

*"Giving children the keys to unlock their future"*



## Geography

When teaching Geography, we aim to inspire in children a curiosity and fascination about the world, its people and how they themselves have an important place in it, which will remain with them for the rest of their lives. We ensure that teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills, which are transferable to other areas of the curriculum. Our Geography teaching includes a local, national and world-wide context and is vocabulary rich, rooted in our vision to allow children to develop academically and personally.

Our Geography teaching follows the National Curriculum, supported by a clear knowledge and skills progression that makes connections between new learning and prior knowledge. This ensures that topics are built on year by year and sequenced appropriately to maximise learning.

The teaching of Geography is in blocks, in order to allow greater in-depth study, and is further enhanced with opportunity to undertake fieldwork within our school grounds and local area. The use of vocabulary rich knowledge organisers and regular quizzes will help to build our children's knowledge.

Our curriculum and skills progression is shown below:

	Topic Contents and Skills
EYFS ELGs	<b>People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <b>The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants

	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>		
	<p><u>All about Me &amp; Let's Celebrate</u></p> <p>Name and describe people who are familiar to them.</p> <p>Talk about members of their immediate family and community. Understand that some places are special to members of their community.</p> <ul style="list-style-type: none"> <li>Settling into school</li> <li>School rules and routines</li> <li>My family</li> <li>Who lives in my house?</li> <li>Where is my house?</li> </ul>	<p><u>Transport</u></p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <ul style="list-style-type: none"> <li>Different types of travel road, rail, air, water, space</li> <li>Famous people – Richard Trevithick, Grace Darling, Neil Armstrong</li> <li>Compare olden days/ modern day transport</li> </ul>	<p><u>Around the World</u></p> <p>Draw information from a simple map. Recognise some environments that are different to the one in which they live.</p> <ul style="list-style-type: none"> <li>Atlases and Maps</li> <li>Seven Continents song</li> <li>The Magic Balloon</li> <li>Handa's Surprise</li> <li>Henry's holiday</li> <li>Pirates – trip to Bristol harbour</li> </ul>
Year 1	<p><u>London</u></p> <ul style="list-style-type: none"> <li>Where is London? Why is London important? Understanding that London is the capital city of England.</li> <li>Introduce London landmarks. Children to look at modern day London – human geography – identifying landmarks and their use. Transport systems.</li> <li>Physical geography – River Thames, park</li> <li>To devise a simple map and construct a key</li> <li>Comparing London with Chippenham.</li> </ul>	<p><u>UK Countries and Capital Cities</u></p> <ul style="list-style-type: none"> <li>To use world maps, atlases and globes to identify the UK and that it is part of a continent of Europe.</li> <li>To name, locate and identify characteristics of the four countries and capital cities of the UK</li> <li>To use aerial photographs and plans to recognise landmarks and basic human/physical features of capital cities that aren't London.</li> </ul>	<p><u>World Countries, Continents and Oceans</u></p> <ul style="list-style-type: none"> <li>Understand the concept of the world.</li> <li>To name and locate the world's five oceans and seven continents</li> <li>Consolidate understanding our country is part of the continent Europe.</li> <li>What is an island? Identifying Islands including the UK and which countries are islands.</li> <li>Explore more about Europe, countries</li> </ul>
Skills	<p><u>Locational knowledge</u></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.</p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: a key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul> <p><u>Geographical skills and fieldwork: fieldwork</u></p> <ul style="list-style-type: none"> <li>Draw simple features</li> </ul> <p>Ask and respond to basic geographical questions</p> <p>Ask a familiar person prepared question</p>	<p><u>Locational knowledge</u></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.</p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: a key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>a key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries,</p> <ul style="list-style-type: none"> <li>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul>	<p><u>Locational knowledge</u></p> <p>Name and locate the world's seven continents and five oceans</p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: a key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> <li>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul> <p><u>Geographical skills and fieldwork: fieldwork</u></p>

	<p>Use pro-forma to collect data e.g. tally survey Create plans and raw simple features in their familiar environment Add labels onto a sketch map, map or photograph of features Recognise a photo or a video as a record of what has been seen or heard Use a camera in the field to help to record what is seen</p> <p><u>Geographical skills and fieldwork: maps</u> Use a simple picture map to move around the school Use relative vocabulary such as bigger, smaller, like, dislike Use maps to locate the four countries and capital cities of UK and its surrounding seas Draw basic maps, including appropriate symbols and pictures to represent places or features Use photographs and maps to identify features</p>	<p>· Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p><u>Geographical skills and fieldwork: maps</u> Use relative vocabulary such as bigger, smaller, like, dislike Use directional language such as near and far, up and down, left and right, forwards and backwards Use world maps to identify the UK in its position in the world. Use maps to locate the four countries and capital cities of UK and its surrounding seas Use photographs and maps to identify features</p>	<p>Add labels onto a sketch map, map or photograph of features Recognise a photo or a video as a record of what has been seen or heard</p> <p><u>Geographical skills and fieldwork: maps</u> Use relative vocabulary such as bigger, smaller, like, dislike Use directional language such as near and far, up and down, left and right, forwards and backwards Use world maps to identify the UK in its position in the world. Use photographs and maps to identify features</p>
Year 2	<p><u>Hot and Cold Climates</u></p> <ul style="list-style-type: none"> <li>To identify seasonal and daily weather patterns in the United Kingdom</li> <li>To know the location of hot and cold areas of the world in relation to the Equator and North/South poles. (see key vocabulary in NC)</li> <li>Start to ask geographical questions and gather information</li> </ul>	<p><u>Maps</u></p> <ul style="list-style-type: none"> <li>Familiar places and places afar</li> <li>Mapping school.</li> <li>Mapping of school within wider area – use of google maps.</li> <li>Where are the schools in priority? Where are our schools?</li> <li>Mapping of route of Titanic – seeing maps on bigger scale – draw back on climates too</li> </ul>	<p><u>Seaside and Coasts</u></p> <ul style="list-style-type: none"> <li>Identifying what the seaside is. Identify different 'seasides' – cliffs, beaches. What do different beaches look like?</li> <li>Recapping oceans and identifying seas around the UK.</li> <li>Do seasides look the same around the world? Show a selection of seasides. Children to compare 2 seasides.</li> </ul>
Skills	<p><u>Human and physical geography</u> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> <li>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul> <p><u>Geographical skills and fieldwork: fieldwork</u></p>	<p><u>Locational knowledge</u> Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> <li>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the</li> </ul>	<p><u>Locational knowledge</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Name and locate the world's seven continents and five oceans</p> <p><u>Place Knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country.</p> <p><u>Human and physical geography</u> · Use basic geographical vocabulary to refer to: à key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather à key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop</p> <p><u>Geographical skills and fieldwork</u></p>

	<ul style="list-style-type: none"> <li>Gather information</li> <li>Use basic observational skills</li> <li>Carry out a small survey of the local area/school</li> <li>Draw simple features</li> <li>Ask and respond to basic geographical questions</li> <li>Ask a familiar person prepared question</li> <li>Use pro-forma to collect data e.g. tally survey</li> <li>Create plans and raw simple features in their familiar environment</li> <li>Use a camera in the field to help to record what is seen</li> </ul> <p><u>Geographical skills and fieldwork: maps</u></p> <p>Use simple compass directions (North, South, East, West)</p> <p>Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles</p>	<p>key human and physical features of its surrounding environment</p> <p><u>Geographical skills and fieldwork: fieldwork</u></p> <ul style="list-style-type: none"> <li>Gather information</li> <li>Use basic observational skills</li> <li>Carry out a small survey of the local area/school</li> <li>Draw simple features</li> <li>Ask and respond to basic geographical questions</li> <li>Use pro-forma to collect data e.g. tally survey</li> <li>Create plans and raw simple features in their familiar environment</li> <li>Add labels onto a sketch map, map or photograph of features</li> <li>Recognise a photo or a video as a record of what has been seen or heard</li> <li>Use a camera in the field to help to record what is seen</li> </ul> <p><u>Geographical skills and fieldwork: maps</u></p> <p>Using maps</p> <p>Follow a route on a map</p> <p>Use simple compass directions (North, South, East, West)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Map knowledge</p> <p>Locate and name on a world map and globe the seven continents and five oceans.</p> <p>Making maps</p> <p>Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)</p> <p>Use and construct basic symbols in a key</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul> <p><u>Geographical skills and fieldwork: fieldwork</u></p> <p>Draw simple features</p> <p>Ask and respond to basic geographical questions</p> <p>Ask a familiar person prepared question</p> <p>Use pro-forma to collect data e.g. tally survey</p> <p>Add labels onto a sketch map, map or photograph of features</p> <p>Recognise a photo or a video as a record of what has been seen or heard</p>
Year 3	<p><u>Recapping Continents</u></p> <p><u>Introducing hemispheres</u></p> <p>What is the Equator, tropic of cancer and Capricorn, hemispheres, latitude and longitude?</p> <p>How does latitude affect the weather?</p> <p>How do hemispheres affect the seasons?</p> <p>How does longitude affect the time of day?</p> <p>Climate Zones and world weather patterns</p> <p>How does climate and weather, in relation to latitude and longitude affect the types of human settlement?</p> <p>Time Zones</p>	<p><u>River and Canals</u></p> <p>What significant rivers have been studied in previous school years – Thames. Identifying key rivers on maps.</p> <p>Study river Avon in greater detail.</p> <p>Identify key parts of a river.</p> <p>Identify why rivers are important – in depth look at settlements by rivers and why this may be important.</p> <p>Stream/canal study visit – fieldwork</p> <p>What is a dam? Why are they formed?</p> <p>What is a canal? How is this different to a river?</p>	<p><u>Rainforests</u></p> <ul style="list-style-type: none"> <li>To understand geographical similarities and differences through the study of the physical and human geography of rainforests.</li> <li>To learn about the rainforest biome.</li> <li>Climate within the rainforest and how it contributes to the habitats for plants and animals.</li> <li>To use maps, atlases, globes and digital mapping to locate and describe rainforests</li> <li>To identify and talk about latitude, longitude, equator etc. and time zones.</li> <li>Deforestation of the rainforest. What is the impact if the rainforest isn't there? – courageous advocacy around what we can do to stop this.</li> </ul>
Skills	<u>Locational knowledge</u>	<u>Locational knowledge</u>	<u>Locational knowledge</u>

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

- 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)

#### Human and physical geography

Describe and understand key aspects of:  
 à physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  
 à human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

#### Geographical skills and fieldwork- fieldwork

Gather information  
 Ask geographical questions  
 Use a simple database to present findings from fieldwork  
 Use a database to present findings  
 Use appropriate terminology

Locate position of a photo on a map

#### Geographical skills and fieldwork: maps

Using maps  
 Use 4 figure compasses, and letter/number co-ordinates to identify features on a map  
 Map knowledge  
 Locate the UK on a variety of different scale maps  
 Name & locate the counties and cities of the UK

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

#### Place Knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,

#### Human and physical geography

Describe and understand key aspects of:  
 à physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  
 à human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

#### Geographical skills and fieldwork- fieldwork

Ask geographical questions  
 Use a simple database to present findings from fieldwork  
 Record findings from fieldtrips  
 Use a database to present findings  
 Use appropriate terminology

#### Sketching

Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction

#### Audio/Visual

Select views to photograph  
 Add titles and labels giving date and location information  
 Consider how photo's provide useful evidence use a camera independently  
 Locate position of a photo on a map

#### Geographical skills and fieldwork: maps

Use 4 figure compasses, and letter/number co-ordinates to identify features on a map  
 Making maps  
 Try to make a map of a short route experiences, with features in current order  
 Create a simple scale drawing

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

- 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)

#### Place Knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America

#### Human and physical geography

Describe and understand key aspects of:  
 à physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  
 à human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

#### Geographical skills and fieldwork- fieldwork

Sketching  
 Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction

#### Geographical skills and fieldwork: maps

Locate places using a range of maps including OS & digital  
 Begin to match boundaries (e.g. find same boundary of a country on different scale maps)  
 Use 4 figure compasses, and letter/number co-ordinates to identify features on a map

		Use standard symbols, and understand the importance of a key	
Year 4	<p><u>Mountains</u></p> <p>What is a mountain? How are mountains formed? Different forms of mountains. How does the climate change when climbing mountains? Mountains in the UK. Mountains of the World - Children use different forms of mapping to locate mountains around the world. Talk from someone who has climbed a mountain. How mountains are used by humans?</p>	<p><u>The Local Area (Fieldwork Study)</u></p> <p>Mapping of the local area. Use coordinates and grid references within this to get a good understanding of the area.</p> <p>Survey of local area – what renewable energy sources are there?</p> <p>Survey local businesses around carbon footprint and how they get their energy. What they are doing to reduce their carbon footprint? Surveys to go home to look at energy use.</p> <p>Write to the trust about their energy use and finding out it? Can a member of estates and facilities come and talk about this.</p>	<p><u>Country comparison Greece and UK</u></p> <ul style="list-style-type: none"> <li>To understand geographical similarities and differences through the study of the physical and human geography of Greece and the UK.</li> <li>To use maps, atlases, globes and digital mapping to locate and describe the countries</li> <li>To build on prior knowledge of climate zones etc to identify and talk about latitude, longitude, equator etc. and time zones</li> </ul>
Skills	<p><u>Locational knowledge</u></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of: <ul style="list-style-type: none"> <li>à physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>à human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul> <p><u>Geographical skills and fieldwork- fieldwork</u></p>	<p><u>Locational knowledge</u></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of: <ul style="list-style-type: none"> <li>à physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>à human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul> <p><u>Geographical skills and fieldwork- fieldwork</u></p> <p>Gather information</p> <p>Ask geographical questions</p> <p>Use a simple database to present findings from fieldwork</p> <p>Record findings from fieldtrips</p> <p>Use a database to present findings</p>	<p><u>Locational knowledge</u></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>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)</li> </ul> <p><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country</p> <p><u>Human and physical geography</u></p> <p>Describe and understand key aspects of: <ul style="list-style-type: none"> <li>à physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>à human geography, including: types of settlement and land use, economic activity including trade links, and</li> </ul> </p>



	<p>Sketching</p> <p>Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction</p> <p><u>Geographical skills and fieldwork: maps</u></p> <p>Using maps</p> <p>Locate places on a range of maps (variety of scales)</p> <p>Identify features on an aerial photograph, digital or computer map</p> <p>Begin to use 8 figure compass and four figure grid references to identify features on a map</p>	<p>Use appropriate terminology</p> <p>Sketching</p> <p>Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction</p> <p><u>Geographical skills and fieldwork: maps</u></p> <p>Locate places on a range of maps (variety of scales)</p> <p>Identify features on an aerial photograph, digital or computer map</p> <p>Begin to use 8 figure compass and four figure grid references to identify features on a map</p> <p>Draw a sketch map from a high viewpoint</p>	<p>the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork: maps</u></p> <p>Using maps</p> <p>Follow a route on a large-scale map</p> <p>Locate places on a range of maps (variety of scales)</p> <p>Identify features on an aerial photograph, digital or computer map</p> <p>Begin to use 8 figure compass and four figure grid references to identify features on a map</p> <p>Map knowledge</p> <p>Locate Europe on a large-scale map or globe, Name and locate countries in Europe (including Russia) and their capitals cities</p> <p>Making maps</p> <p>Recognise and use OS map symbols, including completion of a key and understanding why it is important</p>
Year 5	<p>Land Use and Trade Links</p> <p>Describe and understand key aspects of human geography, including: economic activity including trade links.</p> <p>Describe and understand how places trade with other places across the world</p> <p>Describe and understand the impact natural resources has on the economic activity of an area.</p>	<p>Exploring Africa</p> <ul style="list-style-type: none"> <li>• To understand geographical similarities and differences through the study of the physical and human geography of the countries in Africa.</li> <li>• To use maps, atlases, globes and digital mapping to locate and describe the countries in Africa.</li> <li>• Climate Zones across Africa</li> <li>• Focus in on a particular African country (potentially Nigeria to link to future topic but be cohort specific and use experiences and resource of staff and children). Describe and understand key aspects of physical geography, including: biomes, vegetation. To identify and talk about latitude, longitude, equator etc.</li> </ul>	<p>Changing World</p> <p>Extreme weather and how humans have impacted this.</p> <p>How the industrial revolution lead to changes that have affected the climate of the world?</p> <p>Draw back links to deforestation. Looking other elements of climate change and the impact it has had.</p> <p>Personal responsibility to care for the planet.</p> <p>Courageous advocacy around this to link with SIAMs</p>
Skills	<p><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><u>Human and physical geography</u></p> <p>A human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork- fieldwork</u></p> <p>Gather information</p> <p>Select appropriate methods for data collection such as interviews,</p>	<p><u>Locational knowledge</u></p> <p>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human characteristics, land-use patterns; and understand how some of these aspects have changed over time.</p> <p><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region</p> <p><u>Human and physical geography</u></p> <p>Describe and understand key aspects of:</p>	<p><u>Locational knowledge</u></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</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><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography.</p>

	<p>Use a database to interrogate/amend information collected,          Use graphs to display data collected          Evaluate the quality of evidence collected and suggest improvements</p> <p>Sketching          Evaluate their sketch against set criteria and improve it          Use sketches as evidence in an investigation. select field sketching from a variety of techniques          Annotate sketches to describe and explain geographical processes and patterns</p> <p>Audio/Visual          Make a judgement about the best angle or viewpoint when taking an image or completing a sketch          Use photographic evidence in their investigations          Evaluate the usefulness of the images</p> <p><u>Geographical skills and fieldwork: maps</u>  <i>Using maps</i>  <i>Compare maps with aerial photographs</i>  <i>Select a map for a specific purpose</i>  <i>Begin to use atlases to find out other information (e.g. temperature)</i>  <i>Find and recognise places on maps of different scales</i>  <i>Use 8 figure compasses, begin to use 6 figure grid references.</i>  <i>Map knowledge</i>  <i>Locate the world's countries, focus on North &amp; South America</i>  <i>Identify the position and significance of lines of longitude &amp; latitude</i>  <i>Making maps</i>  <i>Draw a variety of thematic maps based on their own data</i>  <i>Draw a sketch map using symbols and a key,</i>  <i>Use and recognise OS map symbols regularly</i></p>	<p>A physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle          A human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork- fieldwork</u>          Gather information          Select appropriate methods for data collection such as interviews,          Use a database to interrogate/amend information collected,          Evaluate the quality of evidence collected and suggest improvements</p> <p>Audio/Visual          Make a judgement about the best angle or viewpoint when taking an image or completing a sketch          Use photographic evidence in their investigations          Evaluate the usefulness of the images</p>	<p><u>Human and physical geography</u>          Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.          Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork: maps</u>  <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i>  <i>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.</i></p>
Year 6	<p><u>Extreme Earth – Volcanoes, Earthquakes and Tsunamis</u></p> <p>Children will begin the topic reflecting back on what happened in Pompeii. What was the impact of Pompeii's eruption?</p> <p>What is a tectonic plate? Why is it significant?</p>	<p><u>Empires and the commonwealth</u></p> <p>How have countries changed over time? Who do they 'belong' to?</p> <p>Empires and Kingdoms – what are they? Link to prior learning from Year 5.</p> <p>Impact of wars on borders and countries.</p>	<p><u>Country study: USA</u></p> <p>Link with prior learning – how was the USA created and which countries 'owned' it? Further links with slave trade.</p> <p>Comparison of USA with other countries in terms of physical and human resources.</p>



	<p>Children will learn about the structure of volcanoes and why they erupt.</p> <p>Children will classify types of volcanoes.</p> <p>Volcanoes around the world – where are they? What happens when the volcano erupts? The children will explore why people would live by a volcano as many people still do.</p> <p>Children will create persuasive texts, encouraging people to live by a volcano.</p> <p>Explore how earthquakes are caused by tectonic plates moving.</p> <p>Explore tsunamis linked to earthquakes.</p>	<p>Is it right that people colonise other countries?</p> <p>Who has a say in how countries are ruled? Impact of EU.</p> <p>Which countries are in the Commonwealth?</p> <p>Map coordinates on a world scale.</p>	
Skills	<p><u>Locational knowledge</u></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>Human and physical geography</u></p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork- fieldwork</u></p> <p>Select appropriate methods for data collection such as interviews,</p> <p>Use a database to interrogate/amend information collected,</p> <p>Use graphs to display data collected</p> <p>Evaluate the quality of evidence collected and suggest improvements</p> <p><u>Sketching</u></p> <p>Evaluate their sketch against set criteria and improve it</p>	<p><u>Locational knowledge</u></p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human characteristics, land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><u>Human and physical geography</u></p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork- fieldwork</u></p> <p>Select appropriate methods for data collection such as interviews,</p> <p>Use a database to interrogate/amend information collected,</p> <p>Use graphs to display data collected</p> <p>Evaluate the quality of evidence collected and suggest improvements</p> <p><u>Sketching</u></p> <p>Evaluate their sketch against set criteria and improve it</p> <p><u>Map knowledge</u></p> <p>Using maps</p> <p>Describe the features shown on an OS map</p> <p>Use atlases to find out data about other places</p> <p>Use 8 figure compass and 6 figure grid reference accurately</p> <p>Use lines of longitude and latitude on maps</p>	<p><u>Locational knowledge</u></p> <p>locate the world's countries, using maps to focus on Europe as well as North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><u>Human and physical geography</u></p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork- fieldwork</u></p> <p>Select appropriate methods for data collection such as interviews,</p> <p>Use a database to interrogate/amend information collected,</p> <p>Use graphs to display data collected</p> <p>Evaluate the quality of evidence collected and suggest improvements</p> <p><u>Sketching</u></p> <p>Evaluate their sketch against set criteria and improve it</p>

Use sketches as evidence in an investigation. select field sketching from a variety of techniques  
Annotate sketches to describe and explain geographical processes and patterns

Geographical skills and fieldwork: maps

Using maps

Describe the features shown on an OS map  
Use atlases to find out data about other places  
Use 8 figure compass and 6 figure grid reference accurately  
Use lines of longitude and latitude on maps  
Map knowledge  
Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages  
Making maps  
Draw plans of increasing complexity  
Begin to use and recognise atlas symbols.

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Audio/Visual

Make a judgement about the best angle or viewpoint when taking an image or completing a sketch  
Use photographic evidence in their investigations  
Evaluate the usefulness of the images

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Describe the features shown on an OS map  
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