



Sequence of teaching overview in Geography 2024 2025

	Autumn Term			Spring Term			Summer Term		
THRIVE VALUES	<p>Team – We work collaboratively to explore, research and explain. We understand the importance of groups working together across all areas of geography and apply this to our fieldwork.</p> <p>Healthy – We explore the world outside with fieldwork and understand the impact of weather and pollution on human and animal lives.</p>			<p>Responsibility – We understand how humans impact on our world. We think about changing landscapes and animal habitats, taking responsibility for the food we eat and the impact it has on the farmers and workers.</p> <p>Innovative – We consider innovations in sustainability, farming, travel and development and the impact these have on the world. We understand how changing technology can help us understand the world.</p>			<p>Valued – We value and respect all living things and the resources on our planet. We learn about the consequences of not valuing resources and caring for the environment</p> <p>Empathetic – We consider the feelings of those impacted by natural disasters and learn to care for our world and living things, as well as being aware of the changes we can make by having a voice and creating a world to be proud of.</p>		
Nursery	<p>Unit outcome</p> <p>Half termly trips to Woodlands, observing signs of change. Using senses to discover what is around. What can you hear? See? Smell? How does it make you feel?</p>			<p>Unit Outcome</p> <p>Weekly trips to Woodlands, observing signs of change.</p> <p>Outdoor activities.</p>			<p>Unit Outcome</p> <p>Maps and mapping skills. Travel.</p> <p>Weekly trips to Woodlands, observing signs of change.</p> <p>Outdoor activities.</p>		
Reception	<p>Unit outcome</p> <p>Weekly trips to Woodlands.</p> <p>Environmental differences linked to Kapati Plain</p> <p>Seasonal changes</p> <p>Weather activities linked to ice/rain/sun</p> <p>Fruit and vegetable investigation – linked to harvest.</p>			<p>Unit Outcome</p> <p>Weekly trips to Woodlands, observing signs of change.</p> <p>Outdoor activities.</p> <p>Weather activities linked to ice/rain/sun.</p>			<p>Unit Outcome</p> <p>Weekly trips to Woodlands, observing signs of change.</p> <p>Outdoor activities.</p> <p>Weather activities linked to ice/rain/sun.</p> <p>Shadows exploration.</p>		
Year One	Unit outcome - <i>How does the weather affect our lives?</i>			Unit Outcome - <i>What is the geography of my locality like?</i>			Unit Outcome - <i>How does the geography of Kampong Ayer compare with my locality?</i>		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	<p>Weather and Seasons.</p> <p>Hot and cold areas of world.</p>	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the countries, 	<p>Tier 1: Weather, Rainfall, Temperature, Sunshine, Wind, Fog,</p>	<p>Weather and Seasons</p> <p>Hot and cold areas of world</p>	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United 	<p>Place; People; Environment; Landscape; Community; Natural; Physical</p>	<p>Weather and Seasons</p> <p>Hot and cold areas of world</p>	<p>Use world maps, atlases and globes to identify the United</p>	<p>Tier 1: Town, village, city, country, world, wind, sun, sea, hot, cold,</p>



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	Equator North & South Pole	<p>continents and oceans studied at this key stage.</p> <ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple fieldwork and observational skills to study key human and physical features of environments. 	<p>Snow, Cloud, Compass, Season, Winter, Spring, Summer, Autumn, Thunderstorm, Ice, Country, City, Island, North Pole, South Pole, Key, Desert, Continent, Ocean, Sahara, Antarctica, Environment.</p> <p>Tier 2: Thermometer, Rain gauge, Weather vane, Lagoon, Canal Solar, Tornado, Equator, Drought</p> <p>Tier 3: Expedition, Anemometer, Blizzard, Atmosphere</p>	<p>Key physical features of local area</p> <p>Equator</p> <p>North & South Pole Key human features of local area</p>	<p>Kingdom and its countries as well as the continents and oceans studied at this key stage.</p> <ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple observational skills to study key human and physical features of environments. 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 	<p>geography; Human geography; Global; United Kingdom; Country; Nation; City; Capital; Continent; Ocean; Europe; Equator; Sea; Tree; Wood; Forest; Tropical; Buildings; Landslide; Beach; Wave; Motorway; Canyon; Mountain; Snow; Cliff; Town; Moor; Train; Offices; Service; Hotel; Departmental Store; Fishing; Boat; Farm; Ice; Freeze; Plough; Field; Road; Bridge; Safari; Holiday; Sport; Timber; Railway; Geo tagged; Geographical Information System (GIS); Annotated; Local area;</p>	<p>Key physical features of Kampong Ayer</p> <p>Equator North & South Pole</p>	<p>Kingdom and its countries as well as the continents and oceans studied at this key stage.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use simple observational skills to study key human and physical features of environments.</p>	<p>people, wood, rain, England, night, day, river, boat</p> <p>Tier 2: United kingdom, location, Capital, Map, Globe, Ireland, Scotland, Wales, Temperature, vicar, priest, Asia, Artic</p> <p>Tier 3: Brunei, Borneo, Settlement, Physical, Habitat, Tropical, Temperate, Population, Hemisphere, commute, nation, Community.</p>
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					surrounding environment	Stadium; Change; Construction; Land use; Scale; Street; Transport; Recreation; Economic; Residential.			
	Cross curricular links: Maths- prior knowledge on position/direction RE - Links to weather differences in Bethlehem Cross curricular links: Science - living things/habitats, explore outside environment, food chains. Music – South African music			Music – Music in other countries – blues/latin/folk DT – Food around the world RE – Comparisons with Israel			DT – School grounds links to playground equipment Art – printing – Kampong Ayer		
Year Two	Unit Outcome <i>Why don't penguins need to fly?</i>			Unit Outcome - <i>Why does it matter where my food comes from?</i>			Unit Outcome - <i>Why do we love being beside the sea so much?</i>		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	Weather and Seasons Hot and cold areas of world Physical features of Antarctica, Arctic and Sahara Desert	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, 	Continent; Ocean; Antarctica; Southern Ocean; Mountain; Valley; Snow; Ice; Blizzard; Desert; Landscape; Environment; Wind; Rain;	Weather and Seasons Hot and cold areas of the world Physical features of farming in UK and locations overseas	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, 	Farm; Dairy products; Supermarket; Shop; Pasture; Grass; Jersey; Channel Islands; Economic activity; Business;	Weather and Seasons Hot and cold areas of world Physical features of the coast	Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans	Seaside; Countryside; Town; City; Urban; Rural; Flats; Sand; Beach; Pebbles; Mountain; Rocks; Field; High Street; Sea; Shops; Road; Street; Heath; Trees; Wood; Crops; Farming;



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	<p>Equator</p> <p>North and South Pole</p> <p>Human features of Antarctica, Arctic and Sahara Desert</p>	<p>continents and oceans studied at this key stage.</p> <ul style="list-style-type: none"> • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Use simple observational skills to study key human and physical features of environments. 	<p>Ice Sheet; Pebbles; Shore; Hill; Cliff; Habitat; Adapted; Africa; Iceberg; Sand dune; Arctic; Carnivore; Temperature; Summer; Winter; Predator; Food chain; Krill; Animal; Phytoplankton; Plant; River; Waterfall; Gorge; Country; Jungle</p>	<p>Equator North and South Pole</p> <p>Human features of farming - UK and locations overseas</p>	<p>continents and oceans studied at this key stage.</p> <ul style="list-style-type: none"> • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Use simple observational skills to study key human and physical features of environments. <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and</p>	<p>Raw material; County; Devon; South West England; United Kingdom; Landscape; Wood; Hedgerow; Tree; Field; Lake; Weather; Average; Temperature; Growing season; Rainfall; Sunshine; Settlement; Town; City; Village; Industry; Airport; Motorway; Office; Factory; Railway; Cathedral; Aeroplane; Trade; Plantation; Harvest; Export; Costa Rica; South America;</p>	<p>Human features of the coast</p>	<p>studied at this key stage.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use simple observational skills to study key human and physical features of environments.</p>	<p>Cliff; Houses; Hill; Traffic; Habitat; Environment; Adaptation; Camouflage; Nutrition; Food chain; Plankton; Pollution; Continent; Ocean; Country; North Pole; South Pole; North America; South America; Europe; Africa; Asia; Australia; Antarctica; Ocean; Pacific Ocean; Indian Ocean; Arctic Ocean; Southern Ocean; Atlantic Ocean; Compass; Map; River; Mountain; Desert; Island; Capital; Resort; Region.</p> <p>y.</p>
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					physical features of its surrounding environment	North America; Central America; Harvest; Container ship; Import; Tropical; Calories; Vegetable; Processing; Health; Butcher; Greengrocer; Locally produced; Free-range; Refining; Vitamins; Nutrition.			
	Cross curricular links: Science - living things/habitats, explore outside environment, food chains. Music – South African music			DT – Links to food/veg from overseas			DT – School grounds links to playground equipment Art – printing – Kampong Ayer		
Year Three	Unit Outcome - <i>Why are jungles so wet and deserts so dry?</i>			Unit Outcome - <i>Why do half the people in the world live in megacities?</i>			Unit Outcome - <i>How has the geography of my local area changed since 1900?</i>		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	North America South America	<ul style="list-style-type: none"> Use maps, atlases, globes and 	Tier 1: Weather Temperature Pattern	North America South America UK	<ul style="list-style-type: none"> Use maps, atlases, globes and 	Tier 2: Map; City; Megacity;	UK Local area	<ul style="list-style-type: none"> Use maps, atlases, globes and 	Tier 2: Village, site, river, lake,



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Latitude and longitude Human and physical geography of North East and local area	digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Location North Pole; Country Wind; Ocean; Winter; Summer; Mild; Season; Mountain Trees; Animals; Location Environment Key Forest River Cloud Thunderstorm;; City; Polar Tier 2: Climate Council Distribution Mediterranean Annual Predators; Humid; Oxygen; Drought; Carnivore Source Adaptation Inhabited Temperate Classification Landscape South America Mouth Rainforest Climate graph Tier 3: Sahara Lichens; Moss; Deciduous	Latitude and longitude Human and physical geography of North East and local area	digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Village; Town; Settlement; Urban; Rural; Distribution; Capital; Population; Population density, Human geography; Physical geography; Tier 3: Employment; Economy; Migration; Services; Industry; Capital city; Government; Parliament; Stock Exchange	North East region Human and physical geography of North East and local area	digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of	mountain, storm, wind, transport, Scale, Sea, Hurricane. Tier 3: Density, Redevelopment, Olympics, Geographical, Distribution, Demographic, Population; Satellite, vegetation,
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			<p>Amazonia; Nile; Andes; Cumulonimbus; Political map; Equator; Prevailing; Climate graph; Tropic of Cancer; Tropic of Capricorn; Polar; Continental; Tropical; Equatorial; Drought;; Northern Hemisphere; Southern Hemisphere; Meteorological; Climate station; Average; Coniferous; Tropical; Savannah; Hot desert; Ice cap; Tundra; Grassland; Shrubs; Herbivores; Evergreen;; Biome;; Amazon Basin; Tributary; Humid; Convection; Condensation;</p>					<p>methods, including sketch maps, plans and graphs, and digital technologies .</p>	
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	Cross curricular links: French – location of France			French – Dans ma ville – in my town			RE – River Ganges		
Year Four	Unit outcome - <i>How can we live more sustainably?</i>			Unit Outcome - <i>Beyond the Magic Kingdom: What is the Sunshine State really like?</i>			Unit Outcome - <i>How do volcanoes effect the lives of people on Hiemaey?</i>		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	UK Local area	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 	Sustainable; Unsustainable; Reusable; Solar; Turbine; Rechargeable; Conservation; Recycle; Health; Diet; Exercise; Resource; Electricity; Power station; Transport; Community; Wellbeing; Social; Interaction; Values; Behaviour; Lifestyle; Minerals; Energy; Ocean; Wind; Tides; Waves; Fishing;	North America environmental regions, key physical and human characteristics, countries and cities Human and physical geography of a region within North America	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 	Theme park; Tourist; Florida; United States of America; North America; Atlantic Ocean; Gulf of Mexico; State; Leisure; Recreation; Plan; Location; Scale; Distance; Political map; Island; Ice sheet; Population density; Contiguous; Time zone; Pacific Ocean; Central America; Maya; Civilisation; Empire; City; Exploitation; Climate; Drought; Tropical rainforest;	Europe environmental, key physical and human characteristics, countries and cities Human and physical geography of a region in a European country	Use maps, atlases, globes and digital/compute r mapping to locate countries and describe features studied.	Tier 1: Environment/Fi re/Stream/Mou ntain/ Relief/city/mark et/distribution/tr ansport/proces sing Tier 2: Tourism/refuge es/distribution/c liff/landscape/w eather/climate Tier 3: Stage 1 – continent, island, Europe, Latitude, Equator, Longitude, Hemisphere, natural resources, eruption, magma, evacuation, lava, glaicer, earthquake, urban, rural,



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		and the wider world.	Forestry; Finite; Infinite; Economic activity; Waste; Biodiversity; Global; Procurement; Conduction; Element; Resistance; Electrons; Energy; Generator; Turbine; Gas; Greenhouse gases; Greenhouse effect; Carbon dioxide; Pollution; Atmosphere; Reflection; Space; Infrared; Radiation; Fossil fuels; Glacier; Ice sheet; Global warming; Sustainable development; Government; Community; Field; Marsh; Hill;		and the wider world.	Trade; Astronomy; Environment; Choropleth map; Key; Quality of life; Reliability; Trustworthiness; Peninsula; Coast; Sea; Satellite; Physical features; Human features; Space; Exploration; Mission; Trajectory; Axis; Orbit; Rotation; Equator; Latitude; Gravity; Europe; South America; Endangered; Conservation; Preservation; Life cycle; Hazard; Pollution; Species; Predator; Conflict; Extinct; Management; Atmosphere; Zone; Region; Weather;			region, precipitation Stage 2 – Trade, economic activity, fjord, Gulf stream, political, Archipelago, geyser, port, geothermal, climate graph, Pacific ring of crust, mantle, core, tectonic plates, igneous, sedimentary, metamorphic, economic activity, colony.
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			Settlement; Scrape; Management; Charity; Deforestation; Fuel; Erosion; Silt; Solar cooker.			Climate; Temperature; Precipitation; Sunshine; Intense; Shallow; Oblique; Hurricane; Evacuation; Tropical Storm;			
	Cross curricular links: Science - different habitats throughout the year , living things, classification/features								
Year Five	Unit outcome - <i>How is climate change affecting the world?</i>			Unit Outcome - <i>Why are mountains so important?</i>			Unit Outcome - <i>What is a river?</i>		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	Environmental regions of Europe, North America and South America UK; Lines of latitude and longitude Local area	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key 	Africa; The Gambia; City; Capital city; Market; Senegal; Atlantic Ocean; River Gambia; Rainfall; Dry season; Wet season; Weather; Climate; Drought; Crop; Trade winds; Desertification; Erosion; Life expectancy; Tourists;	Physical and human characteristics of Europe, North America and South America UK Contrasting region in a European country	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key 	Mountain; Rock; Landscape; Volcano; Crust; Mantle; Magma; Lava; River; Ocean; Hot spot; Summit; Sea level; Island; Planet; Solar System; Universe; Tectonic plate; Scale; Mountain range; Himalaya; Andes; Rockies; Alps; Atlas; Urals;	Physical characteristics of Europe, North America and South America, UK Local area	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key 	River; Source; Mouth; Course; Channel; Meander; Stream, Waterfall; Bank; Flood plain; River island; Undercutting; Slip-off slope; Tidal, Marina, River cliff; Pebbles; Beach; Waves; Spit; Coast; Estuary; Erosion;



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		(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Desert; Aid; Village; Well; Subsistence; Commercial; Millet; Maize; Groundnuts; Vegetables; Rice; Tropical; Sub-tropical; Hunger; Insurance; Australia; Victoria; State; Territory; Oceania; Town; Risk; Hazard; Bushfire; Wildfire; Natural disaster; Decade; Heatwave; Consecutive; Pattern; Settlement; Site; Situation; Conurbation; Megalopolis; Residents; Transport; Commuter; Infrastructure; Embankment; Rock armour;		(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Relief; Political; Country; Strata; Continent; Ocean; fold mountains; Crinoids; Compression; Oxygen; Atmosphere; Blizzard; Glacier; Ridge; Summit; Col; Fossil; Sea; Animal; Rock; Ocean; Marine; Geology; Silt; Geologist; Temperature; Sedimentary; Igneous; Metamorphic; Sediment; Limestone; Tethys; Distribution; Pattern; Key; Direction; Peak; Erosion; Glacier; Settlement; Landscape; Woodland; Marsh; Valley; Fodder; Environment; Pasture; Minerals; Growing season; Silage;		(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Farms, Village; Town; Settlement; Fields, Hedgerow; Tropical rainforest; Atacama Desert; Wood; Rapids; Ox-bow lake; Mill; Hamlet; Railway; Transport; Bridge; Sewage works; Leisure; Recreation; Hypothesis; Validity; Load; Energy; Transportation; Habitat; Invertebrates; Molluscs; Crustaceans; Amphibians; Birds, Mammal; Reptile; Vertebrates; Algae; Eutrophication; Pollution; Indicator species; Biotic
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			Tide; Storm; Flood plan; Resilient; Tidal surge; Flood defence; Management; Coast; North Pole; South Pole; Ice cap; Region; Climate graph; Weather station; Precipitation; Snow; Blizzard; Tundra; Glacier; Inuit; Migration; Indigenous; Economy; Culture; Global warming; Mountain range; Northern Hemisphere; Southern Hemisphere; Carbon dioxide; Disease; Season; Habitat; Coral; Observatory; Greenhouse			Slurry; Fertiliser; Diversify; Business; Tourists; Economic activity; Profit; Climate graph; Precipitation; Climate station; Growing season; Range of temperature; Frost; Co-ordinates; Ordnance Survey; Eastings; Northings; Grid square; Grid reference; Disease; Epidemic; Cholera; Contamination; Health; Hygiene; Medicine; Water; Victoria; Slum; Urban; Reservoir; Elevation; Impermeable; Gravity; Contour; Spot height; Hydroelectric; Turbine; Generator; Pylons;			Index; Valley; Agriculture; Sea level; Flood; Bridge; Mud flat; Brackish; Coast; Diatom; Omnivore; Herbivore; Carnivore; Prey; Confluence; Annotate; Wildlife; Spit; Scale; Ecosystem; Migration; Food chain; Photosynthesis ; Algae, Bacteria; Hydrological (water) cycle; Precipitation; Runoff; Aquifer; Evaporation; Borough; River Thames; Isle of Dogs; Henry VIII; Marsh; Creek; Flood; Port; Trade; Dock; Economic activity; British
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			gas; Climate change; Methane; Fossil fuel; Energy; Coal; Petroleum; Oil; Gas; Aerobic; Anaerobic; Pressure; Force; Rock; Sedimentary; Crust; Mantle; Core; Sustainability; Sustainable development; Renewable; Non-renewable; Wind power; Geothermal heat; Hydroelectric power; Solar power; Biofuel.			Transmission; Cost and benefit; Green; Planning; Government; Resort; Sustainable development; Sustainability.			Empire; Container; Monsoon; Refugee; Contaminated; Famine; Aid; Pattern; Relief; Romantic era; Symphony; Movement; Orchestra; Waterfall; Little Ice Age; Climate.
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	Cross curricular links:			Cross curricular links: DT – moon buggies Science – space			Cross curricular links: Science – living things/habitats/pollution		
Year Six	Unit outcome – <i>Who are National Parks for?</i>			Unit Outcome – <i>Why is Fair Trade fair?</i>			Unit Outcome – <i>Why are our oceans so important?</i>		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	Key physical and human characteristics of North America; UK	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols 	Tier 1: Country; City; Town; Castle; Countryside; Fair; Steam; Garden; House; Village; Religion; Mountain; Waterfall; Windmill; Forest; Sea; Hill; River; Beach; Cave; Visitors; Stream; Rock; Island; Factory; Mill; Farm; Wildlife; Beauty; Livestock; Government	Key physical and human characteristics of North America; Europe	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols 	Tier 1: Transport, Environment, Caravan, Factory, Countries, Desert, Stream, River, Mountains, Brand, Company, Tropical, Farm, Ferry, River, Factory, Market Tier 2: Landscape, Manufacture, Drought, Profit, Trade, Import, Container,	Latitude and longitude, Northern and Southern Hemisphere	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols 	Tier 2: sea, container, container ship, products, location, storm, manufacture, exporting, importing, spilled, intervening, washed up, coast, countries, currents, pattern, gyres, circulate, garbage



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		and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Tier 2: Location; Landscape; Protection; Environment; Distribution; Urban; Rural; Theme park; Remote; Canal; Mill; Coal; Cottage; Tradition; Culture; Lifestyle; Community; Festival; Bronze Age; Cliff; Channel; Lake; Ancient; Coastline; Coastal; Bay; Chalk; Drystone wall; Pot hole; Chamber; Tourists; Abbey; Medieval; Prehistoric; Region; Southwest England; Valley;		and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Export, Caribbean, Climate, Hurricane, Technology, Shipping, Retailer, Pier, Cruise, Urban, Rural, Premium, Community, Development, Co-operative Tier 3: Merchant, Commodities, Silk Road, Silkworm, Mulberry, Cocoon, Larvae, Political map, Basin, Depression, Arid, Trade route, Domestic trade, International trade, Container ship, Hectare, Growing season,		and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	patches, whirlpool, collects, accumulates, rotating, refuse, debris Tier 3: Oceanograph er, globe, continuous, Pacific, Atlantic, Indian, Arctic Southern, gulf, bay, bight, strait; Baffin Bay, Labrador Sea, Hudson Bay, Gulf of Mexico, Caribbean Sea, Greenland Sea, Norwegian Sea, North Sea, Mediterranea n Sea, Black Sea, Caspian
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			<p>Distribution; Sea level; Incline; Shattered; Fragmented; Ice Age; Erosion; Pedestal; Technology; Mesolithic; Neolithic; Vegetation; Bracken; Heath; Marsh; Reeds; Standing stones; Quarry; Species; Habitat; Tranquillity; Land use</p> <p>Tier 3: National Park; Conservation; Fertiliser; Fort; Regatta; Viaduct; Custom; Heritage; Cultural heritage; Reservoir; Wetland; Peat;</p>			<p>Drainage, Pesticide, Polyethylene, Irrigation, Plantation, Fertiliser, Smallholder, Wholesaler, Port, Berth, Dock, Quay, Crane, Dry dock, Hydrofoil, Confluence, Refinery, Settlement, Heath, Estuary, Mud flat, Cargo, Terminal, Hovercraft, Fairtrade, Sustainable, Ethical</p>			<p>Sea, Red Sea, Persian Gulf, Arabian Sea, Bay of Bengal, South China Sea, East China Sea, Sea of Japan, United Kingdom, Chile, Japan, Greenland, United States of America, Hawaii, Alaska, Australia, Philippines, France, Canada, North Pole, microplastics</p>
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			Wind pump; Outcrop; Granite; Tor; Stone circle; Moorland; Deciduous; Coniferous; Glacial; Fells; Loch; Firth; Heathland; Tarn; Saltmarsh; Mudflats; Sand dune; Gorge; Downland; Grassland; Limestone; Industrial revolution; Area of Outstanding Natural Beauty, World Heritage Site; Site of Special Scientific Interest; Contour lines; Dry valley; Scrub; Weathering; Freeze–thaw; Evoke; Pastoral;						
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			Ceremonial; Relief; Diversify; Cairn; Economic activity; Fodder						
	Cross curricular links:			Cross curricular links: RE – link to fair trade – Christian charity			Cross curricular links: Science – living things/habitats, classification of plants/animals.		