

GEOGRAPHY CURRICULUM

Progression, vocabulary and precise curriculum end points • EYFS to Year 6 •



PURPOSE OF STUDY

Geography inspires curiosity about the world and its people. Pupils develop knowledge of places, people, resources and natural and human environments, together with an understanding of the physical and human processes that shape and connect them.

Curriculum aims

1. Develop contextual knowledge of significant places, including their location and characteristics.
2. Understand important physical and human geographical processes.
3. Interpret maps, globes, photographs, diagrams and geographical data.
4. Undertake fieldwork and communicate geographical information in varied ways.

Main focus and end-of-stage expectations

KEY STAGE 1	KEY STAGE 2
Pupils develop knowledge of the world, the United Kingdom and their locality. They use simple maps, atlases, globes, directions, observations and fieldwork to recognise human and physical features.	Pupils extend locational and place knowledge across the UK, Europe and the Americas. They explain physical and human processes, use a wider range of mapping and data, and complete increasingly independent fieldwork.
Locate the UK, its countries and capitals, the continents and oceans. Recognise and describe common human and physical features of places. Use simple maps, symbols, compass directions and aerial images. Observe the local area and communicate findings from simple fieldwork.	Locate significant countries, regions and features using increasingly precise geographical language. Explain how physical and human processes shape places and create change. Use maps, grid references, digital mapping, data and sources critically. Plan and carry out fieldwork, analyse findings and reach supported conclusions.

GEOGRAPHY CURRICULUM

The progression model: what becomes more complex from EYFS to Year 6



Substantive and disciplinary progression

STRAND	EYFS	KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
Geographical enquiry	ask and answer questions about familiar places	use sources to answer simple geographical questions	frame enquiries and compare evidence	design enquiries, evaluate evidence and reach justified conclusions
Maps and spatial thinking	use positional language and simple maps	use keys, compass directions and atlases	use scale, grid references and thematic maps	select maps critically and use six-figure references, latitude and longitude
Fieldwork and data	observe and describe the immediate environment	record observations using simple maps and tallies	select methods, measure and present findings	evaluate methods, analyse patterns and explain limitations
Place and process	recognise similarities, differences and change	describe human and physical features	explain processes and connections between places	analyse interdependence, change and consequences at different scales

Vocabulary golden thread

EYFS foundations

place • location • map • human • physical

Key Stage 1

continent • ocean • compass • feature • route

Lower Key Stage 2

scale • region • climate • settlement • fieldwork

Upper Key Stage 2

interdependence • sustainability • distribution • process • enquiry

ASSESSMENT EVIDENCE

A map, fieldwork record or data representation followed by a geographically reasoned conclusion.

Vocabulary is cumulative: later-stage terms do not replace earlier language. Pupils continue to retrieve and apply established concepts with increasing precision in new contexts.

GEOGRAPHY CURRICULUM

EYFS • curriculum sequence, vocabulary and assessable end points



PROGRESSION FOCUS

Geographical enquiry — ask and answer questions about familiar places; Maps and spatial thinking — use positional language and simple maps; Fieldwork and data — observe and describe the immediate environment; Place and process — recognise similarities, differences and change

EYFS PRINCIPLE

Learning is secured through purposeful play, explicit teaching, talk, stories, observation, making and investigation. These foundations connect directly to the subject curriculum that follows; they are not a miniature Key Stage 1 programme.

AUTUMN

Autumn foundations

Mathematics:

- Understand position through words alone. For example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.

Understanding the World:

- Use all their senses in hands-on exploration of natural materials.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Kapow objectives to be completed through topic work.

- WALT: find and name features on a map.
- WALT: understand the features of maps.
- WALT: build and describe a model of a familiar place.
- WALT: describe a journey.
- WALT: explore a range of maps.
- WALT: make a map.

Essential knowledge — by the end of the unit, pupils will know...

- Understand position through words alone. For example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Understand the features of maps.

Geographical application — by the end of the unit, pupils will be able to...

- Use all their senses in hands-on exploration of natural materials.
- Make a map.

Essential vocabulary

foundations • understand • position • words • location • place • human • physical • map • fieldwork

End-of-unit evidence

Answer the unit enquiry using appropriate maps, geographical information, fieldwork or data, and reach a supported geographical conclusion.

Coherence

Builds on: the preceding curriculum foundations. Prepares for: What is it like here?.

SPRING

Spring foundations

Understanding the World:

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.

Kapow objectives to be completed through topic work.

- WALT: find and name features on a map.
- WALT: understand the features of maps.
- WALT: build and describe a model of a familiar place.
- WALT: describe a journey.
- WALT: explore a range of maps.
- WALT: make a map.

Essential knowledge — by the end of the unit, pupils will know...

- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.
- Understand the features of maps.
- Describe a journey.

Geographical application — by the end of the unit, pupils will be able to...

- Draw information from a simple map.
- Make a map.

Essential vocabulary

foundations • draw • information • simple • location • place • human • physical • map • fieldwork

End-of-unit evidence

Answer the unit enquiry using appropriate maps, geographical information, fieldwork or data, and reach a supported geographical conclusion.

Coherence

Builds on: the preceding curriculum foundations. Prepares for: What is the weather like in the UK?.

SUMMER

Summer foundations

Understanding the World (People, Culture and Communities):

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Understanding the World (The Natural World):

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.

Kapow objectives to be completed through topic work.

- WALT: find and name features on a map.
- WALT: understand the features of maps.
- WALT: build and describe a model of a familiar place.
- WALT: describe a journey.
- WALT: explore a range of maps.
- WALT: make a map.

Essential knowledge — by the end of the unit, pupils will know...

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.
- Understand the features of maps.

Geographical application — by the end of the unit, pupils will be able to...

- Make a map.

Essential vocabulary

foundations • describe • immediate • environment • location • place • human • physical • map • fieldwork

End-of-unit evidence

Answer the unit enquiry using appropriate maps, geographical information, fieldwork or data, and reach a supported geographical conclusion.

Coherence

Builds on: the preceding curriculum foundations. Prepares for: What is it like to live in Shanghai?.

CHECKING SECURE LEARNING

A map, fieldwork record or data representation followed by a geographically reasoned conclusion.

GEOGRAPHY CURRICULUM

Year 1 • curriculum sequence, vocabulary and assessable end points



PROGRESSION FOCUS

Geographical enquiry — use sources to answer simple geographical questions; Maps and spatial thinking — use keys, compass directions and atlases; Fieldwork and data — record observations using simple maps and tallies; Place and process — describe human and physical features

AUTUMN

What is it like here?

What is it like here?

WALT: locate our school.

- WALT: create a map.
- WALT: locate features on our playground.
- WALT: draw a map.
- WALT: investigate.
- WALT: design.

Essential knowledge — by the end of the unit, pupils will know...

- Locate our school.
- Locate features on our playground.
- Create a map.
- Draw a map.
- Investigate.

Geographical application — by the end of the unit, pupils will be able to...

- Create a map.
- Draw a map.
- Investigate.

Essential vocabulary

what • like • here • locate • location • place • human • physical • map • fieldwork

End-of-unit evidence

Answer the unit enquiry using appropriate maps, geographical information, fieldwork or data, and reach a supported geographical conclusion.

Coherence

Builds on: Place foundations. Prepares for: Would you prefer to live in a hot or a cold place?.

SPRING

What is the weather like in the UK?

What is the weather like in the UK?

WALT: locate the four countries of the UK.

- WALT: identify seasonal changes.
- WALT: identify the four compass directions.
- WALT: investigate weather patterns.
- WALT: identify daily weather patterns.
- WALT: understand how weather changes with each season.

Essential knowledge — by the end of the unit, pupils will know...

- Locate the four countries of the UK.
- Identify seasonal changes.
- Identify the four compass directions.
- Identify daily weather patterns.
- Understand how weather changes with each season.

Geographical application — by the end of the unit, pupils will be able to...

- Investigate weather patterns.

Essential vocabulary

what • weather • like • locate • location • place • human • physical • map • fieldwork

End-of-unit evidence

Answer the unit enquiry using appropriate maps, geographical information, fieldwork or data, and reach a supported geographical conclusion.

Coherence

Builds on: the preceding curriculum foundations. Prepares for: Why is our world wonderful?.

SUMMER

What is it like to live in Shanghai?

What is it like to live in Shanghai?

WALT: recognise physical and human features.

- WALT: draw a sketch map.
- WALT: name and locate the seven continents.
- WALT: identify physical and human features. (Of a non-European country).
- WALT: describe. (Shanghai).
- WALT: compare. (Shanghai to a small areas of the UK).

Essential knowledge — by the end of the unit, pupils will know...

- Recognise physical and human features.
- Name and locate the seven continents.
- Identify physical and human features. (Of a non-European country).
- Describe. (Shanghai).
- Compare. (Shanghai to a small areas of the UK).

Geographical application — by the end of the unit, pupils will be able to...

- Draw a sketch map.

Essential vocabulary

what • like • live • shanghai • location • place • human • physical • map • fieldwork

End-of-unit evidence

Answer the unit enquiry using appropriate maps, geographical information, fieldwork or data, and reach a supported geographical conclusion.

Coherence

Builds on: the preceding curriculum foundations. Prepares for: What is it like to live by the coast?.

CHECKING SECURE LEARNING

A map, fieldwork record or data representation followed by a geographically reasoned conclusion.

GEOGRAPHY CURRICULUM

Year 2 • curriculum sequence, vocabulary and assessable end points



PROGRESSION FOCUS

Geographical enquiry — use sources to answer simple geographical questions; Maps and spatial thinking — use keys, compass directions and atlases; Fieldwork and data — record observations using simple maps and tallies; Place and process — describe human and physical features

AUTUMN

Would you prefer to live in a hot or a cold place?

Would you prefer to live in a hot or a cold place?

WALT: name and locate the seven continents.

- WALT: locate the North and South Poles.
- WALT: locate the equator.
- WALT: compare the UK and Kenya.
- WALT: investigate local weather.
- WALT: identify features of hot and cold places.

Essential knowledge — by the end of the unit, pupils will know...

- Name and locate the seven continents.
- Locate the North and South Poles.
- Locate the equator.
- Compare the UK and Kenya.
- Identify features of hot and cold places.

Geographical application — by the end of the unit, pupils will be able to...

- Investigate local weather.

Essential vocabulary

would • prefer • live • cold • location • place • human • physical • map • fieldwork

End-of-unit evidence

Answer the unit enquiry using appropriate maps, geographical information, fieldwork or data, and reach a supported geographical conclusion.

Coherence

Builds on: What is it like here?. Prepares for: Why do people live near volcanoes?.

SPRING

Why is our world wonderful?

Why is our world wonderful?

WALT: identify Geographical features of the UK.

- WALT: locate some key places of the world.
- WALT: name and locate the five oceans.
- WALT: draw human and physical features on a sketch map.
- WALT: investigate and record. (Local habitat).
- WALT: present findings.

Essential knowledge — by the end of the unit, pupils will know...

- Identify Geographical features of the UK.
- Locate some key places of the world.
- Name and locate the five oceans.

Geographical application — by the end of the unit, pupils will be able to...

- Draw human and physical features on a sketch map.
- Investigate and record. (Local habitat).

Essential vocabulary

world • wonderful • identify • geographical • location • place • human • physical • map • fieldwork

End-of-unit evidence

Answer the unit enquiry using appropriate maps, geographical information, fieldwork or data, and reach a supported geographical conclusion.

Coherence

Builds on: What is the weather like in the UK?. Prepares for: Who lives in Antarctica?.

SUMMER

What is it like to live by the coast?

What is it like to live by the coast?

WALT: locate the seas and oceans surrounding the UK.

- WALT: explain what the coast is.
- WALT: identify physical features of the coast.
- WALT: identify human features of the coast.
- WALT: investigate how people use the coast.
- WALT: present findings.

Essential knowledge — by the end of the unit, pupils will know...

- Locate the seas and oceans surrounding the UK.
- Explain what the coast is.
- Identify physical features of the coast.
- Identify human features of the coast.

Geographical application — by the end of the unit, pupils will be able to...

- Investigate how people use the coast.

Essential vocabulary

what • like • live • coast • location • place • human • physical • map • fieldwork

End-of-unit evidence

Answer the unit enquiry using appropriate maps, geographical information, fieldwork or data, and reach a supported geographical conclusion.

Coherence

Builds on: What is it like to live in Shanghai?. Prepares for: Are all settlements the same?.

CHECKING SECURE LEARNING

A map, fieldwork record or data representation followed by a geographically reasoned conclusion.

GEOGRAPHY CURRICULUM

Year 3 • curriculum sequence, vocabulary and assessable end points



PROGRESSION FOCUS

Geographical enquiry — frame enquiries and compare evidence; Maps and spatial thinking — use scale, grid references and thematic maps; Fieldwork and data — select methods, measure and present findings; Place and process — explain processes and connections between places

AUTUMN

Why do people live near volcanoes?

Why do people live near volcanoes?

WALT: name and describe the layers of the Earth.

- WALT: explain how and where mountains are formed.
- WALT: explain why and where volcanoes occur.
- WALT: recognise positive and negative effects of living near a volcano.
- WALT: explain what earthquakes are and where they occur.
- WALT: observe and record rocks.

Essential knowledge — by the end of the unit, pupils will know...

- Name and describe the layers of the Earth.
- Explain how and where mountains are formed.
- Explain why and where volcanoes occur.
- Recognise positive and negative effects of living near a volcano.
- Explain what earthquakes are and where they occur.

Geographical application — by the end of the unit, pupils will be able to...

- Observe and record rocks.

Essential vocabulary

people • live • near • volcanoes • location • place • human • physical • map • fieldwork

End-of-unit evidence

Answer the unit enquiry using appropriate maps, geographical information, fieldwork or data, and reach a supported geographical conclusion.

Coherence

Builds on: Would you prefer to live in a hot or a cold place?. Prepares for: What are rivers and how are they used?.

SPRING

Who lives in Antarctica?

Who lives in Antarctica?

WALT: understand lines of latitude.

- WALT: describe the location and physical features of Antarctica.
- WALT: describe the human features of Antarctica.
- WALT: use four-figure grid references.
- WALT: plan a route on a map using compass points.
- WALT: follow instructions.

Essential knowledge — by the end of the unit, pupils will know...

- Understand lines of latitude.
- Describe the location and physical features of Antarctica.
- Describe the human features of Antarctica.

Geographical application — by the end of the unit, pupils will be able to...

- Use four-figure grid references.
- Plan a route on a map using compass points.

Essential vocabulary

lives • antarctica • understand • lines • location • place • human • physical • map • fieldwork

End-of-unit evidence

Answer the unit enquiry using appropriate maps, geographical information, fieldwork or data, and reach a supported geographical conclusion.

Coherence

Builds on: Why is our world wonderful?. Prepares for: Where does our food come from?.

SUMMER

Are all settlements the same?

Are all settlements the same?

WALT: describe different settlements.

- WALT: identify human and physical features.
- WALT: discuss why human and physical features are in particular locations.
- WALT: describe changes in land use.
- WALT: identify land use in New Delhi.
- WALT: compare land use.

Essential knowledge — by the end of the unit, pupils will know...

- Describe different settlements.
- Identify human and physical features.
- Discuss why human and physical features are in particular locations.
- Describe changes in land use.
- Identify land use in New Delhi.

Geographical application — by the end of the unit, pupils will be able to...

- Describe changes in land use.
- Identify land use in New Delhi.
- Compare land use.

Essential vocabulary

settlements • same • describe • different • location • place • human • physical • map • fieldwork

End-of-unit evidence

Answer the unit enquiry using appropriate maps, geographical information, fieldwork or data, and reach a supported geographical conclusion.

Coherence

Builds on: What is it like to live by the coast?. Prepares for: Why are rainforests important to us?.

CHECKING SECURE LEARNING

A map, fieldwork record or data representation followed by a geographically reasoned conclusion.

GEOGRAPHY CURRICULUM

Year 4 • curriculum sequence, vocabulary and assessable end points



PROGRESSION FOCUS

Geographical enquiry — frame enquiries and compare evidence; Maps and spatial thinking — use scale, grid references and thematic maps; Fieldwork and data — select methods, measure and present findings; Place and process — explain processes and connections between places

AUTUMN

What are rivers and how are they used?

What are rivers and how are they used?

WALT: describe the water cycle.

- WALT: recognise the features of a river.
- WALT: name and locate some of the world's longest rivers.
- WALT: describe how rivers are used.
- WALT: identify and locate human and physical features.
- WALT: collect data.

Essential knowledge — by the end of the unit, pupils will know...

- Describe the water cycle.
- Recognise the features of a river.
- Name and locate some of the world's longest rivers.
- Describe how rivers are used.
- Identify and locate human and physical features.

Geographical application — by the end of the unit, pupils will be able to...

- Describe how rivers are used.
- Identify and locate human and physical features.
- Collect data.

Essential vocabulary

what • rivers • used • describe • location • place • human • physical • map • fieldwork

End-of-unit evidence

Answer the unit enquiry using appropriate maps, geographical information, fieldwork or data, and reach a supported geographical conclusion.

Coherence

Builds on: Why do people live near volcanoes?. Prepares for: What is life like in the Alps?.

SPRING

Where does our food come from?

Where does our food come from?

WALT: explain the impact of food choices.

- WALT: understand the importance of trading responsibly.
- WALT: describe the journey of a cocoa bean.
- WALT: map and calculate the distance food has travelled.
- WALT: design and use data collection.
- WALT: compare buying locally and imported food.

Essential knowledge — by the end of the unit, pupils will know...

- Explain the impact of food choices.
- Understand the importance of trading responsibly.
- Describe the journey of a cocoa bean.
- Compare buying locally and imported food.

Geographical application — by the end of the unit, pupils will be able to...

- Design and use data collection.

Essential vocabulary

where • does • food • come • location • place • human • physical • map • fieldwork

End-of-unit evidence

Answer the unit enquiry using appropriate maps, geographical information, fieldwork or data, and reach a supported geographical conclusion.

Coherence

Builds on: Who lives in Antarctica?. Prepares for: Why do oceans matter?.

SUMMER

Why are rainforests important to us?

Why are rainforests important to us?

WALT: describe, give examples and locate.

- (Biome and Amazon rainforest).
- WALT: describe characteristics of the layers of a tropical rainforest.
- WALT: understand the lives of indigenous people.
- WALT: describe why tropical rainforests are important.
- WALT: understand how local woodland is used.
- WALT: analyse and present.

Essential knowledge — by the end of the unit, pupils will know...

- Describe, give examples and locate.
- Describe characteristics of the layers of a tropical rainforest.
- Understand the lives of indigenous people.
- Describe why tropical rainforests are important.
- Understand how local woodland is used.

Geographical application — by the end of the unit, pupils will be able to...

- Describe why tropical rainforests are important.
- Understand how local woodland is used.
- Analyse and present.

Essential vocabulary

rainforests • important • describe • give • location • place • human • physical • map • fieldwork

End-of-unit evidence

Answer the unit enquiry using appropriate maps, geographical information, fieldwork or data, and reach a supported geographical conclusion.

Coherence

Builds on: Are all settlements the same?. Prepares for: Would you like to live in a desert?.

CHECKING SECURE LEARNING

A map, fieldwork record or data representation followed by a geographically reasoned conclusion.

GEOGRAPHY CURRICULUM

Year 5 • curriculum sequence, vocabulary and assessable end points



PROGRESSION FOCUS

Geographical enquiry — design enquiries, evaluate evidence and reach justified conclusions; Maps and spatial thinking — select maps critically and use six-figure references, latitude and longitude; Fieldwork and data — evaluate methods, analyse patterns and explain limitations; Place and process — analyse interdependence, change and consequences at different scales

AUTUMN

What is life like in the Alps?

What is life like in the Alps?

WALT: locate the Alps.

- WALT: locate physical and human characteristics.
- WALT: describe physical and human features.
- WALT: investigate using data collection.
- WALT: compare.
- WALT: understand the physical and human geography of the Alps.

Essential knowledge — by the end of the unit, pupils will know...

- Locate the Alps.
- Locate physical and human characteristics.
- Describe physical and human features.
- Understand the physical and human geography of the Alps.

Geographical application — by the end of the unit, pupils will be able to...

- Investigate using data collection.

Essential vocabulary

what • life • like • alps • location • place • human • physical • map • fieldwork

End-of-unit evidence

Answer the unit enquiry using appropriate maps, geographical information, fieldwork or data, and reach a supported geographical conclusion.

Coherence

Builds on: What are rivers and how are they used?. Prepares for: Why does population change?.

SPRING

Why do oceans matter?

Why do oceans matter?

WALT: explain the importance of oceans.

- WALT: locate and describe the Great Barrier Reef.
- WALT: explain the impact humans have on oceans.
- WALT: plan a fieldwork enquiry.
- WALT: collect data.
- WALT: present and analyse.

Essential knowledge — by the end of the unit, pupils will know...

- Explain the importance of oceans.
- Locate and describe the Great Barrier Reef.
- Explain the impact humans have on oceans.

Geographical application — by the end of the unit, pupils will be able to...

- Plan a fieldwork enquiry.

Essential vocabulary

oceans • matter • explain • importance • location • place • human • physical • map • fieldwork

End-of-unit evidence

Answer the unit enquiry using appropriate maps, geographical information, fieldwork or data, and reach a supported geographical conclusion.

Coherence

Builds on: Where does our food come from?. Prepares for: Where does our energy come from?.

SUMMER

Would you like to live in a desert?

Would you like to live in a desert?

Essential knowledge — by the end of this unit, pupils will know...

- Deserts are very dry biomes with distinctive climates, landscapes and ecosystems.
- Plants, animals and people adapt to limited water and extreme temperatures.
- Human activity creates opportunities and challenges, including settlement, tourism and water use.

Geographical application — by the end of this unit, pupils will be able to...

- Locate major hot deserts and interpret climate and population data.
- Reach a supported conclusion about living in a desert.

Essential vocabulary

desert • biome • arid • climate • adaptation • settlement • scarcity • sustainability

End-of-unit evidence

An enquiry response using maps and data to justify a conclusion.

Flatford Mill Local Fieldwork Study

Essential knowledge — by the end of this unit, pupils will know...

- Flatford Mill is a local landscape shaped by the River Stour and by human use over time.
- Fieldwork evidence can include annotated maps, observations, photographs, sketches and measurements.
- Geographers compare evidence, identify patterns and recognise the limits of a small enquiry.

Geographical application — by the end of this unit, pupils will be able to...

- Plan and carry out a focused fieldwork enquiry safely.
- Present evidence and reach a justified conclusion about the local landscape.

Essential vocabulary

Flatford Mill • River Stour • fieldwork • land use • observation • data • pattern • conclusion

End-of-unit evidence

A fieldwork record and evidence-based conclusion, including one evaluation of the enquiry.

CHECKING SECURE LEARNING

A map, fieldwork record or data representation followed by a geographically reasoned conclusion.

GEOGRAPHY CURRICULUM

Year 6 • curriculum sequence, vocabulary and assessable end points



PROGRESSION FOCUS

Geographical enquiry — design enquiries, evaluate evidence and reach justified conclusions; Maps and spatial thinking — select maps critically and use six-figure references, latitude and longitude; Fieldwork and data — evaluate methods, analyse patterns and explain limitations; Place and process — analyse interdependence, change and consequences at different scales

AUTUMN	SPRING	SUMMER
<p>Why does population change?</p> <p>Why does population change?</p> <p>WALT: understand the change and distribution of the global population.</p> <ul style="list-style-type: none"> • WALT: define and describe birth and death rates. • WALT: recognise factors influencing migration. • WALT: understand the impact of climate change. • WALT: collect data. • WALT: report, analyse and make suggestions. <p>Essential knowledge — by the end of the unit, pupils will know...</p> <ul style="list-style-type: none"> • Understand the change and distribution of the global population. • Recognise factors influencing migration. • Understand the impact of climate change. <p>Geographical application — by the end of the unit, pupils will be able to...</p> <ul style="list-style-type: none"> • Understand the impact of climate change. • Collect data. • Report, analyse and make suggestions. <p>Essential vocabulary</p> <p>does • population • change • understand • location • place • human • physical • map • fieldwork</p> <p>End-of-unit evidence</p> <p>Answer the unit enquiry using appropriate maps, geographical information, fieldwork or data, and reach a supported geographical conclusion.</p> <p>Coherence</p> <p>Builds on: What is life like in the Alps?. Prepares for: the next phase of subject learning.</p>	<p>Where does our energy come from?</p> <p>Where does our energy come from?</p> <p>WALT: understand why energy sources are important.</p> <ul style="list-style-type: none"> • WALT: compare different energy sources. • WALT: understand how energy is generated in America. • WALT: understand how energy sources are distributed. • WALT: explain reasons for choosing an energy source. • WALT: collect and present data. <p>Essential knowledge — by the end of the unit, pupils will know...</p> <ul style="list-style-type: none"> • Understand why energy sources are important. • Compare different energy sources. • Understand how energy is generated in America. • Understand how energy sources are distributed. • Explain reasons for choosing an energy source. <p>Geographical application — by the end of the unit, pupils will be able to...</p> <ul style="list-style-type: none"> • Understand how energy sources are distributed. • Explain reasons for choosing an energy source. • Collect and present data. <p>Essential vocabulary</p> <p>where • does • energy • come • location • place • human • physical • map • fieldwork</p> <p>End-of-unit evidence</p> <p>Answer the unit enquiry using appropriate maps, geographical information, fieldwork or data, and reach a supported geographical conclusion.</p> <p>Coherence</p> <p>Builds on: Why do oceans matter?. Prepares for: the next phase of subject learning.</p>	<p>Can I carry out an independent fieldwork enquiry?</p> <p>Can I carry out an independent fieldwork enquiry?</p> <p>WALT: develop an enquiry system.</p> <ul style="list-style-type: none"> • WALT: evaluate the most effective data collection method. • WALT: plan a route. • WALT: collect data. • WALT: answer an enquiry question. • WALT: present. <p>Essential knowledge — by the end of the unit, pupils will know...</p> <ul style="list-style-type: none"> • Develop an enquiry system. • Evaluate the most effective data collection method. • Plan a route. • Collect data. <p>Geographical application — by the end of the unit, pupils will be able to...</p> <ul style="list-style-type: none"> • Evaluate the most effective data collection method. • Plan a route. <p>Essential vocabulary</p> <p>carry • independent • fieldwork • enquiry • location • place • human • physical • map • data</p> <p>End-of-unit evidence</p> <p>Answer the unit enquiry using appropriate maps, geographical information, fieldwork or data, and reach a supported geographical conclusion.</p> <p>Coherence</p> <p>Builds on: Would you like to live in a desert?. Prepares for: the next phase of subject learning.</p>
<p>CHECKING SECURE LEARNING</p> <p>A map, fieldwork record or data representation followed by a geographically reasoned conclusion.</p>		