explore the human and physical features of Brazil and how they impact on the everyday lives of Brazilian people. We will explore the impact of deforestation on everyday life and compare it to life here in the UK.

Key areas / Knowledge

Locational Knowledge:

- Locate the worlds countries with a focus on North and South America, concentrating on environmental regions, key physical and human characteristics, countries and cities.
- Identify Brazil's location in relation to the equator, tropics and climate zones.

Place Knowledge:

- Describe and compare key human and physical characteristics of Brazil with the UK.
- Understand the effect of Brazil's landscape and climate on how people use land e.g. cities vs rural.

Human and Physical Geography

- Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.
- Describe and understand key aspects of Brazil's human geography including settlements and land use.
- Understand how human activity (e.g. farming, mining, logging) affects the environment, including deforestation and pollution.
- Evaluate how environmental issues impact Brazil and the wider world.

Key Vocab

Environment, equator, rainforest, longitude, latitude, tropic of Cancer, tropic of Capricorn, Northern hemisphere, southern hemisphere, biome, vegetation, forest floor, understory, canopy, emergent layer, biodiversity, logging, deforestation, climate zone, ecosystem, carbon dioxide, agriculture, conservation.

Geographical skills

S3: Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.

S1: Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. (Geographical skills and fieldwork)

Suggestions for implementation

- Use and interpret different types of maps, graphs and sources to draw conclusions.
- Create comparison tables and Venn diagrams to illustrate similarities and differences between regions (Brazil and UK, different regions within Brazil).
- Use atlases and digital maps e.g. Digimap, Google Earth, to locate Brazil, key rivers, cities and natural features.
- Observe photos and videos to explore life in Brazil e.g. rural villages vs cities.
- Use geographical sources to draw their own conclusions about land use and human activity.
- Draw and label a diagram to demonstrate understanding of the rainforest ecosystem.
- Use secondary sources e.g. real news articles, footage, to debate for and against deforestation.

Enrichment opportunities

Rainforest VR workshop.
Home learning – create a rainforest diorama.

Suggested questions to measure impact

- Where is Brazil? What are the physical and human features of the country?
- What is the weather/climate like in Brazil?
- Compare capital cities of Brazil and the UK. Who has the power in Brazil? Compare system with the UK.
- Why do sixteen million Brazilians live below the poverty line?
- What is it like to live in Rio De Janeiro?
- What are the physical characteristics of the Amazon region in Brazil? River/Rainforest (BIOME)
- What is the land use and settlement in the Amazon Rainforest?
- Why should we protect the rainforest?

Year 5 Summer 2 : How were maps used by explorers?

Prior learning - Links to year 4 invaders topic.

Intent

To explore the use of maps and atlases to link to Sir Fracis Drake's circumnavigation of the globe. To be able to explain why maps are important for travel and be able to use a range of geographical skills to explain a journey.

Key areas / Knowledge

Locationall Knowledge:

- Identify and locate on a map or atlas the five oceans of the world.

Place Knowledge:

- Compare how maps depicted the world during the Elizabethan era vs today.

Human and Physical Geography:

- Describe how physical geography influenced early exploration e.g. oceans, coastlines, wind patterns.
- Understand how early explorers relied on physical and human geographical features for navigation and settlement.

Key Vocab

Longitude, latitude, Tropic of Cancer, Tropic of Capricorn, Northern Hemisphere, Southern Hemisphere, Atlantic, Pacific, Indian, Southern, Artic, compass, cardinal points, navigation, circumnavigation, expedition, 6-figure grid reference, coordinates.

Suggestions for implementation

- Plot Sir Francis Drake's circumnavigation on a map or atlas.
- Present a news report on Drake's circumnavigation, using geographical language to describe the journey (e.g. compass directions).
- Explore a range of maps from the Elizabethan era to modern day and compare how countries were represented and discuss reasons for this.
- Local area fieldwork – use a map to explore the local area around the school. Create their own key and plot features through real-life observations. Describe their route using compass directions/grid references.

Enrichment opportunities

- Visit The Golden Hinde in London.
- Have an Elizabethan day in school including a scavenger hunt/plan a 'voyage' involving compasses and maps, as well as links to the History topic.

Geographical skills

S3: Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.

S4: Use the eight points of the compass, four and six- figure grid references, symbols and key (Including the use of OS maps) to build their knowledge of the United Kingdom and the wider world.

S5: Use Fieldwork to observe, measure, record and present the human and physical features of a local area, using a range of methods, sketch, map, plan, graphs and digital tech.

Suggested questions to measure impact

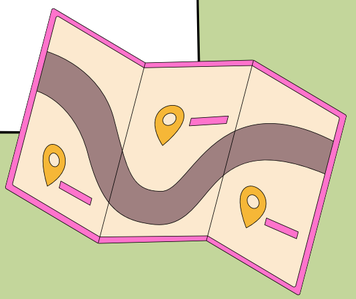
What are the five oceans of the world and where would you find them?

Where on a map would you find...?

How have world maps changed since the Elizabethan era? Why were they different?

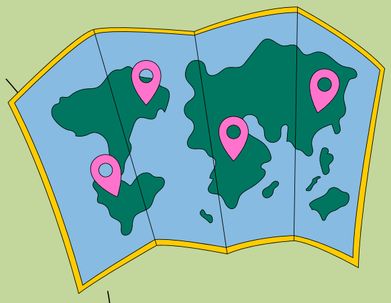
How did explorers rely on human/physical geography for navigation?

Year 6



Clicking on a unit will take you to the knowledge and skills document which explains the unit in more detail.

Autumn 2	Spring 1	Spring 2
What impact did WW2 have on the physical and human geography of London?	Where does our energy come from?	Why does population change?





Year 6 Autumn 2 : What impact did WW2 have on the physical and human geography of London?

Prior learning –

Children have built on their map skills through each year they have done Geography.

Intent

Use maps and photographs to investigate and describe the impact that air raids of 1940s had on London.

To explain the evidence which is still visible in London today (e.g. open spaces/infill housing/partial rebuilds)

Key areas / Knowledge

Locational Knowledge:
- Identify London's boroughs and areas most affected by bombing during WW2.
- Locate major WW2 sites in London using maps.
- Understand London's position within the UK and its strategic importance during the war.

Place knowledge:
- Understand geographical similarities and differences through a study of human impact on a UK city
- Compare London's landscape before, during and after WW2.

Human and Physical Geography
- Describe the human geography changes caused by the war e.g. displacement, evacuation, land-use.
- Understand the impact of the blitz on physical geography.

Key Vocab

Grid references, analyse, statistics, interpret, landmarks, strategic location, evacuation route, infrastructure, aerial photograph, scale.

Geographical skills

S6 Read OS maps, identify common symbols and use the 8 compass points
S7 Accurately identify the position and significance of lines of longitude & latitude
S8 Use field work to create representations of a location.
S9 Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied

Suggestions for implementation

Use historical maps of London to identify bombed areas and strategic targets.

Compare photographs and aerial images of London.

Ask and answer geographical enquiry questions.

Analyse first-hand accounts to explore the impact on people and human geography.

Local area fieldwork investigation – create sketch maps when exploring a local London area with WW2 heritage.

Enrichment opportunities

- Go on a walking tour of WW2 bombed areas
- Visit Bentley Priory Museum.

Suggested questions to measure impact

What can maps tell us about the impact of WW2 on London?
Why were some areas targeted more than others during the Blitz?
How did the human and physical Geography of London change as a result of WW2?
What effect did the war have on London and our local area today?

Year 6 Spring 1: Where does our energy come from?

Prior learning –

Children will have explored other types of natural Phenomena Volcanoes.

Intent

To develop an understanding of where energy comes from and how it is generated, exploring the distribution and use of different energy resources around the world.
To investigate the advantages and disadvantages of renewable and non-renewable energy, consider the environmental impact of energy use and evaluate how we can move towards a more sustainable energy future.

Key areas / Knowledge

Locational Knowledge

- Locate the UK and key energy-producing regions around the world.
- Use maps to identify the distribution of energy resources.
- Use latitude, longitude and the Prime Meridian to locate places.
- Identify countries involved in the global energy trade.
- Compare energy resources across different regions.

Place Knowledge

- Understand how physical geography influences energy production.
- Compare energy use and production in different countries.
- Explore how access to energy affects people and places.
- Understand why some countries rely on particular energy sources.
- Consider how energy choices shape different landscapes.

Human & Physical Geography

- Know the difference between renewable and non-renewable energy.
- Understand how fossil fuels are formed and used.
- Explore how solar, wind and hydroelectric energy are generated.
- Understand the environmental impacts of energy production.
- Explore the importance of sustainable energy for the future.

Key Vocab

renewable, non-renewable, fossil fuel, natural resource, biofuel, solar energy, wind energy, hydroelectric, sustainability, trade.

Geographical skills

S1 Confidently use an atlas to locate key deserts in all 7 continents and be able to explain the key features such as cause and size

S10 I can use fieldwork to observe, measure and record the human and physical features in the wider area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Suggestions for implementation

- Use maps to investigate the global distribution of energy resources.
- Compare renewable and non-renewable energy sources.
- Investigate how energy is generated in the UK and elsewhere.
- Use data and graphs to explore energy production and consumption.
- Debate which energy sources should be used in the future.

Enrichment opportunities

Design a sustainable energy system for the school.
Research an energy source and present its advantages and disadvantages.
Investigate how energy reaches our homes.
Hold a class debate: **“Should we stop using fossil fuels?”**

Suggested questions to measure impact

- Where does the energy we use come from?
- What is the difference between renewable and non-renewable energy?
- Why are some energy sources found in particular places?
- What are the environmental impacts of different energy sources?
- How could we create a more sustainable energy future?

Year 6 Spring 2 : Why does population change?

Prior learning –

Children will use their knowledge of continents and countries to complete this unit.

Intent

- Children will understand how and why population is distributed unevenly across the world.
- Children will understand how birth rates, death rates and migration cause population change.
- Children will explore the social, economic and environmental factors that influence migration.
- Children will understand how climate change and population growth can impact people and environments.

Key areas / Knowledge

Locational

- Know the difference between densely and sparsely populated areas and identify patterns of population distribution around the world.
- Know the location of examples of highly and sparsely populated regions and the geographical factors that influence where people live.
- Know how climate change affects populations in different parts of the world.

Place

- Know what birth rate, death rate and natural increase mean and how they affect population change.
- Know that push and pull factors influence voluntary and involuntary migration, including why some people become refugees.
- Know how population change and migration can affect people, communities and environments.
- Know how to collect, analyse and present geographical data using maps, digital mapping and Likert scales.

Key Vocab

Climate, population, region, impact, migrants, migration, Desely populated, sparsely populated, Population distribution, Birth rate, death rate, pull factors, refugee, deforestation, air pollution, noise pollution, Cartogram, Likert scale, population density, Qualitative data, quantitative data, greenhouse gases, fossil fuels

Geographical skills

S1 Confidently use an atlas to locate key deserts in all 7 continents and be able to explain the key features such as cause and size.
S2 Locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.
S3 Locate the tropical, temperate and polar climate zones on a globe or map, name examples and have some understanding of them.
S4 Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North America
S6 I can use longitude and latitude to identify locations (including time zones)

Suggestions for implementation

- Use population maps, photographs and data to compare densely and sparsely populated places.
- Use case studies to explore birth/death rates and push and pull factors affecting migration.
- Discuss different migration experiences sensitively, including refugees and involuntary migration.
- Investigate how population and climate change affect the environment through a local fieldwork enquiry.
- Use digital maps and collected data to compare locations and suggest environmental improvements.

Enrichment opportunities

- Investigate live population data and compare population change between countries.
- Explore the experiences of migrants through age-appropriate stories, interviews or case studies.
- Visit or investigate a local area to assess the impact of population on the environment.
- Use digital mapping to create and present fieldwork findings.
- Make links with Maths, Computing and English through data analysis, digital mapping and geographical report writing.

Suggested questions to measure impact

- Why are some places more densely populated than others?
- What causes a population to increase or decrease?
- How do push and pull factors influence migration?
- How can climate change affect populations?
- What does our fieldwork tell us about the impact of population on our local environment?

Useful websites and links

KS1

https://www.bbc.co.uk/bitesize/subjects/zcdqxnb

https://www.twinkl.co.uk/resources/geowonderers-resources/geo-wonderers-key-stage-1-units-geo-wonderers

https://www.thenational.academy/teachers/programmes/geography-primary-ks1/units

LKS2

https://www.twinkl.co.uk/resources/geowonderers-resources/geo-wonderers-lower-key-stage-2-units-geo-wonderers

https://www.thenational.academy/teachers/programmes/geography-primary-ks2/units

https://www.bbc.co.uk/bitesize/subjects/zbkw2hv

https://www.topmarks.co.uk/Search.aspx?Subject=12

https://www.ducksters.com/geography/

KS2

https://www.twinkl.co.uk/resources/geowonderers-resources/geo-wonderers-upper-key-stage-2-units-geo-wonderers

https://www.bbc.co.uk/bitesize/subjects/zbkw2hv

https://digimapforschools.edina.ac.uk/roam/map/schools

https://www.natgeokids.com/uk/