

Year 1 Key Skills Cycle A	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and fieldwork
Autumn Investigating our local area- Maps	<p>Name and locate the four countries of the UK and their capital cities.</p> <ul style="list-style-type: none"> <li>Can name the country they live in (England) and the capital city ( London)</li> </ul>	<p>Understand similarities and differences through studying the human and physical geography of a small area of the UK-</p> <ul style="list-style-type: none"> <li>Can compare their local area to a village</li> <li>Can talk about the differences between town, cities and villages</li> </ul> <p>Understand that different places have different characteristic features &amp; they can decide what sort of place it is.</p> <ul style="list-style-type: none"> <li>Can say if it is a town, city or village and why.</li> </ul>	<p>Use basic geographical vocabulary to refer to key physical features and human features-</p> <ul style="list-style-type: none"> <li>Can compare their local area to a local village</li> <li>Can name the human features found in each area</li> </ul> <p>A growing repertoire of geographical vocab is selected to describe places e.g Locate, travel, transport.</p>	<p>Draw or read a simple picture map with symbols in a key</p> <ul style="list-style-type: none"> <li>Can locate my school on a map</li> <li>Local area walk to identify human and physical features they see</li> </ul> <p>A growing use of simple fieldwork skills are used &amp; the key features surrounding the school can be described.</p> <p>Use simple locational and directional language (near and far, left and right)</p> <ul style="list-style-type: none"> <li>Can say why people in the local area travel to school in different ways.</li> <li>Can describe the location of features and routes on a map</li> </ul> <p>Locational language used appropriately to describe places.</p>
Spring An Island Home - Contrasting locality (St Lucia)	<p>Name and locate the world's seven continents and five oceans.</p> <ul style="list-style-type: none"> <li>Can name the sea surrounding St Lucia</li> </ul>	<p>Identify the similarities and differences of human and physical geography of a small area of the UK and a contrasting non-European country.</p> <ul style="list-style-type: none"> <li>Can name fruit grown in St Lucia &amp; say why we do not have in the UK</li> </ul>	<p>Use basic geographical vocabulary to refer to key physical features and human features-</p> <ul style="list-style-type: none"> <li>Can name the human features of St Lucia – port, harbour</li> <li>Can name the physical features of St Lucia – mountain, waterfall, beach</li> </ul> <p>A growing repertoire of geographical vocab is selected to describe places</p> <p>Identify seasonal and daily weather patterns</p> <ul style="list-style-type: none"> <li>Can talk about the weather in St Lucia</li> </ul> <p>Seasonal &amp; daily weather patterns are observed &amp; described in detail.</p>	<p>Use world map atlases and globes-</p> <ul style="list-style-type: none"> <li>Can locate the UK &amp; St Lucia on a map</li> </ul> <p>Locational language used appropriately to describe places.</p>
Summer Us & the world	<p>Name and locate the world's seven continents and five oceans-</p> <ul style="list-style-type: none"> <li>Can name locate the continents of the world</li> <li>Can name and locate the oceans</li> </ul> <p>The continents &amp; oceans of the world are named accurately &amp; there is some application of this knowledge in describing places.</p> <ul style="list-style-type: none"> <li>Can name which oceans are near a continent</li> </ul> <p>Name and locate the four countries and capital cities of the UK.</p> <ul style="list-style-type: none"> <li>Can name the countries and their capital cities</li> </ul>	<p>Identify the similarities and differences of human and physical geography of a small area of the UK</p>	<p>Use basic geographical vocabulary to refer to key physical features and human features-</p> <ul style="list-style-type: none"> <li>Can talk about the characteristics of the 4 countries of the uk</li> </ul> <p>A growing repertoire of geographical vocab is selected to describe places</p> <p>Identify the location of hot and cold areas of the world in relation to the equator</p>	<p>Use world maps-</p> <ul style="list-style-type: none"> <li>Can identify the 4 countries of the Uk, its countries and capital cities</li> </ul> <p>Use world maps, atlases and globes to identify the countries, continents and oceans studied</p>
Year 1 Key Skills Cycle B	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and fieldwork

<p><b>Autumn</b> Aerial photography and planned perspectives to recognise landmarks (geographical skills and fieldwork)</p>	<p>Name and locate the four countries of the UK and their capital cities.</p> <ul style="list-style-type: none"> <li>Can identify London and Wales</li> </ul>	<p>Understand similarities and differences through studying the human and physical geography of a small area of the UK-</p> <ul style="list-style-type: none"> <li>Can identify similarities and differences between different location using aerial photos.</li> </ul> <p><b>Understand that different places have different characteristic features &amp; they can decide what sort of place it is.</b></p> <ul style="list-style-type: none"> <li>Looking at an aerial photo can say if it is a town, city or village and why.</li> </ul>	<p>Use basic geographical vocabulary to refer to key physical features and human features-</p> <ul style="list-style-type: none"> <li>Can identify human and physical features on an aerial photo.</li> <li>Can represent key human features on a map.</li> </ul> <p>Understand that different places have different characteristic features &amp; they can decide what sort of place it is.</p>	<p>Recognise basic human and physical features and landmarks on an aerial photograph and plan perspective.</p>
<p><b>Spring</b> Hot and cold areas of the world and weather patterns- arctic circle vs equator</p>	<p>Name and locate the world's seven continents and five oceans. Can say if a continent is hot or cold.</p>	<p>Identify the similarities and differences of human and physical geography of a small area of the UK and a contrasting non-European country.</p> <ul style="list-style-type: none"> <li>Can name animals found in different climates</li> </ul>	<p>Use basic geographical vocabulary to refer to key physical features and human features-</p> <p><b>Identify seasonal and daily weather patterns</b></p> <ul style="list-style-type: none"> <li>Can identify weather associated with hot and cold countries</li> <li>Can identify clothing suitable for different climates.</li> <li>Can talk about the impact humans have on the weather.</li> </ul>	<p>Use world maps-</p> <ul style="list-style-type: none"> <li>Can locate the equator, the North Pole and South Pole</li> <li>Can use a world map to identify hot and cold countries.</li> </ul>
<p><b>Summer</b> Comparing to Kenya/Masaai Mara</p>	<p>Name and locate the world's seven continents and five oceans.</p> <ul style="list-style-type: none"> <li>Can locate Africa and the ocean surrounding it</li> </ul>	<p>Identify the similarities and differences of human and physical geography of a small area of the UK and a contrasting non-European country.</p>	<p>Use basic geographical vocabulary to refer to key physical features and human features-</p> <ul style="list-style-type: none"> <li>Can identify the physical and human features in Kenya</li> </ul> <p><b>Identify seasonal and daily weather patterns-</b></p> <ul style="list-style-type: none"> <li>Can identify similarities and differences between weather in Kenya and the UK.</li> </ul>	<p>Use world maps- Know where Kenya and the UK are on a map</p>

Year 2 History Key Skills Cycle A	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and fieldwork
<p><b>Autumn</b> Investigating our local area- Maps</p>	<p>Can locate features in the local area – Doctors surgery, School etc.</p>		<p>Use more basic geographical vocabulary to refer to key physical features and human features. -physical, human, transport, symbol.</p>	<p>Use world maps, atlases and globes to identify the UK, its countries and counties.</p> <ul style="list-style-type: none"> <li>Can locate Milton Keynes on a UK map.</li> </ul> <p>Draw or read simple maps that use symbols and a key and construct basic symbols in a key</p> <ul style="list-style-type: none"> <li>Draw a map of the local Neath Hill/ Lakes Estate with key features.</li> </ul> <p>Use simple compass directions to describe the location of features or a route on a map</p> <ul style="list-style-type: none"> <li>Write directions to navigate around the local area.</li> </ul> <p>Collect and organise simple data collected during fieldwork activities. Ask and answer simple geographical questions about the school's surrounding area through observation or simple data collection during fieldwork activities.</p>
<p><b>Spring</b> An Island Home - Contrasting locality (St Lucia)</p>		<p>Identify and understand the similarities and differences of human and physical geography of a small area of the UK and a contrasting non-European country.</p> <ul style="list-style-type: none"> <li>Can identify 3 similarities and 3 differences between St Lucia and England.</li> </ul>	<p>Use basic geographical vocabulary to refer to human features, such as town, village, factory, office, port and harbour..</p>	<p>Study aerial photographs and plan perspectives to recognise and describe the basic human and physical features and characteristics of an area of land</p>

<b>Summer</b> Us & the world	<b>Identify characteristics of the four countries and capital cities of the UK and its surrounding seas</b> -can locate England, Scotland, Wales, Northern Ireland . - Can locate London, Edinburgh, Cardiff and Belfast.	<b>Identify and understand the similarities and differences of human and physical geography of a small area of the UK and a contrasting non-European country.</b>	<b>Use basic geographical vocabulary to refer to physical features, such as beach, cliff, coast, sea and soil.</b>  <b>Use more basic geographical vocabulary</b> to refer to key physical features and human features.	
<b>Year 2 History Key Skills Cycle B</b>	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical Skills and fieldwork</b>
<b>Autumn</b> Aerial photography and planned perspectives to recognise landmarks (geographical skills and fieldwork)	<b>Identify the four countries of the UK through aerial photos.</b>	<b>Identify and understand the similarities and differences of human and physical geography of a small area of the UK and a contrasting non-European country.</b>	Describe some physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.	Use world maps, atlases and globes to identify the UK, its countries and counties.  Use simple compass directions to describe the location of features or a route on a map  Use aerial photographs and plans to recognise landmarks to devise a simple map.  Use simple fieldwork and observational skills to study the geography of the key human and physical features of the schools surrounding environment.
<b>Spring</b> Hot and cold areas of the world and weather patterns- arctic circle vs equator	Name and locate the 7 continents of the world and polar regions. Can say if a continent is hot or cold in relation the the equator.	<b>Identify and understand the similarities and differences of human and physical geography of a small area of the UK and a contrasting non-European country.</b>	Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.  Use more basic geographical vocabulary to refer to key physical features and human features.	Use maps, atlases, globes and Google Earth to locate countries and cities
<b>Summer</b> Comparing to Kenya/Masaai Mara	Name and locate seas surrounding the UK, as well as the five oceans and seven continents around the world.  Can locate Kenya	<b>Identify and understand the similarities and differences of human and physical geography of a small area of the UK and a contrasting non-European country.</b>	<b>Describe some physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</b>	<b>Study aerial photographs and plan perspectives to recognise and describe the basic human and physical features and characteristics of an area of land</b>  <b>Draw or read simple maps that use symbols and a key and construct basic symbols in a key</b>  <b>Use simple compass directions to describe the location of features or a route on a map.</b>

<b>Year 3 History Key Skills Cycle A</b>	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical Skills and fieldwork</b>
<b>Autumn</b> <b>Coasts – similarities and</b>	<b>Know about the local area. Describe simply where places are beyond the local area.</b> - Describe where coasts are found in the UK. - Describe where beaches are found in the Uk.	<b>Describe what gives the local area character and simply describe what other places are like beyond this area.</b> • Can give characteristics of the coast.	<b>Observe and describe physical features of the local area and other places.</b> - Can make observations about coastal places physical features. - Can describe coastal places physical features.	<b>Carry out simple tasks, use own observations and resources given to ask and answer questions about places and environments.</b> - Can use photos to make observations about coasts. - Can generate questions that could be investigated.

<p><b>differences UK</b></p>			<ul style="list-style-type: none"> <li>- explain how beaches are formed.</li> <li>- Know what coastal erosion is.</li> </ul> <p><b>Observe and describe human features of the local area and other places.</b></p> <ul style="list-style-type: none"> <li>- Can make observations about coastal places human features.</li> <li>- Can describe coastal places human features.</li> </ul> <p><b>Begin to understand how people affect the environment.</b></p> <ul style="list-style-type: none"> <li>- Give examples of how people have affected coastal areas.</li> <li>- Explain how to protect coastal areas.</li> </ul> <p><b>Resources are chosen in order to investigate &amp; describe the characteristics of places.</b></p> <ul style="list-style-type: none"> <li>- Suggest resources that would help them investigate a question.</li> </ul>	<p><b>Begin to use geographical words.</b></p> <ul style="list-style-type: none"> <li>- Coastal, shingle, undercutting, notch, tourism, weathering, replenish.</li> </ul> <p><b>Geographical vocab is generally used to explain reasons for likes &amp; dislikes about locations.</b></p> <ul style="list-style-type: none"> <li>- Use geographical vocabulary in explanations.</li> </ul>
<p><b>Spring Distribution of natural resources – energy, food, minerals and water.</b></p>	<p><b>Know about the local area. Describe simply where places are beyond the local area.</b></p> <ul style="list-style-type: none"> <li>- Can locate natural resources in Great Britain on a map.</li> </ul>	<p><b>Describe what gives the local area character and simply describe what other places are like beyond this area.</b></p> <ul style="list-style-type: none"> <li>• Can name the natural resources Britain has.</li> </ul>	<p><b>Begin to understand how people affect the environment.</b></p> <ul style="list-style-type: none"> <li>- Give examples of we can conserve natural resources.</li> <li>- Explain how food is distributed.</li> </ul>	<p><b>Carry out simple tasks, use own observations and resources given to ask and answer questions about places and environments. Through</b></p> <p><b>Begin to use geographical words.</b></p> <p>A growing range of fieldwork techniques are chosen &amp; applied when investigating a local area.</p> <p>Geographical vocab is generally used to explain reasons for likes &amp; dislikes about locations.</p>
<p><b>Summer Great/ Missenden Aylesbury Location – mapping, aerial photos</b></p>	<p>Know about the local area. Describe simply where places are beyond the local area.</p> <ul style="list-style-type: none"> <li>- Explain where laces are located in relation to Mk</li> </ul> <p>Geographical language is selected to describe changes to the locality of the local area over time.</p>	<p>Describe what gives the local area character and simply describe what other places are like beyond this area.</p>	<p>Observe and describe physical and human features of the local area and other places.</p> <p>Resources are chosen in order to investigate &amp; describe the characteristics of places.</p>	<p>Carry out simple tasks, use own observations and resources given to ask and answer questions about places and environments.</p> <p>Begin to use geographical words.</p> <p>A growing range of fieldwork techniques are chosen &amp; applied when investigating a local area.</p> <p>Geographical vocab is generally used to explain reasons for likes &amp; dislikes about locations.</p>
<p><b>Year 3 History Key Skills Cycle B</b></p>	<p><b>Locational Knowledge</b></p>	<p><b>Place Knowledge</b></p>	<p><b>Human and Physical Geography</b></p>	<p><b>Geographical Skills and fieldwork</b></p>
<p><b>Autumn South America- Physical human geography contrast to Uk.</b></p>	<p>Know about the local area. Describe simply where places are beyond the local area.</p> <ul style="list-style-type: none"> <li>- Locate south America on a map.</li> <li>- Locate major cities in south america. E.g Rio de Janero</li> </ul> <p>Geographical language is selected to describe changes to the locality of the local area over time.</p> <ul style="list-style-type: none"> <li>- Can explain what deforestation is.</li> </ul> <p>Good awareness of the countries of North &amp; South America.</p> <ul style="list-style-type: none"> <li>- Name 3 countries in south America.</li> </ul>	<p>Describe what gives the local area character and simply describe what other places are like beyond this area.</p> <ul style="list-style-type: none"> <li>- Can describe a tropical climates features.</li> </ul> <p>Criteria are chosen from a list to help describe the similarities &amp; differences between locations.</p> <ul style="list-style-type: none"> <li>- Identify 1 similarity and 1 difference.</li> </ul>	<p>Observe and describe physical and human features of the local area and other places.</p> <ul style="list-style-type: none"> <li>- Can explain the layers of a rainforest. (Physical)</li> </ul> <p>Begin to compare these features to another place beyond the local area.</p> <ul style="list-style-type: none"> <li>- Can list 3 similarities between a uk forest and a rainforest.</li> <li>- Can list 3 differences between a uk forest and a rainforest.</li> </ul> <p>Begin to understand how people affect the environment.</p> <ul style="list-style-type: none"> <li>- Explain how humans have impacted the environment with deforestation.</li> </ul> <p>Resources are chosen in order to investigate &amp; describe the characteristics of places.</p>	<p>Carry out simple tasks, use own observations and resources given to ask and answer questions about places and environments.</p> <ul style="list-style-type: none"> <li>- Can use resources to support judgements.</li> </ul> <p>Begin to use geographical words.</p> <ul style="list-style-type: none"> <li>- Has used rainforest, continent, climate, equator, under canopy layer, upper layer canopy.</li> </ul> <p>A growing range of fieldwork techniques are chosen &amp; applied when investigating a local area.</p> <p>Geographical vocab is generally used to explain reasons for likes &amp; dislikes about locations.</p> <ul style="list-style-type: none"> <li>- Explanations use KV.</li> </ul>
<p><b>Spring</b></p>	<p>Know about the local area. Describe simply where places are beyond the local area.</p>	<p>Describe what gives the local area character and simply describe what other places are like beyond this area.</p>	<p>Observe and describe physical and human features of the local area and other places.</p>	<p>Carry out simple tasks, use own observations and resources given to ask and answer questions about places and environments.</p>

<b>Human and physical features of India – include hemispheres</b>	<ul style="list-style-type: none"> <li>- Can locate India on a map.</li> <li>- Can locate the capital city – New Delhi.</li> </ul> <p>Geographical language is selected to describe changes to the locality of the local area over time.</p> <ul style="list-style-type: none"> <li>- Can describe how industry changed the landscape of India.</li> </ul>	<ul style="list-style-type: none"> <li>- Can describe the way that land is used in India.</li> </ul> <p>Criteria are chosen from a list to help describe the similarities &amp; differences between locations.</p> <ul style="list-style-type: none"> <li>- Compare different land uses in India.</li> </ul>	<ul style="list-style-type: none"> <li>- Locate physical features of India- River, cities, mountains on a map.</li> </ul> <p>Begin to compare these features to another place beyond the local area.</p> <ul style="list-style-type: none"> <li>- Can verbally compare this to other places they have learnt about.</li> </ul> <p>Begin to understand how people affect the environment.</p> <ul style="list-style-type: none"> <li>- Explain how people have changed the landscape with industry.</li> </ul> <p>Resources are chosen in order to investigate &amp; describe the characteristics of places.</p>	<ul style="list-style-type: none"> <li>- Can use pictures to understand the change to India's landscape over time.</li> </ul> <p>Begin to use geographical words.</p> <ul style="list-style-type: none"> <li>- Has used continent, physical features, climate, plateau, pollution, human features.</li> </ul> <p>A growing range of fieldwork techniques are chosen &amp; applied when investigating a local area.</p> <p>Geographical vocab is generally used to explain reasons for likes &amp; dislikes about locations.</p>
<b>Summer Innovation – Mk now, then &amp; in the future</b>	<p>Know about the local area. Describe simply where places are beyond the local area.</p> <ul style="list-style-type: none"> <li>- Can locate Milton Keynes on a map of the UK.</li> </ul> <p>Geographical language is selected to describe changes to the locality of the local area over time.</p> <ul style="list-style-type: none"> <li>- Can explain how Milton Keynes has changed over time.</li> </ul>	<p>Describe what gives the local area character and simply describe what other places are like beyond this area.</p> <ul style="list-style-type: none"> <li>- Know that industry gives Milton Keynes its character.</li> </ul>	<p>Observe and describe physical and human features of the local area and other places.</p> <ul style="list-style-type: none"> <li>- Can record how Milton Keynes has changed over time using a map.</li> </ul> <p>Begin to understand how people affect the environment.</p> <p>Resources are chosen in order to investigate &amp; describe the characteristics of places.</p>	<p>Carry out simple tasks, use own observations and resources given to ask and answer questions about places and environments.</p> <p>Begin to use geographical words.</p> <p>A growing range of fieldwork techniques are chosen &amp; applied when investigating a local area.</p> <p>Geographical vocab is generally used to explain reasons for likes &amp; dislikes about locations.</p>

<b>Year 4 History Key Skills Cycle A</b>	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical Skills and fieldwork</b>
<b>Autumn Coasts – similarities and differences UK</b>	<p>Know about the local area and begin to appreciate the importance of wider geographical location in understanding places.</p> <ul style="list-style-type: none"> <li>- Can locate 3 beaches on a map.</li> </ul> <p>Begin to describe and compare features of different locations and offer explanations for the locations of some of those features.</p> <ul style="list-style-type: none"> <li>- Know the features of a coast.</li> <li>- Know the features of a beach.</li> </ul> <p>Careful vocab choices are used to provide clear &amp; interesting comparisons of different locations.</p> <ul style="list-style-type: none"> <li>- Uses geographical vocabulary to explain understanding.</li> </ul>	<p>Be aware that different places may have both similar and different characteristics.</p> <ul style="list-style-type: none"> <li>- Can compare the characteristics of a coast to Milton Keynes</li> </ul> <p>Well-reasoned criteria are created to describe the similarities &amp; differences between places.</p> <ul style="list-style-type: none"> <li>- Knows that they have different characteristics due to location.</li> </ul>	<p>Begin to describe physical and human features and begin to offer reasons for observations and opinions about places and environments.</p> <ul style="list-style-type: none"> <li>- Can explain how humans impact the coastline.</li> <li>- Can give examples of how to protect the coastline.</li> </ul> <p>Recognise how people try to improve and keep environments.</p> <ul style="list-style-type: none"> <li>- Know at least one way that people help the coastline (Case study)</li> </ul> <p>Well-chosen resources are selected to investigate places &amp; describe in some detail their characteristics features.</p> <ul style="list-style-type: none"> <li>- Can choose photos, diagrams to help explain their answers.</li> </ul>	<p>Use skills and evidence to answer a range of geographical questions.</p> <ul style="list-style-type: none"> <li>- Can use of sand trays and water to model how beaches are made.</li> </ul> <p>Begin to investigate answers and use the correct vocabulary to share findings.</p> <ul style="list-style-type: none"> <li>- Can use KV to explain answers to investigations. ( SEE Overview.</li> </ul>
<b>Spring Distribution of natural resources – energy, food, minerals and water.</b>	<p>Know about the local area and begin to appreciate the importance of wider geographical location in understanding places.</p> <ul style="list-style-type: none"> <li>- Can explain where resources come from and how they are distributed.</li> </ul> <p>Begin to describe and compare features of different locations and offer explanations for the locations of some of those features.</p> <ul style="list-style-type: none"> <li>- Locate resources and know why they are found there.</li> </ul>		<p>Begin to describe physical and human features and begin to offer reasons for observations and opinions about places and environments.</p> <ul style="list-style-type: none"> <li>- Know why resources come from areas.</li> <li>- Know how they are transported.</li> </ul> <p>Well-chosen resources are selected to investigate places &amp; describe in some detail their characteristics features.</p> <ul style="list-style-type: none"> <li>- Can use maps to explain resource distribution.</li> </ul>	<p>Use skills and evidence to answer a range of geographical questions.</p> <ul style="list-style-type: none"> <li>- Using examples to explain why resources are distributed.</li> </ul> <p>Begin to investigate answers and use the correct vocabulary to share findings.</p> <ul style="list-style-type: none"> <li>- Can use KV to explain answers to investigations. ( SEE Overview.</li> </ul>
<b>Summer</b>	<p>Know about the local area and begin to appreciate the importance of wider geographical location in understanding places.</p>	<p>Be aware that different places may have both similar and different characteristics.</p> <ul style="list-style-type: none"> <li>- Compare to areas in prior learning.</li> </ul>	<p>Begin to describe physical and human features and begin to offer reasons for observations and opinions about places and environments.</p>	<p>Use skills and evidence to answer a range of geographical questions.</p> <ul style="list-style-type: none"> <li>- Know why Great Missenden is located where it is.</li> </ul>



<p><b>Great/ Missenden Aylesbury Location – mapping, aerial photos</b></p>	<ul style="list-style-type: none"> <li>- Can locate it on a map.</li> <li>- Can locate area features on a map.</li> </ul> <p>Begin to describe and compare features of different locations and offer explanations for the locations of some of those features.</p> <ul style="list-style-type: none"> <li>- Can explain why Great Missenden has the features it does.</li> </ul> <p>Careful vocab choices are used to provide clear &amp; interesting comparisons of different locations. -Use of KV to explain and reason.</p>	<p>Well-reasoned criteria are created to describe the similarities &amp; differences between places.</p> <ul style="list-style-type: none"> <li>- Can explain similarities and differences using reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>-Can identify features on a paper map and reason observations.</li> <li>- Can identify features on electronic map and reason observations.</li> </ul> <p>Well-chosen resources are selected to investigate places &amp; describe in some detail their characteristics features.</p> <ul style="list-style-type: none"> <li>- Can use paper/electronic etc resources to describe the features of an area.</li> </ul>	<p>Begin to investigate answers and use the correct vocabulary to share findings.</p> <ul style="list-style-type: none"> <li>- Can use KV to explain answers to investigations. ( SEE Overview.</li> </ul>
<p><b>Year 4 History Key Skills Cycle B</b></p>	<p><b>Locational Knowledge</b></p>	<p><b>Place Knowledge</b></p>	<p><b>Human and Physical Geography</b></p>	<p><b>Geographical Skills and fieldwork</b></p>
<p><b>Autumn South America- Physical human geography contrast to Uk.</b></p>	<p>Know about the local area and begin to appreciate the importance of wider geographical location in understanding places. Begin to describe and compare features of different locations and offer explanations for the locations of some of those features.</p> <ul style="list-style-type: none"> <li>- Can locate South America on a world map.</li> <li>- Can locate 3 countries in South America and label the UK.</li> </ul> <p>Careful vocab choices are used to provide clear &amp; interesting comparisons of different locations.</p> <ul style="list-style-type: none"> <li>- Can use geographical language to compare South America to one other country from prior learning.</li> </ul> <p>Good awareness of the countries of North &amp; South America</p> <ul style="list-style-type: none"> <li>- Can label 5 countries in North and South America.</li> <li>- Know that North and South America are continents.</li> </ul>	<p>Be aware that different places may have both similar and different characteristics.</p> <ul style="list-style-type: none"> <li>- Knows similarities and differences between the rainforest and UK forests.</li> </ul> <p>Well-reasoned criteria are created to describe the similarities &amp; differences between places.</p> <ul style="list-style-type: none"> <li>- can give at least 2 differences and similarities with 1 explained.</li> </ul>	<p>Begin to describe physical and human features and begin to offer reasons for observations and opinions about places and environments.</p> <ul style="list-style-type: none"> <li>- Can describe the features of a rainforest and explain why they are located in South America.</li> </ul> <p>Recognise how people try to improve and keep environments.</p> <ul style="list-style-type: none"> <li>- Can give examples of how deforestation is being tackled.</li> </ul> <p>Well-chosen resources are selected to investigate places &amp; describe in some detail their characteristics features.</p> <ul style="list-style-type: none"> <li>- Can choose a source and explain why it is useful in researching the impacts of deforestation. ( E.G a photo.)</li> </ul>	<p>Use skills and evidence to answer a range of geographical questions.</p> <ul style="list-style-type: none"> <li>-Can choose a source to support their answer and explain what it shows.</li> </ul> <p>Begin to investigate answers and use the correct vocabulary to share findings.</p> <ul style="list-style-type: none"> <li>- Can use KV to explain answers to investigations. ( SEE Overview.</li> </ul> <p>Some very pertinent questions that uncover the nature of a location are asked &amp; answered.</p>
<p><b>Spring Human and physical features of India – include hemispheres</b></p>	<p>Begin to describe and compare features of different locations and offer explanations for the locations of some of those features.</p> <p>-Knows the geographical features of India. Can locate India on a map.</p> <p>Careful vocab choices are used to provide clear &amp; interesting comparisons of different locations.</p> <ul style="list-style-type: none"> <li>- Can use KV to compare India to South America.</li> <li>-</li> </ul> <p>Good awareness of the countries of North &amp; South America</p> <ul style="list-style-type: none"> <li>- Knows where it is.</li> <li>- Can name 3 countries in South America,</li> </ul>	<p>Be aware that different places may have both similar and different characteristics.</p> <ul style="list-style-type: none"> <li>- Can compare it to a place from prior learning e.g St Lucia, Africa. Etc.</li> </ul> <p>Well-reasoned criteria are created to describe the similarities &amp; differences between places.</p> <ul style="list-style-type: none"> <li>- Can reason similarities and differences when comparing to India.</li> </ul>		<p>Begin to investigate answers and use the correct vocabulary to share findings.</p> <ul style="list-style-type: none"> <li>- Can use KV to explain answers to investigations. ( SEE Overview.</li> </ul>
<p><b>Summer Innovation – Mk now, then &amp; in the future</b></p>	<p>Know about the local area and begin to appreciate the importance of wider geographical location in understanding places.</p> <ul style="list-style-type: none"> <li>- Can locate MK on a map.</li> </ul> <p>Begin to describe and compare features of different locations and offer explanations for the locations of some of those features.</p> <ul style="list-style-type: none"> <li>- Can use maps to explain the changes to MK area over the years.</li> </ul>	<p>Be aware that different places may have both similar and different characteristics.</p> <ul style="list-style-type: none"> <li>- Can note the similar and different characteristics over the years.</li> </ul> <p>Well-reasoned criteria are created to describe the similarities &amp; differences between places.</p> <ul style="list-style-type: none"> <li>- Can explain why it has changed over years.</li> </ul>	<p>Begin to describe physical and human features and begin to offer reasons for observations and opinions about places and environments.</p> <ul style="list-style-type: none"> <li>- Know why MK has changed due to Human impacts.</li> </ul> <p>Recognise how people try to improve and keep environments.</p> <ul style="list-style-type: none"> <li>- Can recognise the improvements that have been made.</li> </ul>	<p>Begin to investigate answers and use the correct vocabulary to share findings.</p> <ul style="list-style-type: none"> <li>- Can use KV to explain answers to investigations. ( SEE Overview.</li> </ul>

Year 5 History Key Skills Cycle A	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and fieldwork
<p style="text-align: center;"><b>Autumn</b> Russia</p>	<p><b>Know more about the features of a variety of places around the world from local to global.</b></p> <ul style="list-style-type: none"> <li>- Can describe the features of Russia, as a country – looking at the different biomes, climates and locations</li> <li>- Can describe some different cities in Russia</li> <li>- Understand that the geography of Russia is very different depending on which part of Russia it is</li> </ul> <p><b>GD - Similarities &amp; differences are identified &amp; used to create insightful comparisons.</b></p> <ul style="list-style-type: none"> <li>- Can compare Russia to the UK with similarities and differences</li> <li>- Can compare between different areas of Russia – e.g. Biomes</li> <li>- Can compare between Russia now and how Russia has changed over the years.</li> </ul>	<p><b>Understand more about the links between different places and that some places depend on each other.</b></p> <ul style="list-style-type: none"> <li>- Understand how and why Russia is in different continents</li> <li>- Look at how and why Chernobyl affected more than one country</li> </ul> <p><b>GD - Growing understanding of various links between geographical regions which are described well.</b></p> <ul style="list-style-type: none"> <li>- Begin to understand links between countries that were part of the Soviet Union</li> </ul>	<p><b>Understand how people can both improve and damage the environment.</b></p> <ul style="list-style-type: none"> <li>- Can give examples of things that</li> </ul> <p><b>GD - Growing awareness of how some locations around the world are changing with some good explanations of the reason for the change.</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>	<p>Present findings both graphically and in writing to reach a conclusion and evaluate the information.</p> <p>Explain own views.</p> <p><b>GD - Detailed descriptions &amp; opinions of places justified by using a growing range of geographical resources.</b></p>
<p style="text-align: center;"><b>Spring</b> Hemispheres Arctic/antarctic</p>	<p>Know more about the features of a variety of places around the world from local to global.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Understand more about the links between different places and that some places depend on each other.</p> <p><b>GD - Growing understanding of various links between geographical regions which are described well.</b></p>	<p>Describe and begin to explain geographical patterns and a range of physical and human processes.</p> <p>Recognise that these interact to affect the lives and activities of the people living there.</p> <p>Understand how people can both improve and damage the environment.</p> <p><b>GD - Growing awareness of how some locations around the world are changing with some good explanations of the reason for the change.</b></p>	<p>Present findings both graphically and in writing to reach a conclusion and evaluate the information.</p> <p><b>GD - Growing range of statistical &amp; other information is selected to draw some conclusions about locations.</b></p>
<p style="text-align: center;"><b>Summer</b> Rivers and mountains</p>	<p>Know more about the features of a variety of places around the world from local to global.</p> <p><b>GD - Good awareness of a wide variety of places &amp; features of the world &amp; how some features have changed over time.</b></p>	<p>Understand more about the links between different places and that some places depend on each other.</p>	<p>Describe and begin to explain geographical patterns and a range of physical and human processes.</p> <p>Recognise that these interact to affect the lives and activities of the people living there.</p> <p>Understand how people can both improve and damage the environment.</p> <p><b>GD - A growing awareness that a range of physical features affect human activity &amp; a variety of examples given.</b></p>	<p>Suggest own geographical enquiry. Select and use appropriate skills to conduct enquiry.</p> <p>Explain own views.</p> <p><b>GD - Detailed descriptions &amp; opinions of places justified by using a growing range of geographical resources.</b></p>
Year 5 History Key Skills Cycle B	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and fieldwork
<p style="text-align: center;"><b>Autumn</b> Climates/Biomes/vegetation belts</p>		<p>Understand more about the links between different places and that some places depend on each other.</p> <p><b>GD - Growing understanding of various links between geographical regions which are described well.</b></p>	<p>Describe and begin to explain geographical patterns and a range of physical and human processes.</p> <p>Recognise that these interact to affect the lives and activities of the people living there.</p> <p>Understand how people can both improve and damage the environment.</p>	<p>Present findings both graphically and in writing to reach a conclusion and evaluate the information.</p> <p>Explain own views.</p>

			GD - Growing awareness of how some locations around the world are changing with some good explanations of the reason for the change.	
<b>Spring</b> Stratford upon Avon	Know more about the features of a variety of places around the world from local to global.  GD - A growing depth of understanding of a particular location.		Understand how people can both improve and damage the environment.  GD - Growing awareness of how some locations around the world are changing with some good explanations of the reason for the change.	Suggest own geographical enquiry. Select and use appropriate skills to conduct enquiry.  Explain own views.  GD - Detailed descriptions & opinions of places justified by using a growing range of geographical resources.
<b>Summer</b> Natural disasters			Describe and begin to explain geographical patterns and a range of physical and human processes. Recognise that these interact to affect the lives and activities of the people living there.  GD - A growing awareness that a range of physical features affect human activity & a variety of examples given.	Present findings both graphically and in writing to reach a conclusion and evaluate the information.  Explain own views.  GD - Growing range of statistical & other information is selected to draw some conclusions about locations.

Year 6 History Key Skills Cycle A	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and fieldwork
<b>Autumn</b> Russia	<b>Know more about the features of a variety of places around the world from local to global.</b> - Can identify the features of Russia and how they are similar/different to other places around the world. - Know the different biomes that are in Russia. - Describe and compare different cities in Russia - Compare across the country of Russia and compare Russia to the former Soviet Union  GD - Similarities & differences are identified & used to create insightful comparisons. -	<b>Understand about the links and relationships between different places that makes places depend on each other.</b> - Can understand the link between the countries that surround Russia and the importance of these - Can see links between countries that were formerly in the Soviet Union and how those countries have needed each other in the past and now  GD - A wide range of links between geographical regions are understood & described with a high level of accurate detail. - Understand links between former Soviet Union countries and how the impact upon each other	Describe and explain a range of physical and human processes and recognise that these processes interact to produce distinctive characteristics of places.	Select information and sources of evidence and identified potential bias  GD - Highly detailed descriptions & well-reasoned opinions are developed by using appropriate geographical resources.
<b>Spring</b> Hemispheres arctic/antarctic	Know more about the features of a variety of places around the world from local to global.  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Understand about the links and relationships between different places that makes places depend on each other.  GD - A wide range of links between geographical regions are understood & described with a high level of accurate detail.	Describe and explain a range of physical and human processes and recognise that these processes interact to produce distinctive characteristics of places.  GD - Broad understanding of many changes in locations around the world with an in-depth understanding of some of the changes, which are clearly explained.	Select information and sources of evidence and identified potential bias  GD - Highly detailed descriptions & well-reasoned opinions are developed by using appropriate geographical resources.
<b>Summer</b> Rivers and mountains	Know more about the features of a variety of places around the world from local to global and in different parts of the world.  GD - An extensive & well-developed understanding of the world & some characteristic features of places.	Understand about the links and relationships between different places that makes places depend on each other.  GD - A wide range of links between geographical regions are understood & described with a high level of accurate detail.	Describe ways in which physical and human processes operating at different scales, create geographical patterns and lead to changes in places.	Ask relevant geographical questions Suggests an appropriate sequence of investigation  Present findings clearly and based conclusions on evidence  GD - Wide range of statistical & other information is well chosen & used to draw conclusions about a location.



Year 6 History Key Skills Cycle B	Knowledge	Chronological awareness	Knowledge and understanding of significant aspects of history	Understand historical concepts
<p><b>Autumn</b> Climates/Biomes/vegetation belts</p>		<p>Understand about the links and relationships between different places that makes places depend on each other.</p> <p>GD - A wide range of links between geographical regions are understood &amp; described with a high level of accurate detail.</p>	<p>Describe and explain a range of physical and human processes and recognise that these processes interact to produce distinctive characteristics of places.</p> <p>GD - Broad understanding of many changes in locations around the world with an in-depth understanding of some of the changes, which are clearly explained.</p>	<p>Select information and sources of evidence and identified potential bias</p> <p>Present findings clearly and based conclusions on evidence</p> <p>GD - Highly detailed descriptions &amp; well-reasoned opinions are developed by using appropriate geographical resources.</p>
<p><b>Spring</b> Stratford upon Avon</p>	<p>Know more about the features of a variety of places around the world from local to global.</p> <p>GD - Good awareness of the countries of North &amp; South America &amp; a growing depth of understanding of a particular location.</p>		<p>Describe and explain a range of physical and human processes and recognise that these processes interact to produce distinctive characteristics of places.</p> <p>GD - Broad understanding of many changes in locations around the world with an in-depth understanding of some of the changes, which are clearly explained.</p>	<p>Ask relevant geographical questions Suggests an appropriate sequence of investigation</p> <p>Present findings clearly and based conclusions on evidence</p> <p>GD - Wide range of statistical &amp; other information is well chosen &amp; used to draw conclusions about a location.</p>
<p><b>Summer</b> Natural disasters</p>			<p>Describe ways in which physical and human processes operating at different scales, create geographical patterns and lead to changes in places.</p>	<p>Present findings clearly and based conclusions on evidence</p> <p>GD - Highly detailed descriptions &amp; well-reasoned opinions are developed by using appropriate geographical resources.</p>