



## Geography Curriculum

### Our Lady of Perpetual Help Primary school

#### **Our Lady's Curriculum Intent:**

At Our Lady's, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Our geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. The curriculum is designed to ensure that teaching equips pupils with knowledge about diverse places, people and resources.

#### **National Curriculum purpose of study**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

#### **National Curriculum aims**

The national curriculum for geography aims to ensure that all pupils:

- Develop contextual **knowledge of the location** of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

- Understand the processes that give rise to key **physical and human geographical features of the world**, how these are interdependent and how they bring about spatial variation and change over time

Are competent in the geographical skills needed to:

- Collect, analyse and communicate with a range of data gathered through experiences of **fieldwork** that deepen their understanding of geographical processes
- Interpret a range of sources** of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information** in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### Geography Unit plan

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Y1/2 Cycle A</b>	Climate and Weather	What a Wonderful World	Australia
<b>Y1/2 Cycle B</b>	Magical Mapping	Our Country	Brazil
<b>Y2/3 Cycle A</b>	Europe	Water and Deserts	Whitby
<b>Y2/3 Cycle B</b>	Maps of the World	Earthquakes and Volcanoes	Rainforests
<b>Y4/5 Cycle A</b>	Using Maps and Viking settlements	Asia	Transportation and International Trade
<b>Y4/5 Cycle B</b>	Our Planet's Resources	North America	Ice Biomes
<b>Y5/6 Cycle A</b>	Using Maps and Roman settlements	Mountains	South America
<b>Y5/6 Cycle B</b>	Rivers	Landscape and Erosion/deposition	Africa

### Geography Foundations in EYFS

	<b>Locational Knowledge</b>	<b>Geographical Skills and Fieldwork</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>
Skills being taught	Describe my own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Begin to use geographical skills, including first-hand observation, to enhance their locational awareness Interpret a range of sources of geographical information, including	Identify similarities and differences between places, drawing on my experiences and what has been read in class	Model the vocabulary needed to name specific features of the natural world, both natural and manmade

	Name the village/town the school is located in	maps, diagrams, globes, photographs and geographical information systems, such as, Google Earth. Communicate geographical information in a variety of ways e.g. maps and drawings Use and draw information from a simple map Look at aerial views and comment on buildings, open space, roads and other simple features	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.	Understand the effect of changing seasons on the natural world around me
<b>Why am I unique?</b> (Autumn Term)	<ul style="list-style-type: none"> <li>I know about the features of my own immediate environment</li> <li>I know the village/town that the school is located and where I live</li> </ul>	<ul style="list-style-type: none"> <li>I know that aerial maps are taken from above like a birds-eye view and can comment on simple features (e.g. looking at Bentley, houses in Bentley)</li> <li>I know that there are different types of houses (e.g. what house type do I live in)</li> </ul>		<ul style="list-style-type: none"> <li>I know about the signs of autumn and the associated weather (science link)</li> </ul>
<b>Who lives there?</b> (Spring Term)	<ul style="list-style-type: none"> <li>I know about the features of the world and Earth (e.g. polar regions/African country – from books/maps)</li> </ul>		<ul style="list-style-type: none"> <li>I know environments vary from one to another.</li> <li>I know about similarities and differences between places (e.g. polar regions/African country/my own country)</li> </ul>	<ul style="list-style-type: none"> <li>I know about the signs of winter/spring and the associated weather (science link)</li> </ul>
<b>How has it changed?</b> (Summer Term)		<ul style="list-style-type: none"> <li>I know how to use and draw information from a simple map</li> </ul>		<ul style="list-style-type: none"> <li>I know that some things in the world are man-made, and some things are natural.</li> <li>I know about the signs of summer and the associated weather and now identify the differences and similarities between the seasons e.g. in the summer it gets hot and</li> </ul>

				sunny; that I need to find the shady areas when outside and wear appropriate clothing, and in the winter, it is cold and may snow.
<b>ELG End of Year Statutory Goal</b>	<p align="center"><b>People Culture and Communities ELG</b></p> <p>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.</p> <p align="center"><b>The Natural World ELG:</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>			
<b>Key Vocabulary</b>	Town, village, road, house, farm, world, globe, earth, map, hot, sunny, seasons, cold, snow, weather, manmade, natural			

**Key Stage 1 Subject Content:**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

	<b>Location Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical geography</b>	<b>Geographical skills and fieldwork</b>
	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.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	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 Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,	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  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.

			valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	
<b>Y1/2 Cycle A</b>	Continents and Oceans (M1 Unit) Taught Spring 2 term	Australia (M1 Unit) Taught Summer 2	Climate and Weather (M1 unit) Taught in Autumn term	Continents and Oceans (M1 Unit) Taught Spring 2 term
<b>Y1/2 Cycle B</b>	The United Kingdom (M1) Taught Spring 2	Brazil Taught Summer 2	The United Kingdom (M1) Taught Spring 2	Mapping the World (M1) Taught Autumn 1  The United Kingdom (M1) Taught Spring 2

**Key Stage 2 subject content:**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

	<b>Location Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical geography</b>	<b>Geographical skills and fieldwork</b>
	<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>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the</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>Describe and understand key aspects of:</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>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 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 methods, including sketch maps, plans and graphs, and digital technologies.</p>

	Tropics of Cancer and Capricorn, Arctic and Antarctic			
Y2/3 Cycle A	Europe	Whitby	Water and Desert	Whitby
Y2/3 Cycle B	Describing maps of the world Rainforests	Rainforests	Earthquakes and Volcanoes Rainforests	Describing maps of the world
Y4/5 Cycle A	Asia	Asia	Viking settlements Asia Transportation and International Trade	Using Maps
Y4/5 Cycle B	North America and Mapping Ice Biomes	North America and Mapping	Our Planet's Resources	North America and Mapping
Y5/6 Cycle A	Roman Settlements and Mapping South America	South America	Roman Settlements and Mapping Mountains	Roman Settlements and Mapping
Y5/6 Cycle B	Africa and Mapping	Africa and Mapping	Rivers Our Changing World	Africa and Mapping

	KS1	LKS2	UKS2
	<p><b>Children can:</b></p> <p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.</p> <p><b>KS1 Geography National Curriculum</b> Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p>	<p><b>Children can:</b></p> <p>Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</p> <p><b>KS2 Geography National Curriculum</b> Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe,</p>	<p><b>Children can:</b></p> <p>Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.</p> <p><b>KS2 Geography National Curriculum</b> Pupils should extend their knowledge and</p>

Locational knowledge

	<p>Children can:</p> <ul style="list-style-type: none"><li>a name and locate the world's seven continents and five oceans;</li><li>b name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;</li></ul> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p>	<p>North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>a locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics;</li><li>b name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;</li><li>c 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;</li></ul> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>a use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</li><li>b name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;</li><li>c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</li></ul> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p>
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	Children can:	Children can:	Children can:
	<p>Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.</p> <p><b>KS1 Geography National Curriculum</b> Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a 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;</li> <li>b use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</li> </ul> <p>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.</p> <p><b>KS2 Geography National Curriculum</b> Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.</p> <p>Children can:</p> <p><b>describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li>a physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;</li> <li>b human geography, including: types of settlement and land use;</li> </ul> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.</p>	<p>Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography, with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.</p> <p><b>KS2 Geography National Curriculum</b> Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>Children can:</p> <p><b>describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li>a physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;</li> <li>b 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> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass,</p>



			origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.
Human and Physical geography	<p><b>Children can:</b></p> <p>Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.</p> <p><b>KS1 Geography National Curriculum</b></p> <p>Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>c 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;</li> <li>d use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</li> </ul> <p>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p><b>Children can:</b></p> <p>Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.</p> <p><b>KS2 Geography National Curriculum</b></p> <p>Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.</p> <p>Children can:</p> <p><b>describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li>c physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;</li> <li>d human geography, including: types of settlement and land use;</li> </ul> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tomado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.</p>	<p><b>Children can:</b></p> <p>Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.</p> <p><b>KS2 Geography National Curriculum</b></p> <p>Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>Children can:</p> <p><b>describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li>c physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;</li> <li>d 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>

			<p>use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.</p>
<p>Geographical Skills and Fieldwork</p>	<p><b>Children can:</b></p> <p>Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.</p> <p><b>KS1 Geography National Curriculum</b></p> <p>Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;</li> <li>b use simple compass directions and locational and directional to describe the location of features and routes on a map;</li> <li>c devise a simple map; and use and construct basic symbols in a key;</li> <li>d use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;</li> </ul> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally</p>	<p><b>Children can:</b></p> <p>Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.</p> <p><b>KS2 Geography National Curriculum</b></p> <p>Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;</li> <li>b use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;</li> <li>c use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;</li> </ul> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance,</p>	<p><b>Children can:</b></p> <p>Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.</p> <p><b>KS2 Geography National Curriculum</b></p> <p>Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use maps, atlases, globes and digital/computer mapping to locate countries and describe features;</li> <li>b 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>c use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;</li> </ul> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index,</p>

	chart, pictogram, world map, country, continent, human, physical.	key, symbol, land use, urban, rural, population, coordinates.	coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.
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## Cycle A

Climate and Weather Year 1/2 Cycle A	Continents and Oceans Year 1/2 Cycle A	Australia Year 1/2 Cycle A
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Climate and Weather</u>	<u>What a Wonderful World</u>	<u>Australia</u>
<p>Can I make recordings about the weather with some support?            Can I explore how weather can affect people's lives?            Can I explore world maps and globes to identify a range of countries, the Equator and the North and South Poles?            Can I explain weather dangers and how people can protect themselves?            Can I make comparisons between different types of weather?            Can I gather information about places and features studied?            Can I make observations about the weather using description and some explanation?</p>	<p>Can I use an atlas to locate the UK and its countries?            Can I name, locate and label the seven continents and five oceans of the world accurately on a world map?            Can I look in more detail at the seven continents of the world to understand more about them: the countries, landmarks, human and physical features and create an information leaflet all about our planet?            Can I create a journey line around the world identifying the continents and oceans passed along the way?</p> <p>Can I understand the importance of and locate the equator plus hot and cold climate zones on a world map?</p> <p>Can I investigate animal habitats and place pictures of animals in the correct positions on the world map according to their climate zone?</p> <p>Can I pinpoint human and physical features on aerial photographs and satellite images by using observation skills to correctly label aerial photographs?</p>	<p>Can I understand where Australia is in the world and locate it on a world map?            Can I draw a simple map of Australia and understand what life is like for people who live there?            Can I compare what life is like in different countries (Australia and the UK Christmas)?            Can I compare what school life is like in Australia and the UK?            Can I explore the physical features and landscape of Australia? (famous physical features)            Can I explore Australian culture and lifestyle (compare the lives of an aboriginal child and a typical Australian city child)?</p>
<p><b>Human and Physical Geography</b>            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><b>Locational knowledge</b>            Name and locate the world's seven continents and five oceans;</p>	<p><b>Place knowledge</b>            Compare the UK with a contrasting country in the world.</p>

<p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</p>	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica</p> <p><b>Human and Physical Geography</b></p> <p>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>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</p>	<p>Compare a local city/town in the UK with a contrasting city/town in a different country.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features. Using a range of methods.</p>
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<p style="text-align: center;"><b>Europe</b> Year 2/3 Cycle A</p>	<p style="text-align: center;"><b>Water and Deserts</b> Year 2/3 Cycle A</p>	<p style="text-align: center;"><b>Whitby</b> Year 2/3 Cycle A</p>
<p style="text-align: center;"><u>Autumn</u></p>	<p style="text-align: center;"><u>Spring</u></p>	<p style="text-align: center;"><u>Summer</u></p>
<p style="text-align: center;"><u>Europe</u></p>	<p style="text-align: center;"><u>Water and Deserts</u></p>	<p style="text-align: center;"><u>Whitby</u></p>
<p>Can locate the continent of Europe and label its countries? Can I identify the regions in Europe and the seas and oceans? Can I graph and compare the populations of countries in Europe? Can I identify the key features of Europe's five primary rivers? Can I research one of the largest European countries? Can I compare and contrast the smallest European country with one of the largest?</p>	<p>Can I explain where the processes of evaporation and condensation are involved in the water cycle? Can I explain that the water cycle keeps going? Can I use the words condensation and precipitation to explain why it rains? Can I use the words evaporation and condensation to explain why clouds form? Can I explain some of the steps involved in cleaning water? Can I suggest ways to remove dirt from water? Can I explain what causes flooding and how flooding effected Doncaster?</p>	<p>Can I identify similarities and differences in locations of Whitby and my school? Can I describe the landscape around Whitby? Can I give some similarities and differences between the landscape near Whitby and Doncaster? Can I identify the way land is used from a digital map? Can I explain the difference between human geography and physical geography? Can I find information about travel options and accommodation using a given website? Can I identify similarities and differences between the physical geography of Whitby and Doncaster?</p>
<p style="text-align: center;"><b>Locational knowledge</b></p> <p>Name and locate the world's seven continents and five oceans. Use key vocabulary to demonstrate knowledge and understanding in this strand Locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics. (KS2) Identify the position and significance of latitude, longitude, Equator. (KS2)</p> <p style="text-align: center;"><b>Place knowledge</b></p> <p>Explore similarities and differences comparing the physical geography of a region of France and the Vatican City</p> <p style="text-align: center;"><b>Human and Physical Geography</b></p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest.</p> <p style="text-align: center;"><b>Geographical Skills and Fieldwork</b></p>	<p style="text-align: center;"><b>Human and Physical Geography</b></p> <p>Physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle. Use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tomado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.</p>	<p style="text-align: center;"><b>Locational knowledge</b></p> <p>Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed. Use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p style="text-align: center;"><b>Place knowledge</b></p> <p>Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom.</p>

<p>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions and locational and directional to describe the location of features and routes on a map.</p>		<p>Explore similarities and differences, comparing the human geography of a region of the UK and a region of South America.</p> <p>Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom.</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.</p>
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<b>Using Maps and Viking settlements Year 4/5 Cycle A</b>	<b>Asia Year 4/5 Cycle A</b>	<b>Transportation and International Trade Year 4/5 Cycle A</b>
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p><b><u>Settlements and Locating places on Maps</u></b></p> <p>Can I sort settlers' needs by importance; identify reasons settlers have chosen a site?</p> <p>Can I identify who built a settlement from clues in its name;</p> <p>Can I identify similarities and differences between land use in different places?</p> <p>Can I find a location on a page by using simple co-ordinates?</p> <p>Can I identify physical features on a map?</p> <p>Can I use a key to find out what a symbol means?</p> <p>Can I give four-figure co-ordinates for a location.</p>	<p><b><u>Asia</u></b></p> <p>Can I use an atlas to identify the countries and capital cities of Asia?</p> <p>Can I compare the features of Asian landscapes with my own area to understand what is similar and what is different?</p> <p>Can I compare the climate of Asian regions with that of my own area?</p> <p>Can I compare the human geography of Asian regions with that of my own area?</p> <p>Can I plan a trip to an area and present information about one area of Asia?</p> <p>Can I explain the impact of a natural in Asia?</p>	<p><b><u>Transportation and International Trade</u></b></p> <p>Can I explain why countries need to import goods?</p> <p>Can I describe the climate and landscape of El Salvador?</p> <p>Can I list some issues facing people living in El Salvador?</p> <p>Can I explain the meaning of fair trade?</p> <p>Can I describe the fair-trade process for some products?</p> <p>Can I describe an example of a global supply chain?</p> <p>Can I list some of the positive and negative effects of multinational companies on local trade?</p> <p>Can I identify similarities and differences between trading today and different periods in history?</p>
<p><b>Human and Physical Geography</b></p> <p>Describe and understand human geography, including: types of settlement and land use.</p>	<p><b>Locational knowledge</b></p> <p>Use maps to locate the world's countries with a focus on Asia concentrating on their environmental regions, key</p>	<p><b>Locational knowledge</b></p> <p>Use maps to locate the world's countries with a focus on Eastern Europe and South America,</p>

<p>Use key vocabulary to demonstrate knowledge and understanding in this strand: settlement, settler, site, need, shelter, food.</p> <p><b>Geographical Skills and Fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p> <p>Use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, key, symbol, Ordnance Survey, legend, borders, measure, observe, record, graph.</p>	<p>physical and human characteristics, countries, and major cities.</p> <p><b>Place knowledge</b> Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Europe and Asia.</p> <p>Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Europe and Asia.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.</p> <p><b>Human and Physical Geography</b> Describe and understand 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>Use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.</p> <p><b>Geographical Skills and Fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p>	<p>concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, co-ordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p> <p><b>Place knowledge</b> Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America.</p> <p><b>Human and Physical Geography</b> 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; Use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.</p> <p><b>Geographical Skills and Fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p>
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		Use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;
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Using Maps and Roman settlements Year 5/6 Cycle A	Mountains Year 5/6 Cycle A	South America Year 5/6 Cycle A
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Using, understanding and creating maps and Roman settlements</u>	<u>Mountains</u>	<u>South America</u>
<p>Can I use an atlas to locate countries and their capital cities on a map?</p> <p>Can I label and use eight-point compass directions to follow routes on a map?</p> <p>Can I use 4 and 6 figure grid references to locate items on an OS map? Can I use a key to identify a landmark on an OS map?</p> <p>Can I explore how maps change over time by identifying the changes on a series of maps?</p> <p>Can I explain why Doncaster would have been a desirable place for the Romans to settle based on its physical geography and other pull factors for the area?</p> <p>Can I examine maps of Doncaster from the past and present to identify and summarise how land use has changed over time?</p>	<p>Can I use the index in an atlas to find mountains.?</p> <p>Can I tell you the country a mountain range is found in?</p> <p>Can I describe what a hill might look like based on its contours?</p> <p>Can I identify an outcrop, a ridge the tree line and the snow line.?</p> <p>Can I describe how fault lines in the Earth's crust move to create mountains?</p> <p>Can I describe how pressure from magma under the Earth's surface creates dome mountains.?</p> <p>Can I explain the differences between a weather forecast and climate?</p> <p>Can I identify similarities between mountain climates.?</p> <p>Can I identify the risks associated with a mountain climate.?</p> <p>Can I describe some of the positive effects of tourism on an area?</p>	<p>Can I use an atlas to find the names of countries and cities?</p> <p>Can I identify similarities and differences between a place in South America and where I live?</p> <p>Can I identify differences and similarities between the climate of a place in North America and where they live?</p> <p>Can I explain the difference between human geography and physical geography and identify differences and similarities between the human geography of a place in North America and where I live?</p> <p>Can I explain how latitude affects the geography and climate of a region; Can I describe the significance of the equator, tropics and poles?</p> <p>Can I use coordinates to locate places on a map and describe key features of some wonders of South America?</p>
<p><b>Human and Physical Geography</b></p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand settlement, settler, site, need, shelter, food.</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p>	<p><b>Locational knowledge</b></p> <p>Name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p>	<p><b>Locational knowledge</b></p> <p>Use maps to locate the world's countries with a focus on Eastern Europe 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 and use longitude and latitude to find locations on a map.</p>

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 human features using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.

#### **Human and Physical Geography**

Physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle. 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**

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.

Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, co-ordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.

#### **Place knowledge**

Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America.

Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America

Use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, settlement, economy, natural resources.

#### **Human and Physical Geography**

Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;

#### **Geographical Skills and Fieldwork**

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features; use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.

## Cycle B

Mapping Year 1/2 Cycle B	Our Country Year 1/2 Cycle B	Brazil Year 1/2 Cycle B
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p><b><u>Magical Mapping</u></b></p> <p>Can I draw a simple sketch map?            Can I use compass directions to move around a map and plan a route in my local area?            Can I use an atlas to find places in the UK?            Can I use an atlas to find places in the UK and around the world?            Can I name and locate the world's five main oceans?</p>	<p><b><u>Our Country</u></b></p> <p>Can I understand the difference between a 'town' and the countryside?            Can I name the countries of the UK and locate them using a map?            Can I understand a journey line and what an 'aerial view' shows?            Can I observe aerial photographs and use them to identify key features of the countries in the UK?            Can I name the capital cities of the UK and explain what London is like?</p>	<p><b><u>Brazil</u></b></p> <p>Can I understand where Brazil is in the world and locate it on a map?            Can I draw a simple map of Brazil? Can I understand what life is like for people who live there?            Can I explore the physical geography (Amazon Rainforest) of Brazil and use compass directions to locate famous landmarks on a map?            Can I understand some of the main animals that live in Brazil?            Can I understand what Brazilian culture is like?            Can I compare my life to child's life from Brazil (village or city child)?</p>
<p><b>Human and Physical Geography</b>            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>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p><b>Geographical Skills and Fieldwork</b>            Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK,</p>	<p><b>Locational knowledge</b>            Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p> <p><b>Place knowledge</b>            Compare a local city/town in the UK with a contrasting city/town in a different country;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country,</p>	<p><b>Locational knowledge</b>            Name and locate the world's seven continents and five oceans;</p> <p><b>Place knowledge</b>            Compare the UK with a contrasting country in the world;</p> <p>Compare a local city/town in the UK with a contrasting city/town in a different country;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.</p> <p><b>Human and Physical Geography</b></p>

<p>changes, tally chart, pictogram, world map, country, continent, human, physical.</p>	<p>population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>Devise a simple map; and use and construct basic symbols in a key;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</p>	<p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;</p> <p>Use simple compass directions and locational and directional to describe the location of features and routes on a map;</p> <p>Devise a simple map; and use and construct basic symbols in a key;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</p>
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<p><b>Maps of the World</b> Year 2/3 Cycle B</p>	<p><b>Earthquakes and Volcanoes</b> Year 2/3 Cycle B</p>	<p><b>Rainforests</b> Year 2/3 Cycle B</p>
<p><u>Autumn</u></p>	<p><u>Spring</u></p>	<p><u>Summer</u></p>
<p><u>Magical mapping</u></p> <p>Can I draw a sketch map? Can I use compass directions to move around a map and plan a route in my local area? Can I use an atlas to find places in the UK? Can I use an atlas to find places in the UK and around the world? Can I name and locate the world's five main oceans on a world map?</p>	<p><u>Extreme Earth</u></p> <p>Can I correctly name and describe the properties of the earth's layers, showing understanding that the earth is made up of tectonic plates which move? Can I identify and name the parts of a volcano, understanding how a volcano is formed and what happens when it erupts? Can I give reasons for and against living near a volcano? Can I say why and where earthquakes occur?</p>	<p><u>Rainforests</u></p> <p>Can I tell you more about one country where rainforests are found? Can I use an atlas to find countries of the world where rainforests are found? Can I find the tropics of Cancer and Capricorn on a map? Can I tell you that rainforests are found between the tropics of Cancer and Capricorn?</p>

	<p>Can I explain what a tsunami is and how I can keep safe during a tsunami by planning a survival kit to help me during a natural disaster?</p> <p>Can I explain where tornadoes happen and how scientists use technology to gather data about them?</p>	<p>Can I tell you about the plants found in each layer?</p> <p>Can I name some animals that live in each layer of the rainforest?</p>
<p><b>Locational knowledge</b></p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand.</p> <p>Locate the world's countries, using maps to focus on a particular location, concentrating on environmental regions and key physical and human characteristics. (KS2)</p> <p>Identify the position and significance of latitude, longitude, Equator. (KS2)</p> <p><b>Place knowledge</b></p> <p>Explore similarities and differences comparing the physical geography of two contrasting regions.</p> <p><b>Human and Physical Geography</b></p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest.</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions and locational and directional to describe the location of features and routes on a map.</p>	<p><b>Human and Physical Geography</b></p> <p>Describe and understand key aspects of a physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.</p>	<p><b>Locational knowledge</b></p> <p>Locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics.</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.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p><b>Place knowledge</b></p> <p>Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom. Explore similarities and differences, comparing the human geography of a region of the UK and a region of South America.</p> <p>Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom.</p> <p><b>Human and Physical Geography</b></p> <p>Physical geography, including: climate zones, biomes, volcanoes, tornadoes,</p>

		<p>tsunamis, earthquakes and the water cycle; Human geography, including: types of settlement and land use.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.</p> <p><b>Geographical Skills and Fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
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Our Planet's Resources Year 4/5 Cycle B	North America and Mapping Year 4/5 Cycle B	Ice Biome Year 4/5 Cycle B
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Our Planet's Resources</u>	<u>North America and Mapping</u>	<u>Ice Biome</u>
<p>Can I list the resources a settlement needs to thrive?</p> <p>Can I name some of the methods of power generation used in the UK?</p> <p>Can I find a place on a blank map by comparing it to an atlas?</p> <p>Can I name some of the renewable methods of power generation used in the UK?</p> <p>Can I identify some benefits of importing food?</p> <p>Can I explain why foods are imported and exported?</p> <p>Can I use digital maps to calculate the distance between two places?</p> <p>Can I identify ways to reduce water wastage?</p> <p>Can I identify ways to reduce energy usage?</p>	<p>Can I use an atlas to identify the countries and capital cities of North America?</p> <p>Can I compare the features of the North American landscapes with my own area to understand what is similar and what is different?</p> <p>Can I compare the climate of North American regions with that of my own area?</p> <p>Can I compare the human geography of North American regions with that of my own area?</p> <p>Can I plan a trip to an area and present information about one area of North America?</p> <p>Can I explain the impact of a natural disaster in North America?</p>	<p>Can I name some of the countries on the Equator?</p> <p>Can I tell you more about one country?</p> <p>Can I compare daylight hours in the UK and polar regions?</p> <p>Can I identify a location on a map when the latitude and longitude are provided?</p> <p>Can I identify similarities between the UK and the tropics?</p> <p>Can I describe the climate in the tropics?</p> <p>Can I tell you more about one country on the Prime Meridian?</p> <p>Can I explain why day and night occur?</p>

<p>Can I explain how small changes can lead to a big impact? Can I name areas of the world most affected by food shortages?</p>		
<p style="text-align: center;"><b>Locational knowledge</b></p> <p>Name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time.</p> <p style="text-align: center;"><b>Human and Physical Geography</b></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; Use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.</p> <p style="text-align: center;"><b>Geographical Skills and Fieldwork</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p>	<p style="text-align: center;"><b>Locational knowledge</b></p> <p>Use maps to locate the world's countries with a focus on Europe and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p style="text-align: center;"><b>Place knowledge</b></p> <p>Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Europe and North America.</p> <p>Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Europe and North America</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.</p> <p style="text-align: center;"><b>Human and Physical Geography</b></p> <p>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>Use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain,</p>	<p style="text-align: center;"><b>Locational knowledge</b></p> <p>Locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; 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.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p style="text-align: center;"><b>Geographical Skills and Fieldwork</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</p>



	<p>volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.</p> <p><b>Geographical Skills and Fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p>	
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Rivers Year 5/6 Cycle B	Landscape and Erosion Year 5/6 Cycle B	Africa Year 5/6 Cycle B
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p><b><u>Rivers</u></b></p> <p>Can I explain that the water cycle keeps going.? Can I use a legend to find rivers on a map.? Can I Identify the sea a river flows into? Can I Identify the place in which the source of a river is found? Can I compare the length of rivers.? Can I explain how meanders form? Can I compare the features of a river at different points along its course.? Can I describe how waterfalls are formed.? Can I identify meanders on a map and photograph? Can I Sort the ways rivers are used into categories.? Can I give at least two reasons why dams are built? Can I Identify the advantages and benefits of building a dam? Can I identify the disadvantages and risks of building a dam?</p>	<p><b><u>Landscape and Erosion</u></b></p> <p>Can I name different types of weathering? Can I describe how physical, chemical and biological weathering change rocks? Can I explain how some coastal features are formed? Can I identify the location of some famous UK coastal features? Can I describe how a coastline might have looked in the past? Can I describe how the shape of Spurn Head has changed over time? Can I identify how the borders of Europe have changed over time? Can I identify ways a landscape has changed over time? Can I describe how human activity has changed the Earth since 1800? Can I list some human activity changes to the Earth predicted to occur by 2050?</p>	<p><b><u>Africa</u></b></p> <p>Can I use an atlas to find the names of countries and cities in Africa? Can I identify similarities and differences between a place in Africa and where I live? Can I identify differences and similarities between the climate of a place in Africa and where I live? Can I explain the difference between human geography and physical geography? Can I identify differences and similarities between the human geography of a place in Africa and where I live? Can I explain how latitude affects the geography and climate of a region in Africa? Can I describe the significance of the equator, tropics and poles? Can I use coordinates to locate places on a map and describe key features of some wonders of Africa?</p>
<p><b>Locational knowledge</b> Name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time.</p> <p><b>Human and Physical Geography</b></p>	<p><b>Locational knowledge</b> Use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, identifying their physical features, including</p>	<p><b>Locational knowledge</b> Use maps to locate the world's countries with a focus on South America and Africa, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>

<p>Physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle. 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>mountains, and rivers, and land-use patterns; showing change over time.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, co-ordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p> <p><b>Human and Physical Geography</b></p> <p>Physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; 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>Use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>Use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, co-ordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p> <p><b>Place knowledge</b></p> <p>Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America. Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America. Use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, settlement, economy, natural resources.</p> <p><b>Human and Physical Geography</b></p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle.</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</p>
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