

EYFS

: People, Culture and Communities

Children at the expected level of development will:

- 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.

Year 1

	Where do we go to school? (Local/Map skills)	What is the weather like?	Hot and Cold Places (Global focus)
Key texts	Martha Maps it out by Leigh Hodgekinson, The Big Book of the UK Imogen Russell		If I were the World by Mark Sperring Meet the Oceans by Caryl Hart, The Big book of the UK by Imogen Russell Williams, The River by Marc Martinillo The earth book by Hannah Alice Planet Earth by Matt Wyman One world 24 hours on planet Earth
Steps to Success	<u>Lesson Recaps/Starters -</u> What is geography? Compass points (N,S,E,W) Four countries of the UK and capitals Where do we go to school? • Aerial images Google earth • Locate Swindon on map of UK • Locate school on map of Swindon • Human and physical geography What is our local area like? Use photographs and maps inc sketch maps to identify and locate	<u>Lesson Recaps/Starters -</u> What is geography? Compass points (N,S,E,W) Four countries of the UK and capitals What are the different types of weather? • Cloud types • precipitation • Thunder and lightning • Extreme weather How can we measure the weather?	<u>Lesson Recaps/Starters -</u> What is geography? Compass points (N,S,E,W) Four countries of the UK and capitals Continents and oceans What weather do we experience in England? • Types of weather What parts of the world are different? • Arctic and Antarctic • North and South Pole • Hot regions

	- Houses - Amenities - Canal - Green spaces Create sketch map of out locality – collaboratively - Canal - School - Waitrose - houses How do we get to school? - Fieldwork survey – collect and record data - Route maps - Human physical features we pass Why should we walk/scoot if possible? - Pollution - Health and wellbeing	- Wind direction and speed - Temperature - Hours of sunlight What are seasons and how do they happen? What are the signs of spring summer autumn and winter?	(draw on pupil experiences) What is the weather like? - Compare to weather in the UK - Hours of sunlight and Av. Temp charts - What animals are found in different parts of the world How weather/climate affects daily life? - Animals and crops - Modes of transport
Knowledge	- Know that geography is the study of people and places. - Know that Human is about people and their impact and physical geography is about the landscape, weather and climate - Know what a map is and what makes it a map not a picture. - Know the four countries of the UK and their capitals - Know where Swindon is on a map of the UK	- Know what weather we experience in England - Know different types of weather - Know that there are 4 seasons and what the weather is like in each season.	- Know what parts of the world are different in terms of climate - Know what it is like in the Arctic and Antarctic, North and South Pole, Hot regions - Know what to weather in the UK is like - Know which animals are found in different parts of the world - Know how weather and climate affect daily life such as Animals and crops and Modes of transport
Skills	Locational knowledge <u>KPI L1- Name and locate and identify the 4 countries of the UK, including the capital cities and surrounding seas.</u> - Name and locate the UKs surrounding seas - Locate where Swindon is (approximately) Place knowledge - Name some key features of our surrounding area (canal, housing, ponds, supermarket, motorway)	Locational knowledge <u>Recap- KPI L1- Name and locate and identify the 4 countries of the UK, including the capital cities and surrounding seas.</u> Place knowledge - Express own view about a place, environment, people. Human and physical geography - Observe weather across the seasons in our local area. - Describe how our local area changes through the seasons.	Locational knowledge <u>Recap-KPI L1- Name and locate and identify the 4 countries of the UK, including the capital cities and surrounding seas.</u> - Name and locate the world's seven continents and five oceans - Locate the hot and cold areas of the world in relation to the Equator and the North and South Poles. Place knowledge - Describe the similarities and differences between polar regions and the UK

	Human and physical geography Use simple geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork - Use world maps, atlases and globes to begin identify the United Kingdom and its countries, - Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right] - Describe the location of features and routes on a simple map - With support, Devise a simple map; and use and construct basic symbols in a key - Question Ask questions about their local area <u>KPI O1-Observe and record information about the local area e.g how many shops there are near the school or how many bus stops there are close to the school.</u> - Present Use a simple recording technique to present a sketch map of where we go to school	Geographical skills and fieldwork - Use instruments to measure the weather <u>KPI O1-Observe and record information about the local area – in this case- what is the local weather like over a period of time.</u> - Record what the weather is like over a period of time and present findings	- Describe the similarities and differences between hot and cold regions of the world Human and physical geography - Use simple geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <u>KPI-D1 Describe and write about similarities and differences between the features of two localities using geographical vocabulary</u> Geographical skills and fieldwork - 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 - Question Ask questions about hot and cold regions of the world - Observe Comment on the similarities and differences of hot and cold regions of the world
Vocabulary	Geography, human geography, physical geography, Swindon, Wichelstowe, Kingfisher, school, town, map, compass, north, south, east, west. England, Scotland, Ireland, Wales Aerial photos	Cloud types- cirrus, cumulus, stratus, and nimbus, Precipitation, Thunder and lightning, Extreme weather, sunlight, darkness, wind speed, direction	Arctic, Antarctic, North Pole, South Pole, Polar, hemisphere, tourism, expedition, explorer, weather, climate., desert, transport forest, hill, river, soil, season and weather, town, factory, house, office, and shops
Ongoing elements	Weather, seasons	Weather, seasons	Weather, seasons
Key assessments	Map + Socrative Quiz	Video Weather report + Socrative Quiz	Make it Hot and cold, crops and animals - verbally explain + Socrative Quiz

Year 2

	What is the UK like?	What is the Uganda like? (Country focus/comparison)	Mapping Our World
Key Text	Big Book of the UK UK Picture Atlas London for kids A walk in London	Big Book of the UK UK Picture Atlas London for kids A walk in London The world that feeds us Nancy Castaldo Africa	Maps of the United Kingdom – Rachel Dixon & Ms Livi Gosling The Big Book of the UK – Imogen Russell Williams & Louise Lockhart Martha Maps it out by Leigh Hodgekinson, Maps and Plans - Pam Robson
Steps to Success	<u>Lesson Recaps/Starters -</u> What is geography? Compass points (N,S,E,W) Four countries of the UK and capitals Continents and Oceans What is the UK like? - Satellite imagery to identify landscapes, main human features, physical features What is our Capital City? - To know that there are 4 UK Capital cities – London, Cardiff, Edinburgh and Belfast - To know the position of the 4 capital cities on a map of the UK - To understand that there are differences and similarities in each of the capital cities including -human geography, comparison of population, tourism, transport What is London like as a capital city? - Travel and transport - Parks and Green spaces - River Thames - Planning a day out What is Scotland like? - Capital city - Geographical features physical and human - Similarities and differences What is Wales like?	<u>Lesson Recaps/Starters -</u> What is geography? Compass points (N,S,E,W) Four countries of the UK and capitals Continents and Oceans Where is Uganda? - Continents and Oceans, North and South Hemisphere, Equator - Locate on a world map - How many miles away from the UK? - How long would it take to fly? - Northern and southern hemispheres What are the human and physical features of Uganda? - Different cities, towns - Mountains, National Parks, Lakes, Rivers What is the climate like? - Compare to UK - Opposite seasons - why is this? What crops are grown in Uganda? - Coffee, Tea, Mangoes, Bananas, Maize, Rice - Fair trade and Food Miles Why would someone visit Uganda? - Tourism - Charity/Mission - Child of Hope	<u>Lesson Recaps/Starters -</u> What is geography? Compass points (N,S,E,W) Four countries of the UK and capitals Continents and Oceans Earth View - Globes, satellite images - Locate continents - Locate oceans - Rivers of the world, mountains 7 wonders of the world 7 Human wonders of the world What is a map? - Representation of place using lines and symbols - Different types of maps such as: Sketch maps Road maps Ordnance Survey maps Climate maps - History of Maps Features of maps - Key features of maps include: a title, a compass rose, symbols, a key and different colours for important things, such as green for forests and blue for rivers. - Compass points - directions - Map of school & playground-

	- Capital city - Geographical features physical and human - Similarities and differences What is Northern Ireland like? - Capital city - Geographical features physical and human - Similarities and differences		What is fieldwork? - practical understanding of a place through a map - Question, observe, measure, record, present What is an aerial view? - Aerial view/Birds eye view - aerial photographs to see the main physical and human features of places. - Aerial photos are photos taken by aircraft or other flying objects, e.g. drones. - satellite photo is taken from a satellite in space.
Knowledge	- Know that there are 4 countries in the UK and name them - Know that location is where something is and that direction is the way something is pointing or moving - Know that there are 4 UK Capital cities – London, Cardiff, Edinburgh and Belfast - Know the position of the 4 capital cities on a map of the UK - Know & understand that there are differences and similarities in each of the capital cities including -human geography comparison of population, tourism, transport	- Know there are seven continents: Africa, Antarctica, Asia, Australasia, Europe, North America and South America. Some continents have many countries, others do not - Know there are five oceans in the world: the Arctic Ocean, the Atlantic Ocean, the Indian Ocean, the Pacific Ocean and the Southern Ocean. - Know that countries around the world have different climates. - Know countries near the equator tend to have a hotter climate. Different animals are better suited to living in countries with a particular climate. - Know that natural features of continents include caves, rocks, cliffs, forests and mountains. - Know that natural features are sometimes called 'physical features.' - Know that features made by people include bridges, buildings and roads. These features are sometimes called 'human features.'	- Know there are seven continents: Africa, Antarctica, Asia, Australasia, Europe, North America and South America. Some continents have many countries, others do not - Know there are five oceans in the world: the Arctic Ocean, the Atlantic Ocean, the Indian Ocean, the Pacific Ocean and the Southern Ocean. - Know a map is a drawing of an actual place that uses lines and symbols to represent real-life objects. People have used maps for hundreds of years to help them travel from place to place - Know that the key features of maps include: a title, a compass rose, symbols, a key and different colours for important things, such as green for forests and blue for rivers. - Know that fieldwork is using maps to go out and about to get a practical understanding of something. - Know there are many different types of maps, such as: Sketch maps Road maps Ordnance Survey maps Climate map - Know that the compass points are north, east, south, west, north east, north west, south east and south west. - Know that maps are usually drawn from an aerial view. We can look at aerial photographs to see the main physical and human features of places. - Know that Aerial photos are photos taken by aircraft or other flying objects, e.g. drones. A satellite photo is taken from a satellite in space

Skills	Locational knowledge - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <u>KPI- L1- Pupils are be able to identify the UK within the continent of Europe</u> Place knowledge - Use a map to name some key physical and human features of places <u>KPI-D1-Pupils can describe and write about similarities and differences between the features of different localities- Capital cities in the UK.</u> Human and physical geography - Use simple geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork - 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 - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; <u>KPI-E1- Confidently use a range of different technology tools to explain findings.</u>	Locational knowledge - Name and locate the world's seven continents and five oceans . - Name and locate Uganda on a map of Africa and a World Map. - Locate areas in Uganda such as East Uganda, Northern Uganda, Mbale, Nmantala, Karamoja, Nmambasa, the__ Mountains <u>KPI- L2- Pupils can identify all 7 continents in the world and the 5 oceans.</u> Place knowledge - Name some key physical and human features of Mbale and Nmantala - Explain the similarities and differences between Nmantala, Mbale and Swindon Human and physical geography - Identify seasonal and daily weather patterns in Uganda and how this is different to those in the UK -Relate this knowledge to understanding about the Equator <u>KPI-D2-Pupils can identify the location of equator and the North and South Poles.</u> - use basic geographical vocabulary to refer to: key physical features, including: , cliff, coast, forest, hill, mountain, river, soil, valley, vegetation, season and weather & key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork - Use world maps, atlases and globes to identify Uganda and its regions, capital city and towns - 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 of Namantala - Use aerial photographs and plans to recognise landmarks and basic human and physical features of Namantala - Ask questions about Namantala, Mbale and Uganda - Observe Comment on the features pupils can see on maps and photographs of Namantala, Mbale and Uganda - Measure distances between Namantala and Mbale, and Uganda and Swindon	Locational knowledge - Name and locate the world's seven continents and five oceans <u>KPI- L2- Pupils can identify all 7 continents in the world and the 5 oceans.</u> Place knowledge - Use a map to name some key physical and human features of places Human and physical geography - Use simple geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather & key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork - Use world maps, atlases and globes to identify the United Kingdom and its countries, - Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right] - Describe the location of features and routes on a map - Devise a simple map; and use and construct basic symbols in a key <u>KPI-O1 - Pupils can observe and record the features about the local area and begin to compare these with another location.</u> <u>KPI-E1- Confidently use a range of different technology tools to explain findings.</u>
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		- Record difference between Namantala and Swindon <u>KPI- 01 - Pupils can observe and record the features about the local area and compare these with another location.</u>			
Vocabulary	Europe, United Kingdom, capital city, place, human features, physical features, characteristics, England, Wales, Scotland, Northern Ireland. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port,	Uganda ,Africa, Europe world, compass, north, south, east, west, climate, weather, compare, culture. cliff, coast, forest, hill, mountain, river, soil, valley, vegetation, season and weather & key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Map, aerial view, aerial photo, ariel map, United Kingdom, North, South, East, West, North-west, North east, South west, South East. Continents (7names), Countries, Oceans(5names). Atlas, world, satellite.		
Key assessments	'Travel Agent Podcast' + Socrative Quiz	'Top Trumps Compare UK and Uganda' + Socrative Quiz	'Postcard home from a different continent = Socrative Quiz		
By the end of Key Stage 1 pupils should	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.	Locational knowledge ☐ 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	Place knowledge ☐ 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	Human and physical geography ☐ 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, valley, vegetation, season and weather ☐ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Geographical skills and fieldwork ☐ 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 Geography – key stages 1 and 2 3 ☐ 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 ☐ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Year 3

	Natural Disasters	Pole to Pole	Hill and Mountains
Key texts	The Big Picture: Extreme Earth – Jon Richards Map your planet – Natural disasters – Rachel Minay Wild Weager by Liz Gogerly & Miguel Sanchez	Shackleton’s Journey –William Grill Explorers – Amazing Tales Little People Big Dreams - Ernest Shackleton	Majestic Mountains: Discover Earth's Mighty Peaks – Mia Cassany & Marcos Navarro Highest Mountain, Deepest Ocean – Kate Baker & Page Tsou
Steps to success	<u>Lesson Recaps/Starters -</u> Where is the Equator, Where could the locations of these photographs be? Capital cities and countries ok UK Continents and Oceans What are Volcanoes? Where do we find Volcanoes and why? - Locate the ring of fire on a map What are the three types of volcano? - Active, Dormant and Extinct volcanoes What happens during an eruption? - Draw diagrams, produce writing, and use the correct vocabulary for each stage of the process of volcanic eruption and earthquakes How do volcanoes affect human life, e.g settlements and spatial variation (space around them) - Case study Pompei - Case study Krakatoa What is an Earthquake? Where do they happen and why? - Plate techtonics - Seismograph - Richter Scale How do earthquakes affect human life? - settlements - Tsumanis - Flooding	<u>Lesson Recaps /Starters -</u> Where are the Equator, the Tropics of Cancer and Capricorn.? Where could the locations of these photographs be? Capital cities and countries ok UK Continents and Oceans Locate countries of Europe What are the Poles and where are they? - North Pole Arctic Circle includes parts of Russia, Norway, Sweden, Finland, Canada, Alaska, Greenland and Iceland - South pole Antarctic circle has no countries and has no one living there permanently. It is a protected place of scientific and environmental research. - Latitude, longitude, Tropic of Cancer (northern tropic, and Capricorn (southern) What is the physical geography at the Poles? - Land use - Species of animal Who visits the Poles and why? - Tourism - Research How are the North and South Polar regions different? How is Europe different to these polar regions? - location - Know there are 51 countries in Europe and 742 million people living there which is 10% of the world’s population. - Know that continent is in the northern hemisphere with the Arctic Ocean to the north, the Atlantic Ocean to the west and the Mediterranean Sea to the south.	<u>Lesson Recaps /Starters -</u> Where are the Equator, the Tropics of Cancer and Capricorn.? Where could the locations of these photographs be? Capital cities and countries ok UK Continents and Oceans Locate countries of Europe 51 countries in Europe and 742 million people living there which is 10% of the world’s population. Europe is in the northern hemisphere with the Arctic Ocean to the north, the Atlantic Ocean to the west and the Mediterranean Sea to the south. What are hills and how are they formed? - Different types of hills - Hill features - Hills in the UK What are mountains? How are mountains shown on maps? - What is a mountain and how is it different to hills? - Mountains in the UK: Ben Nevis, Yr Wyddfa (Snowden), Scafell Pike - Cairngorms, Black Mountains, Pennines - Topographical maps - Locate and label mountains and mountain ranges in UK How are rivers and Mountains linked? - Sources of rivers often in mountains - Follow course of river on map –physical features Water Cycle - How it connects mountains and the journey of a river. - Key terms. What are they? Evaporation, condensation, precipitation and collection.

Knowledge	- Know that the equator is an invisible line that separates the two hemispheres on a map, - Know that most volcanoes occur on the ring of fire and locate on a map. - Know that Volcanoes are made when pressure builds up inside the earth. This affects the earth's crust causing magma to sometimes erupt through it. - Know that an active volcano is one that has erupted in the last 10 000 years. - Know that a Dormant volcano hasn't erupted in the last 10 000 years • but may erupt again. - Know that Extinct volcanoes aren't expected to erupt again - Know that Earthquakes are caused when the earth's tectonic plates suddenly move. Most earthquakes occur near the tectonic plate boundaries. - Know that Earthquakes can cause lots of damage to roads, buildings and property.	- Know that The Tropic of Cancer (northern tropic) and the Tropic of Capricorn (southern tropic) mark the most northerly and southerly positions that the sun can be overhead. - Know the Latitude lines run around the earth east to west. These lines are the same distance apart from each other. Longitude lines run over the top of the earth north to south. These lines are not equally distant from each other. These lines are used to give the specific location of anywhere in the world using co-ordinates. Polar regions - Know the North Pole Arctic Circle includes parts of Russia, Norway, Sweden, Finland, Canada, Alaska, Greenland and Iceland - Know that the south pole Antarctic circle has no countries and has no one living there permanently. It is a protected place of scientific and environmental research. - Know about Land use and tourism near the Poles - Know the Tropic of Cancer (northern tropic) and the Tropic of Capricorn (southern tropic) mark the most northerly and southerly positions that the sun can be overhead. - Know that between the tropics the weather is hot all year round - Know there are 51 countries in Europe and 742 million people living there which is 10% of the world's population. - Know that continent is in the northern hemisphere with the Arctic Ocean to the north, the Atlantic Ocean to the west and the Mediterranean Sea to the south.	- Know what hills are and different types of hills. - To know that a topographical map shows the shape and features of the land including mountains, rivers, lakes and valleys. - Know some of the tallest mountains and mountain ranges in the UK. - Know that rivers often start in Mountains and hills - Know some of the physical features of rivers - Know the process of the Water Cycle
Skills	Locational knowledge - Identify the position and significance of the Ring of Fire on a world map - Locate areas where there are plate boundaries and explain why there are more Volcanic events, Earthquakes and Tsunamis in these regions - Locate specific volcanoes <u>KPI L1-Pupils can identify and compare key areas on a map of Europe and compare and contrast. Such as hills, volcanos, mountains and rivers.</u> <u>KPI-L2- Pupils can build on prior knowledge of UK regions by using maps to locate countries of Europe.</u>	Locational knowledge - Identify the position and significance of the polar regions - Identify and describe 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) - Locate Europe and its countries - Describe the position of Europe -northern hemisphere with the Arctic Ocean to the north, the Atlantic Ocean to the west and the Mediterranean Sea to the south.# L2- <u>KPI - L2 Pupils can build on prior knowledge of UK regions by using maps to locate countries of Europe.</u>	Locational knowledge - Locate significant mountains, mountain ranges and significant rivers - Look at the difference between natural rivers and the man-made canal next to the school <u>KPI L1-Pupils can identify and compare key areas on a map of Europe and compare and contrast. Such as hills, volcanos, mountains and rivers.</u> Place knowledge - Describe geographical similarities and differences between 2 different mountain and river systems in the UK River Severn and River Wye.

	Place knowledge - Describe the similarities and differences between the Ring of fire region and where we live Human and physical geography - Describe and explain how and why volcanoes erupt and earthquakes happen - Explain why there are more Volcanic events, Earthquakes and Tsunamis in these regions - Explain the difference between Active, Dormant and Extinct - Describe the impact of Natural disasters on settlements and infrastructure KPI D1-Pupils can identify the key aspects of volcanoes and earthquakes and describe key features. Geographical skills and fieldwork - Use maps, atlases, globes and digital/computer mapping to locate the ring of fire, regions of plate boundaries - Ask questions about natural disasters and their impact - Observe & Comment on the features pupils can see on photographs and videos - Measure Use the Richter Scale to compare the magnitude of some well known earthquake events - Record how the process of a volcanic eruption, an earthquake or a Tsunami unfolds - Present Use simple presentation devices to communicate knowledge gained volcanoes, earthquakes or Tsunamis	Place knowledge - Describe geographical similarities and differences between North and South polar regions and between these and Europe Human and physical geography - Describe and explain the climate and vegetation of the polar regions - Describe and explain the types of settlement and land use - Describe and explain how the polar regions are important in terms of distribution of natural resources and energy Geographical skills and fieldwork - Use maps, atlases, globes and digital/computer mapping to locate polar regions and countries of Europe - Ask questions about polar regions and their significance - Observe & Comment on the features pupils can see on photographs and videos - Use measures such as population and size to compare polar regions and countries in Europe - Present Use simple presentation devices to communicate knowledge gained KPI-E1- present information to a specific audience to highlight the findings of key environmental factors.	- Describe the difference between these and the location of the man-made canals and their purpose for transporting trade. Human and physical geography - Describe and explain the simple geological processes of rivers, mountains, and the water cycle - Describe the settlement and land use around rivers and mountains. Is this similar of different from the manmade canal and the land use around it? Geographical skills and fieldwork - Use maps, atlases, globes and digital/computer mapping to locate mountains and rivers 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 describe locations around the local canal. - Ask questions about mountains, rivers and their significance and how rivers are used to feed into canals. - Observe & Comment on the features pupils can see on photographs and videos - Use measures such as height, length and flow to compare canals and rivers in the UK. - Record information about the significance of mountains and rivers and manmade canals in terms of height and length KPI-O1 - Pupils can take digital photographs of the main features of the school or local area and plot them on to a map to show the route round the school, using coordinates to show where these key features are. KPI- O2- Use locational language to describe the location of points on a map of the school/local area in reference to the canal.
Vocabulary	Equator, hemisphere, ring of fire, magma, dormant, eruption, extinct, natural disaster, earthquake, volcano, tsunami, tectonic plate, boundary	Tropic of cancer, tropic of Capricorn, latitude, longitude, north/south pole, polar regions, Arctic circle, population, northern/southern hemisphere, climate, vegetation, equator	Mountain, collide, crumple, fold, pollution, mountain range, topographical map, valley, lake, river, canal, water cycle, atlas, globe
Key Assessments	Quiz + Final Newspaper report.	Quiz + Make it	Quiz + Draw it

Year 4

	Greece is the Word!	Biomes	Mountains
Key texts		Here we are – Oliver Jeffers The Rhythm of the Rain – Grahame Baker The Explorer – Katherine Rundell	Here we are – Oliver Jeffers When the Mountains Roared – Jess Butterworth At The Top of The World
Steps to success	<u>Lesson Recaps/Starters -</u> Where is the Equator, Where could the locations of these photographs be? Capital cities and countries ok UK 7 Continents and 5 Oceans Where is Greece? - What is the coast? Do we know any places by the coast? - What type of features would you expect to see by the coast? - Where is Greece? - What is it like to live in Greece? - What is the capital city? What can we find out about Greece? - Compare the population with other European countries - What is the climate like? - What are the Greek Islands? Which is biggest? - What is the main source of income in Greece? - How does tourism affect the country? - What are the main uses of land?	<u>Lesson Recaps /Starters -</u> Where are the Equator, the Tropics of Cancer and Capricorn? Where could the locations of these photographs be? Capital cities and countries ok UK Continents and Oceans What is a biome - What is a biome? Can different types of biomes be identified? - What is a rainforest? How is this different to a forest in Britain? What is special about Rainforests? - Where in the world are they? - What is the climate like? - Why are they so important? - What are the main consequences of their destruction? - Why are the Rainforests so important?	<u>Lesson Recaps /Starters -</u> Where are the Equator, the Tropics of Cancer and Capricorn? Where could the locations of these photographs be? Capital cities and countries ok UK Continents and Oceans Locate countries of Europe 51 countries in Europe and 742 million people living there which is 10% of the world's population. Europe is in the northern hemisphere with the Arctic Ocean to the north, the Atlantic Ocean to the west and the Mediterranean Sea to the south. What are mountains and how were they formed? - Similar thickness plates collide, crumple and fold - Draw the process - Locate and label mountains and mountain ranges in UK What mountains are there in the world? - Mount Everest, Kilimanjaro, Mount Elbrus, Denali (Mount McKinley), Mount Aconcagua, Vinson Massif, Mount Kosciuszko, Jaya Peak - Locate and label mountains and mountain ranges on world map Visiting the Mountains - Be able to explain how and why mountains are used by humans - What is life in the mountains like - Following the journey of famous mountain explorers Why can tourism be a problem for mountains? - Threat to cultural identity - Litter & Pollution - Higher prices of land and food - Erosion - Locate and label mountains and mountain ranges on world map Using Maps - Understand that contour lines join places of the same height on a map

Knowledge	- To know Greece has a population of 10.5 million people - To know that the capital city is Athens - To know that Greece has the longest coastline in Europe and is the southern most country in Europe - To know that Crete is Greece's largest island - To know that tourism and agriculture are important to Greece Look at Europe using below skills and then focus on knowledge of human geography focusing on Greece today. What are the Longest coast lines and biggest islands physically? Compare with population and then focus on tourism & land use	- To know that a biome is a large geographical area which is home to certain plants and animals, specially adapted to suit the environment. - To know that Rainforests are found near to the equator between the tropic of Cancer and the tropic of Capricorn. They can be found in every continent except Antarctica. They are located in countries such as Brazil, India, Peru, Mexico, Australia and Malaysia. - The climate in the rainforest is the same all year round. - Average rainfall of 6cm each month - To know that the climate in rainforests is is very hot and wet all year, also are evergreen because the trees can grow all the time so are always in leaf. (link to knowledge about equators and hemispheres) - To know that the main threat is deforestation - = Trees are cut down: -to create fields for farming cattle and growing crops - to produce timber and wood pulp to make furniture and paper - to create space for housing Positive Impacts - Jobs are created in logging and transporting timber and manufacturing products -Selling land raises money for local people Negative Impacts • People's homes are destroyed - Animals and plants may become extinct through habitat loss -Plants that may have been useful could be lost	- Know that when plates of similar thicknesses collide, crumple and fold - mountains are formed - Mountains are a natural part of the landscape with steep slopes - They rise above 300m - They have a summit of at least 600m - Some mountains are found in groups called a mountain range but some mountains can be on their own - Not all mountains are single summits - Mount Everest is the highest mountain in the world – 8848m - Contour lines- These lines on a map join land that is at the same height. They are usually marked in 5m or 10m intervals. The closer the lines are together, the steeper the slope will be - Mountains are created in a variety of formats=Fold mountains Tectonic plates collide and rock is pushed up - Fault-block mountains- Cracks in the earth's surface open up, some chunks of rock are pushed up, some down - Volcanic mountains - Formed around volcanoes and made of layers of ash and cooled lava - Dome mountains - Formed when magma is forced upwards but doesn't ever flow out of the crust - Plateau mountains - Materials taken away through erosion leave deep valleys or gorges next to high cliffs - People visit mountains for many reasons including: The view, Keeping fit, The challenge, Skiing, Climbing , Photography - Risks and Dangers of Mountains -Low temperature = hypothermia, Bad weather = power cuts/road accidents , Avalanches/landslides , Altitude sickness, Wild animals ,Poor access
Skills	Locational knowledge - Study maps of Settlements along the Greek coastline KPI- L1 Pupils can identify the different climate zones across the world. Place knowledge - Identify main economies in the immediate area (Tourism) - Compare population sizes of different areas of Greece and also compare to coastal areas in the UK Human and physical geography - Explain the geographical changes in local area land use and compare to another(Look at the	Locational knowledge - Locate other Biomes (eg rainforests) using Google earth and maps, identifying patterns in their location linked to the equator line Locate other rainforests using Google earth and maps, identifying patterns in their location. - Understand the term biome -Use knowledge of this term to make suggestions for places in the world which may be biomes - Identify the different hemispheres on a map. - Label and explain the term 'climate zone'. - Ask questions and find out what affects the climate. KPI L2- Pupils can locate other Biomes (eg rainforests) using Google Earth and maps. Place knowledge	Locational knowledge - Identify the different climate zones - Locate where mountains are on maps in the world and how these correspond to tectonic plate location KPI- L1 Pupils can identify the different climate zones across the world. Place knowledge - Describe geographical similarities and differences between 2 mountain ranges – 1 in Europe and one in the wider world - Describe where different types of mountains are formed and begin to explain why Human and physical geography

	land use in area: What resources were used? Why were they used? Why were the settlements so different? What tools were available? What was the purpose of the settlements?) Geographical skills and fieldwork - Draw conclusions about the location of the settlements based on prior knowledge. <u>KPI L3-Pupils can identify patterns in their location linked to the equator line.</u>	- Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres. Human and physical geography - Discover the cause of global warming and research the implications. - Study life in the Amazon rainforest through primary sources: recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life is different - Discuss how the rainforest may be linked to us e.g. trade. Geographical skills and fieldwork - Ask questions and find out what affects the climate <u>KPI L3-Pupils can identify patterns in their location linked to the equator line.</u> <u>KPI E1-Present information on key changes in climate zones and environmental changes over time.</u>	- Describe and explain the impact on different types of mountains on human settlement and tourism <u>KPI- D1- Pupils can explain the key features of mountains across the world and the impact on human geography.</u> Geographical skills and fieldwork - Use maps, atlases, globes and digital/computer mapping to locate mountains and describe their physical features including contour lines - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to describe mountains in the UK and the wider world - Ask questions about mountains and their significance on land use - Observe & Comment on the features pupils can see on photographs and videos - Use measures such as height and features to describe the types of mountains <u>KPI- O1 - Pupils can conduct a study of a local area recording and representing the human and physical features of the area- (Stonehenge fieldwork trip)</u>
Vocabulary	Settlement, population, climate, Tropic of Cancer/ Capricorn, tourism, agriculture, land use, coast	Biome, rainforest, Tropic of Cancer/ Capricorn, climate, equator, deforestation, extinct, hemisphere, trade	Magma, avalanche, landslide, fault line, contour lines, summit
Key Assessments	Quiz + PP Presentation on Greece.	Quiz + Persuasive Letter- deforestation.	Quiz + Tourism Visitor Guide.

Year 5

	What a Wonderful World	Rivers	Local Geography Land use	Rivers Fieldwork study
Key texts	Around the Worlds in 80 Days – Jules Verne What a Wonderful World – Good News stories by Anonymous	River Story – Meradith Hooper Journey to the River Sea – Eva Ibbotson		
Steps to success	<u>Lesson Recaps/Starters -</u> Where is the Equator? Where could the locations of these photographs be? Capital cities and countries of UK Continents and Oceans What is it like in different parts of the world? - What are the different biomes? - Why do we have different time zones? - What do we know about other cultures? - What are some of the world's key landmarks? - How and why is the climate different around the world? How have humans impacted on the world? - What is global warming? - How is the World population growing? - What is the difference between developed and developing countries? Present Use simple presentation devices to communicate knowledge gained about Human impact on the world or biomes.	<u>Lesson Recaps /Starters -</u> Where are the Equator, the Tropics of Cancer and Capricorn.? Where could the locations of these photographs be? Capital cities and countries ok UK Continents and Oceans I can explain the water cycle - Can I use the correct vocabulary to explain? - Draw and label a diagram I understand the main stages of a river as it flows from source to the sea - Use the correct geographical vocabulary - Draw and label diagrams I can explain how rivers are used by people. - For trade and transport - As a water source - For irrigation - Why settlements have developed close to rivers - Leisure activities and tourism Present Use simple presentation devices to communicate knowledge gained about Rivers	<u>Lesson Recaps /Starters -</u> Where are the Equator, the Tropics of Cancer and Capricorn.? Where could the locations of these photographs be? Capital cities and countries ok UK Continents and Oceans Locate countries of Europe 51 countries in Europe and 742 million people living there which is 10% of the world's population. Europe is in the northern hemisphere with the Arctic Ocean to the north, the Atlantic Ocean to the west and the Mediterranean Sea to the south. - To understand what a cartographer is and how maps are created - Have experience of using different types of maps - Look at land use in the local area and describe changes - Be able to draw simple maps using symbols and a key - Carry out surveys and present data Present Use simple presentation devices to communicate knowledge gained about land use in the local area	- To name some local rivers - To understand the difference between a canal and a river. - Understand what happened when a river floods and what people have done to combat this problem - Carry out a field study at a local river and analyse data to draw conclusions. Present Use simple presentation devices to communicate knowledge gained about Mountains

Knowledge	- World, time zones GMT - To know that The Tropic of Cancer is the most northern latitude on the Earth where the sun can appear directly overhead. The Tropic of Capricorn is the most southern latitude on the Earth where the sun can appear directly overhead - Discuss and learn about the Human impact on the world link to trade - To know the time zones impacting celebrations e.g Christmas, new year - To learn about Phileas Fogg- around the world in 80 days	- To know that rivers begin when there is too much surface water from the rainfall - To understand the four stages of the water cycle - To know that rivers are the narrowest at their starting point and widest at its mouth - To know that as rivers move and join other rivers (tributaries) the river then widens - To know that a curve in a river is called a meander - To know that meanders occur when eroded materials are carried by the river and released, building up the land on the inside of the bend where the water flows more slowly - To know that an oxbow lake occurs due to build-up of deposited rocks/soil due to erosion	- To know a cartographer is someone who creates maps. - Today, technology helps to produce maps using photographs and videos of the area. - To know 90% of land in the UK is rural and 10% of the UK is urban.	- Visit River Cole and carry out a fieldwork study - To know that the River Wye and River Cole are our local rivers - To understand that rivers can flood and what people have done to prevent this. - To understand the difference between a canal and a river - Continue in a lesson after the trip. What did you learn? Analyse the data and report/ discuss.
Skills	Locational knowledge - Pupils can locate and label different countries/continents in the Northern and Southern hemisphere - Pupils can locate largest urban areas on a map - Pupils can label counties, cities, mountains and rivers. Use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent <u>KPI L1-Pupils can locate and label different countries/continents in the Northern and Southern hemisphere.</u> Place knowledge - Compare population of the largest cities in the world <u>KPI L2- Pupils can locate largest urban areas on a map.</u>	Locational knowledge - Pupils use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of South America link to major river of the world. Place knowledge - Pupils make conclusions about the climates of countries on the Equator and on the tropics. Human and physical geography - Pupils can identify the key features of rivers. - Pupils can identify and explain the key aspects of the formation of rivers. - Pupils can compare how river use has changed over time and research the impact on trade in history - Use the language of rivers e.g. erosion, deposition, transportation	Locational knowledge - Locate the local area on recent and old maps Place knowledge - Identify the main land use in the local area today. Human and physical geography - Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change?	Locational knowledge Place knowledge Human and physical geography - Study photographs and maps of 3 different locations in the UK Ask questions e.g. what is this landscape like? What is life like there. - Study pictures of the river in the past and compare and contrast

	Human and physical geography - Discuss and debate fair trade . Generate solutions and promote ethically sound trade. - Reflect on the impact trade has on an area and generate ideas for cause and effect. Compare and contrast maps from today – eg place names Geographical skills and fieldwork - Use 4 figure grid references to read maps to identify key features <u>KPI- L3- Pupils can use 4 figure grid references to locate places.</u>	<u>KPI D1- Pupils can identify the key features of rivers.</u> <u>KPI D2- Pupils can identify and explain the key aspects of the formation of rivers.</u> Geographical skills and fieldwork - Study photos/pictures/maps to make comparisons between locations eg compare Amazon and Thames - Identify and explain different views of people including themselves link to Global trade – eg play chocolate trading game. <u>E1- Present information using simple key graphs and tables to explain findings.</u>	- Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs. - Explain and defend which are physical and which are human features. - Carry out surveys/ questionnaires. - Create maps using symbols	differences in river features Geographical skills and fieldwork - Look for evidence of past river use by visiting the location. Make field notes/observational notes about land features - Record measurement of river width/depth - Visit a river, locate and explain the features. - Take photographs to support findings e.g river land use. - Use data to record river flow at different parts of river eg upper and middle course – Coleshill
			<u>KPI O1 - Pupils can look for evidence of past river use by visiting the location.</u> <u>Geographical skills and fieldwork</u> <u>KPI -O2-Make field notes/observational notes about land features.</u> <u>KPI E1- Present information using simple key graphs and tables to explain findings.</u>	
Vocabulary	GMT (Greenwich MeanTime), Latitude, longitude, continent, urban, rural, fair trade, ethical	River, rainfall, water cycle, tributaries, estuary, meander, oxbow lake, deposit, sediment, erosion, transportation, trade	Rural, agricultural, urban, land use	Flow, depth, see Rivers T3-4
Key Assessments	Quiz + Plan and conduct a debate about fair trade or human impact.	Quiz + Draw it- river formations.	Quiz + Write a letter to a local leader about our town.	

Year 6

	Let's go Green!	The Americas – Part 1	The Americas – Part 2
Key texts	Zinnia and The Bees – Danielle Davis		The Wizard of Oz – by L Frank Baum
Steps to success	<u>Lesson Recaps/Starters -</u> Where is the Equator, Where could the locations of these photographs be? Capital cities and countries ok UK Continents and Oceans Understanding environmental change - Explain the effects that humans have on the planet - Identify some ways in which people can help the environment - Be able to identify physical and human features of the environment/ local area - Use local maps and aerial photographs/ google earth/ maps to identify changes in land use Research/ fieldwork and presenting findings - Collect and collate data using local studies - Present and analyse findings - Carry out role play and/ or take part in a debate to express opinions Present Use simple presentation devices to communicate knowledge gained about environmental change.	<u>Lesson Recaps /Starters -</u> Where are the Equator, the Tropics of Cancer and Capricorn.? Where could the locations of these photographs be? Capital cities and countries ok UK Continents and Oceans Knowledge of other continents - Know that North and South America are two separate continents - Main physical features of N and S America - What is the impact of tourism in these countries? - How do natural disasters impact these continents? - What are the main contrasts within and between these continents? Map skills - Understand and locate on a map lines of longitude nad latitude - Locate major cities using 6-figure grid references - Be able to identify the key features of urban environments Understanding trade - What is trade? - Which countries does Britain trade with the most? - What is export nad import? - Why do we need to import? - What does Britain lead on in industry? Present Use simple presentation devices to communicate knowledge gained about Trade	<u>Lesson Recaps /Starters -</u> Where are the Equator, the Tropics of Cancer and Capricorn.? Where could the locations of these photographs be? Capital cities and countries ok UK Continents and Oceans Locate countries of Europe 51 countries in Europe and 742 million people living there which is 10% of the world's population. Europe is in the northern hemisphere with the Arctic Ocean to the north, the Atlantic Ocean to the west and the Mediterranean Sea to the south. What are mountains and how were they formed? What is a natural disaster? - Explain different types of natural disaster and their impact on people nad the environment. - Understand why natural disasters occur - Identify key regions in which certain natural disasters occur Physical and human features of North and South America - Explain the difference between human and physical features of the environment - How does tourism impact the environment nad land use? - Be able to use research nad primary resources such as photographs and video to draw conclusions about the impact of natural disasters Present Use simple presentation devices to communicate knowledge gained about Natural disasters
Knowledge	- Environmental changes- UK Geography- use your local area – traffic and environmental survey - To know the physical features in Wichelstowe	- To Learn about North American - To know and investigate Tourism and its effects on the environment	To know natural disasters (recap form year 3) with particular focus on Earthquakes that have occurred in The Americas

	- To know the human features of Wichelstowe and surrounding area in Swindon (shops, park etc) - To describe the landscape of the local area and name different types of land use	- To know that the Americas are two separate continents consisting of North America and South America - To know that North America contains 23 different countries. - To know that The Americas cover a huge area of the globe, extending over several lines of latitude and longitude. The characteristics of different countries and regions vary significantly, including weather, land use and flora and fauna etc	- To know where earthquakes have happened and why - To know the differences in the effects of natural disasters on first and third world countries
Skills	Locational knowledge - Locate Wichelstowe on a map and look at the developing area. What roads and maps are there? How quickly has it changed over the past 3-5 years? (Swindon Mus. Res.) Place knowledge - Look at the impact of Human geography on the land at Wichelstowe in recent years- how has land use changed? <u>L3-Pupils can use grid references to locate urban areas on a map and describe their features.</u> Human and physical geography - Report on the effects of environmental change on themselves and others. Be aware of own responsibility in the world- eco link - Use local maps to find other routes traffic might take. - Collate the data collected and record it using data handling software to produce graphs and charts of the results. Select methods for collecting, presenting and analysing data Analyse evidence and draw conclusions - Ask Geographical questions e.g. how is traffic controlled? What are the main problems? - Compare road with another busier/ quieter street/ road - Carry out a role-play where pupils with different viewpoints, make presentations to represent different points of view. This could lead to a class debate for the best way to improve traffic in the high street or road near the school. <u>KPI O1 - Pupils can undertake a traffic survey of the local main road - tally counting, types of vehicles observed, comparing the traffic flow at different times of the day, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses.</u>	Locational knowledge - Pupils can use grid references to locate urban areas on a map - Use 6-figure grid references to identify countries, cities, main mountain ranges and the longest rivers in North America - Use maps to identify longitude and latitude - Locate the major cities of the world and draw conclusions as to their similarities and differences <u>KPI L1- Pupils can locate and identify areas within North and South America, concentrating on their environmental regions.</u> <u>L3-Pupils can use grid references to locate urban areas on a map and describe their features.</u> Place knowledge - Explain the climates (contrast North and South America) and relate this to knowledge of the hemispheres, the Equator and the Tropics. Human and physical geography - Pupils can describe features of urban areas. - Ask and answer the following geographical questions: What are our main export businesses? Which countries do we trade with most? What may be the reasons for this? Link to America recap knowledge from year 4 and 5- Why do we need to import from elsewhere? Where does Britain lead industry? Where does it not? What conclusions can be drawn? Geographical skills and fieldwork	Locational knowledge - Pupils can use grid references to locate urban areas on a map Place knowledge - Describe and explain the processes that cause natural disasters in North and South America - Study maps of the USA to identify environmental regions. Compare and contrast these regions. - Study population numbers <u>KPI L2- Pupils can locate key physical and human characteristics as well as major cities within the 2 continents.</u> Human and physical geography - Reflect on the importance and value of the tourism industry in these areas - Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains Geographical skills and fieldwork - Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources. <u>KPI D1-Pupils can describe and explain the processes that cause natural disasters in North and South America.</u>

	KPI O2-Pupils can undertake a street/ noise survey of the local road/ high street. KPI E1- Present information on findings of local changes in their community. Using a range of different data and technology to explain their findings. Geographical skills and fieldwork - Form and develop opinions e.g. Do the pupils like/ dislike the road/ street Make suggestions and reflect on own beliefs. Which street/ road do the pupils prefer? What changes/ improvements would they make to either environment?		
Vocabulary	Landscape, land use, traffic controls	Tourism, continent, longitude, latitude, characteristics, flora, fauna, mountain range, export	Natural disaster, first world, third world, earthquake, tornado, hurricane
Key assessments	Quiz + Write a letter to the local council about what we can do to better our local environment and reduce the human impact.	Quiz + Presentation on North and South America.	Quiz + Information booklet about Earthquakes in America.
By the end of Key stage 2 pupils should	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	Locational knowledge ☐ 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 ☐ 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 ☐ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and	Place knowledge ☐ 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 Human and physical geography ☐ describe and understand key aspects of: ☐ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, 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 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.



		Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)			
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