



## Sequence of teaching overview in Geography 2025-2026

	Autumn Term			Spring Term			Summer Term		
<b>THRIVE VALUES</b>	<p><b>Team</b> – 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><b>Healthy</b> – We explore the world outside with fieldwork and understand the impact of weather and pollution on human and animal lives.</p>			<p><b>Responsibility</b> – 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><b>Innovative</b> – 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><b>Valued</b> – 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><b>Empathetic</b> – 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>		
<b>Nursery</b>	<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. Outdoor activities.</p>			<p>Unit Outcome</p> <p>Maps and mapping skills. Travel. Weekly trips to Woodlands, observing signs of change. Outdoor activities.</p>		
<b>Reception</b>	<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. 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. Outdoor activities.</p> <p>Weather activities linked to ice/rain/sun. Shadows exploration.</p>		
<b>Year One</b>	Unit outcome – <i>What is the weather like in the UK?</i>			Unit Outcome - <i>What is it like here?</i>			Unit Outcome – <i>What is it like to live in Shanghai?</i>		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	<ul style="list-style-type: none"> <li>The name of two continents (Europe and Asia).</li> </ul>	<ul style="list-style-type: none"> <li>Showing on a map which continent they live in.</li> <li>Locating the four countries</li> </ul>	atlas autumn direction east England Europe	To know: <ul style="list-style-type: none"> <li>that the UK is short for 'United Kingdom'.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising some physical features in their locality.</li> </ul>	aerial photograph aerial view atlas city country	To know <ul style="list-style-type: none"> <li>the name of the two continents (Europe and Asia).</li> </ul>	<ul style="list-style-type: none"> <li>Locating two of the world's seven continents on a world map.</li> </ul>	continent country different directional language e.g.



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<ul style="list-style-type: none"> <li>• That a continent is a group of countries</li> <li>• That they live in the continent of Europe.</li> <li>• That the UK is short for 'United Kingdom'.</li> <li>• That a country is a land or nation with its own government.</li> <li>• That the United Kingdom is made up of four countries and their names.</li> <li>• The name of the country they live in.</li> <li>• Describing how the weather changes with each season in the UK.</li> <li>• Describing the daily weather patterns in their locality.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to locate the capital cities of the four countries of the UK on a map of this area.</li> <li>• Showing on a map which country they live in and locating its capital city.</li> <li>• Describing how the weather changes with each season in the UK.</li> <li>• Describing the daily weather patterns in their locality.</li> <li>• Confidently using the vocabulary 'season' and 'weather'</li> <li>• Recognising some physical features in their locality.</li> </ul>	<p>of the United Kingdom (UK) on a map of this area.</p> <p>map north Northern Ireland place Scotland season south spring summer United Kingdom Wales weather west winter</p>	<ul style="list-style-type: none"> <li>• that a country is a land or nation with its own government.</li> <li>• the name of the country they live in.</li> <li>• that an aerial photograph is a photograph taken from the air above.</li> <li>• that atlases give information about the world and that a map tells us information about a place.</li> <li>• that a map is a picture of a place, usually drawn from above.</li> <li>• that symbols are often used on maps to represent features.</li> <li>• simple directional language (e.g near, far, up, down,</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising some human features in their locality.</li> <li>• Using an atlas to locate the UK.</li> <li>• Using directional language to describe the location of objects in the classroom and playground.</li> <li>• Using directional language to describe features on a map in relation to other features (real or imaginary).</li> <li>• Responding to instructions using directional language to follow routes.</li> <li>• Recognising local landmarks on aerial photographs</li> <li>• Recognising basic human</li> </ul>	<p>directional language distance features globe improve key land locate location map north place questionnaire sea survey symbol town village</p>	<ul style="list-style-type: none"> <li>• that a continent is a group of countries.</li> <li>• that they live in the continent of Europe.</li> <li>• that life elsewhere in the world can be similar and different to ours.</li> <li>• that physical features means any feature of an area that is on the Earth naturally.</li> <li>• that human features means any feature of an area that was made or built by humans.</li> </ul>	<ul style="list-style-type: none"> <li>• Showing on a map which continent they live in.</li> <li>• Naming some key similarities and differences between their local area and a small area of a contrasting non-European country.</li> <li>• Recognising some physical and human features in their locality.</li> <li>• Using an atlas to locate the UK.</li> <li>• Using a world map and globe to locate four of the world's seven continents (Europe and Asia).</li> <li>• Using a world map and globe to locate the</li> </ul>	<p>near, far, next to, behind, etc. key human feature map physical feature similar symbol</p>
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	<ul style="list-style-type: none"> <li>• Confidently using the vocabulary 'season' and 'weather'.</li> <li>• Recognising some physical features in their locality.</li> <li>• Simple directional language (e.g. near, far, up, down, left, right, forwards, backwards)</li> <li>• That a compass is an instrument we can use to find which direction is north.</li> <li>• Which direction is N, S, E, W on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• Describing how the weather changes with each season in the UK.</li> <li>• Describing the daily weather patterns in their locality.</li> <li>• Confidently using the vocabulary 'season' and 'weather'.</li> <li>• Recognising some physical features in their locality.</li> </ul>		<p>left, right, forwards, backwards).</p>	<p>and physical features on aerial photographs</p> <ul style="list-style-type: none"> <li>• Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.</li> <li>• Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.</li> <li>• Using simple picture maps and plans to move around the school</li> <li>• Asking questions about the world around them.</li> <li>• Commenting on the features they see in their school and school</li> </ul>			<p>Atlantic Ocean and Pacific Ocean.</p> <ul style="list-style-type: none"> <li>• Using directional language to describe features on a map in relation to other features (real or imaginary).</li> <li>• Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.</li> <li>• Recognising local landmarks on aerial photographs .</li> <li>• Recognising basic human and physical features on aerial photographs.</li> <li>• Drawing freehand maps (of real or imaginary places) using</li> </ul>	
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					<p>grounds on a walk around the respective places.</p> <ul style="list-style-type: none"><li>• Asking and answering simple questions about the features of their school and school grounds.</li><li>• Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</li><li>• Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.</li></ul>			<p>simple pictures or symbols.</p> <ul style="list-style-type: none"><li>• Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.</li><li>• Adding labels to sketch maps.</li><li>• Commenting on the features they see in their school and school grounds on a walk around the respective places.</li><li>• Asking and answering simple questions about the features of their school and school grounds.</li><li>• Drawing some of the features they</li></ul>	
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								notice in their school and school grounds in correct relation to each other on a sketch map.	
	<p>Cross curricular links: Maths- prior knowledge on position/direction</p> <p>RE - Links to weather differences in Bethlehem</p> <p>Cross curricular links: Science - living things/habitats, explore outside environment, food chains.</p> <p>Music – South African music</p>			<p>Music – Music in other countries – blues/latin/folk</p> <p>DT – Food around the world</p> <p>RE – Comparisons with Israel</p>			<p>DT – School grounds links to playground equipment</p> <p>Art – printing – Kampong Ayer</p>		
Year Two	Unit Outcome <i>Why don't penguins need to fly?</i>			Unit Outcome – <i>Why is our world wonderful?</i>			Unit Outcome – <i>What is it like to like by the coast?</i>		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	<p>Weather and Seasons</p> <p>Hot and cold areas of world</p> <p>Physical features of Antarctica, Arctic and Sahara Desert</p> <p>Equator</p>	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents</li> </ul>	<p>Continent; Ocean; Antarctica; Southern Ocean; Mountain; Valley; Snow; Ice; Blizzard; Desert; Landscape; Environment; Wind; Rain; Ice Sheet;</p>	<p>The location of the UK</p> <p>Capital city's in the UK</p> <p>The seven continents of the world</p> <p>The names and locations of the oceans</p>	<ul style="list-style-type: none"> <li>Use an atlas</li> <li>Label countries, continents and landmarks</li> <li>Identify human and physical features.</li> <li>Explain the difference</li> </ul>	<p>aerial photograph</p> <p>capital city</p> <p>continent</p> <p>country</p> <p>data</p> <p>collection</p> <p>fieldwork</p> <p>human feature</p> <p>key</p> <p>lake</p> <p>land</p>	<p>Know that a sea is a body of water that is smaller than an ocean.</p> <p>Physical features of the coast</p>	<ul style="list-style-type: none"> <li>Use an atlas</li> <li>Use compass points</li> <li>Use aerial photographs</li> <li>Use simple observation skills to describe human and</li> </ul>	<p>arch</p> <p>aquarium</p> <p>bay</p> <p>capital city</p> <p>city</p> <p>cliff</p> <p>coast</p> <p>coastline</p> <p>country</p> <p>data</p> <p>collection</p> <p>fieldwork</p>



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<p>North and South Pole</p> <p>Human features of Antarctica, Arctic and Sahara Desert</p>	<p>and oceans studied at this key stage.</p> <ul style="list-style-type: none"> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>Use simple observational skills to study key human and physical features of environments.</li> </ul>	<p>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>Physical features and landmarks around the world</p> <p>Human features and landmarks around the world</p>	<p>between oceans and seas.</p> <ul style="list-style-type: none"> <li>Use an aerial photograph to draw a simple sketch map.</li> <li>Collect data by sketching findings on a map and completing a tally chart.</li> <li>Present findings in a bar chart</li> </ul>	<p>landmark locate location map north physical feature ocean OS map river sample sea scale symbol tally chart vegetation</p>	<p>Human features of the coast</p> <p>Know how collect data</p>	<p>physical features.</p> <ul style="list-style-type: none"> <li>Record and represent data</li> </ul>	<p>island harbour human feature location locate mudflat ocean physical feature pictogram pier sand dunes sea stack tally chart tourist town village</p>
<p>Cross curricular links:</p> <p>Science - living things/habitats, explore outside environment, food chains.</p> <p>Music – South African music</p>			<p>Cross curricular links:</p> <p>Maths- Collecting and recording data</p> <p>Computing- pictograms</p>			<p>Cross curricular links:</p> <p>Maths- Collecting and recording data</p> <p>Science- weather and habitats</p>		



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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 Latitude and longitude Human and physical geography of North East and local area	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>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.</li> </ul>	Tier 1: Weather Temperature Pattern 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	North America South America UK Latitude and longitude Human and physical geography of North East and local area	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>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.</li> </ul>	Tier 2: Map; City; Megacity; 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	UK Local area North East region Human and physical geography of North East and local area	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>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.</li> <li>Use fieldwork to observe, measure, record and</li> </ul>	Tier 2: Village, site, river, lake, mountain, storm, wind, transport,  Scale, Sea, Hurricane.  Tier 3: Density, Redevelopment, Olympics, Geographical, Distribution, Demographic, Population; Satellite, vegetation,



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			<p>Rainforest Climate graph</p> <p>Tier 3: Sahara Lichens; Moss; Deciduous 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;</p>					<p>present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	
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			Tributary; Humid; Convection; Condensation;						
	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"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance</li> </ul>	Sustainable; Unsustainable; Reusable; Solar; Turbine; Rechargeable; Conservation; Recycle; Health; Diet; Exercise; Resource; Electricity; Power station; Transport; Community; Wellbeing; Social; Interaction; Values; Behaviour; Lifestyle;	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"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance</li> </ul>	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;	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,



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		Survey maps) to build their knowledge of the United Kingdom and the wider world.	Minerals; Energy; Ocean; Wind; Tides; Waves; Fishing; 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		Survey maps) to build their knowledge of the United Kingdom and the wider world.	Empire; City; Exploitation; Climate; Drought; Tropical rainforest; Trade; Astronomy; Environment; Choropleth map; Key; Quality of life; Reliability; Trustworthines; 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;			eruption, magma, evacuation, lava, glacier, earthquake, urban, rural, 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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			development; Government; Community; Field; Marsh; Hill; Settlement; Scrape; Management; Charity; Deforestation; Fuel; Erosion; Silt; Solar cooker.			Conflict; Extinct; Management; Atmosphere; Zone; Region; Weather; Climate; Temperature; Precipitation; Sunshine; Intense; Shallow; Oblique; Hurricane; Evacuation; Tropical Storm;			
	Cross curricular links: Science - different habitats throughout the year , living things, classification/features								
<b>Year Five</b>	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"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use the eight points of a compass,</li> </ul>	Africa; The Gambia; City; Capital city; Market; Senegal; Atlantic Ocean; River Gambia; Rainfall; Dry season; Wet season; Weather; Climate; Drought; Crop;	Physical and human characteristics of Europe, North America and South America UK Contrasting region in a European country	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use the eight points of a compass,</li> </ul>	Mountain; Rock; Landscape; Volcano; Crust; Mantle; Magma; Lava; River; Ocean; Hot spot; Summit; Sea level; Island; Planet; Solar System; Universe; Tectonic plate; Scale;	Physical characteristics of Europe, North America and South America, UK Local area	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use the eight points of a compass,</li> </ul>	River; Source; Mouth; Course; Channel; Meander; Stream, Waterfall; Bank; Flood plain; River island; Undercutting; Slip-off slope; Tidal, Marina, River cliff;



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		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.	Trade winds; Desertification; Erosion; Life expectancy; Tourists; 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;		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.	Mountain range; Himalaya; Andes; Rockies; Alps; Atlas; Urals; 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;		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.	Pebbles; Beach; Waves; Spit; Coast; Estuary; Erosion; 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;
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			Transport; Commuter; Infrastructure; Embankment; Rock armour; 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;			Fodder; Environment; Pasture; Minerals; Growing season; Silage; 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;			Algae; Eutrophication; Pollution; Indicator species; Biotic 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;
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			<p>Disease;  Season;  Habitat; Coral;  Observatory;  Greenhouse 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.</p>			<p>Contour; Spot height;  Hydroelectric; Turbine;  Generator;  Pylons;  Transmission;  Cost and benefit; Green;  Planning;  Government;  Resort;  Sustainable development;  Sustainability.</p>			<p>Creek; Flood;  Port; Trade;  Dock;  Economic activity; British Empire;  Container;  Monsoon;  Refugee;  Contaminated;  Famine; Aid;  Pattern; Relief;  Romantic era;  Symphony;  Movement;  Orchestra;  Waterfall; Little Ice Age;  Climate.</p>
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	Cross curricular links:			Cross curricular links: DT – moon buggies Science – space			Cross curricular links: Science – living things/habitats/pollution		
	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
<b>Year Six</b>	Key physical and human characteristics of North America; UK	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use the eight points of a compass,</li> </ul>	<b>Tier 1:</b> 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;	Key physical and human characteristics of North America; Europe	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use the eight points of a compass,</li> </ul>	<b>Tier 1:</b> Transport, Environment, Caravan, Factory, Countries, Desert, Stream, River, Mountains, Brand, Company, Tropical, Farm, Ferry, River, Factory, Market <b>Tier 2:</b>	Latitude and longitude, Northern and Southern Hemisphere	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use the eight points of a compass,</li> </ul>	<b>Tier 2:</b> sea, container, container ship, products, location, storm, manufacture, exporting, importing, spilled, intervening, washed up, coast, countries,



## Sequence of teaching overview in Geography 2025-2026

		<p>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.</p>	<p>Mill; Farm; Wildlife; Beauty; Livestock; Government</p> <p>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;</p>		<p>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.</p>	<p>Landscape, Manufacture, Drought, Profit, Trade, Import, Container, Export, Caribbean, Climate, Hurricane, Technology, Shipping, Retailer, Pier, Cruise, Urban, Rural, Premium, Community, Development, Co-operative</p> <p>Tier 3: Merchant, Commodities, Silk Road, Silkworm, Mulberry, Cocoon, Larvae, Political map, Basin, Depression, Arid, Trade route, Domestic trade,</p>		<p>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.</p>	<p>currents, pattern, gyres, circulate, garbage patches, whirlpool, collects, accumulates, rotating, refuse, debris</p> <p>Tier 3: Oceanographer, 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</p>
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## Sequence of teaching overview in Geography 2025-2026

		<p>Prehistoric; Region; Southwest England; Valley; 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;</p>			<p>International trade, Container ship, Hectare, Growing season, 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, North Sea, Mediterranea n Sea, Black Sea, Caspian 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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## Sequence of teaching overview in Geography 2025-2026

			Heritage; Cultural heritage; Reservoir; Wetland; Peat; 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;					
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## Sequence of teaching overview in Geography 2025-2026

			Scrub; Weathering; Freeze-thaw; Evoke; Pastoral; 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.			