

**Geography curriculum overview and progression of skills/knowledge**

EYFS/KS 1	Autumn	Spring	Summer
<b>EYFS</b>			
	<p><b>All About Me</b></p> <p>Investigating own house and home. – teaching the differences and similarities between children.</p> <p><b>Geography:</b> Exploring maps and our place in the world, where we live. Introducing Global Goals</p> <p>Global Goals - 3 – Good health and well being</p> <p>Knowledge Earth, maps</p> <p>Do children know about similarities and differences in relation to places, objects, material and living things? Can they talk about the features of their own immediate environment and how environments might vary from one another?</p>	<p><b>Traditional Tales</b></p> <p><b>Geography:</b> Exploring the country of China, location, weather etc, Global Goals</p> <p>Knowledge Asia</p> <p>Do children know about similarities and differences in relation to places, objects, material and living things? Can they talk about the features of their own immediate environment and how environments might vary from one another?</p>	<p><b>Changes Over Time</b></p> <p><b>Geography:</b> Exploring climates in different countries. Global Goals Exploring the similarities and differences between UK and Africa (Linking to Handa's Surprise) Exploring contrasting environments – hot/cold, jungles, under the sea etc. Link to Literacy focus and role-play areas Recounting a holiday you have been on.</p> <p><b>ELG: people, culture and communities</b> Describe their immediate environment through observation and discussion, story, text and maps. Explain some similarities and differences between life in this country and in other countries</p> <p><b>ELG: the natural world</b> Know some similarities and differences between the natural world around them and contrasting environments</p> <p>Global Goals - 13 – Climate Action Knowledge Climate, weather United Kingdom, Kenya, Africa Environment, world.</p> <p>Can they talk about the features of their own immediate environment and how environments might vary from one another?</p>
<b>Year 1</b>			
	<p><b><u>Incredible Me!</u></b> <b><u>NC objectives</u></b></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p><b><u>Key skills and knowledge</u></b> Naming key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'. Naming key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'. Say what they like about their locality.</p>	<p><b><u>An Island Home</u></b> <b><u>NC objectives</u></b></p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p><b><u>Key skills and knowledge</u></b> They answer some questions using different resources, such as books, the internet and atlases. They think of a few relevant questions to ask about a locality. They tell someone their address.</p>	<p><b><u>Buckets and Spades</u></b> <b><u>NC objectives</u></b></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p><b><u>Key skills and knowledge</u></b> Say something about the people who live in hot and cold places. They explain what they might wear if they lived in a very hot or a very cold place. (Link to Science in Spring.)</p>

	<p>Sort things they like and don't like. Identify the four countries making up the United Kingdom. Explain how the weather changes with each season. Begin to explain why they would wear different clothes at different times of the year. Answer questions about the weather.</p> <p>Use basic geographical vocabulary to refer to local &amp; familiar features. Name &amp; locate the four countries and capital cities of the United Kingdom using atlases &amp; globes.</p> <p>Global Goals - 13 – Climate Action</p> <p>Knowledge: Our local area – using Google Maps to locate geographical features. Labelling UK map and identifying landmarks in the four capital cities.</p> <p>Can they identify what they like and don't like about a locality? GE Can they answer questions using different resources, such as books, the internet and atlases/maps? GE</p>	<p>Explain the main features of a hot and cold place. They describe a locality using words and pictures. They name some of the main towns and cities in the United Kingdom. They point out where the equator, north pole and south pole are on a globe or atlas. They name different jobs that people living in their area might do.</p> <p>Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world. Use basic geographical vocabulary to refer to local &amp; familiar features</p> <p>Knowledge: Katie Morag – Isle of Struay (Coll) Locality within the UK Map symbols Physical &amp; human features Home address</p> <p>Can they think of a few relevant questions to ask about locality? GE</p>	<p>Name &amp; locate the four countries and capital cities of the United Kingdom using atlases &amp; globes. Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world – linked to the summer and seaside. Use basic geographical vocabulary to refer to local &amp; familiar features. Use four compass directions &amp; simple vocab. Seaside day.</p> <p>Knowledge: Compass directions Weather Name capital cities in UK Researching a UK resort (Weston-Super-Mare) Features of the seaside Using 5 senses to describe the seaside Natural and man-made features at the seaside Writing a postcard</p> <p>Can they answer questions appropriately about topics, such as the weather, climate and locations? HP Can they make plausible predictions about their geographical learning, e.g., the weather? HP</p>
Year 2			
	<p><b>Paddington's Adventures</b></p> <p><b>NC objectives</b></p> <ul style="list-style-type: none"> <li>- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>- Identify seasonal and daily weather patterns in the United Kingdom.</li> <li>- 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.</li> <li>- Use simple compass directions (North, South, East and West)</li> </ul> <p><b>Key skills and knowledge</b></p> <p><i>Geographical enquiry</i></p> <ul style="list-style-type: none"> <li>- Find out about a locality by asking some relevant questions to someone else</li> </ul> <p><i>Physical geography</i></p> <ul style="list-style-type: none"> <li>- Describe some physical features of their own locality.</li> <li>- Describe some places which are not near the school.</li> <li>- Find the longest and shortest route using a map.</li> </ul> <p><i>Human geography – N/A</i></p>	<p><b>Explorers</b></p> <p><b>NC objectives</b></p> <ul style="list-style-type: none"> <li>-name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>-use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>-use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul> <p><b>Key Skills and knowledge</b></p> <p><i>Geographical enquiry</i></p> <ul style="list-style-type: none"> <li>- Find out about a locality by asking some relevant questions to someone else</li> <li>- Say what they like and don't like about their locality and another locality like the seaside?</li> </ul> <p><i>Physical geography</i></p> <ul style="list-style-type: none"> <li>- Describe some physical features of their own locality.</li> <li>- Describe some places which are not near the school.</li> <li>- Find the longest and shortest route using a map.</li> </ul>	<p><b>Around the World in 80 days!</b> <b>Italy (Europe), Australia (Australasia), USA (North America), Brazil (South America), Ghana (Africa), China (Asia), Antarctica.</b></p> <p><b>NC objectives</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- 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</li> <li>- Name and locate the world's seven continents and five oceans</li> <li>- 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</li> <li>- The location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul>

	<p><i>Geographical knowledge</i></p> <ul style="list-style-type: none"> <li>- Name the major cities of England, Wales, Scotland and Ireland.</li> <li>- Name the major cities of England, Wales, Scotland and Ireland.</li> <li>- Point out the North, South, East and West associated with maps and compass</li> </ul> <p>Knowledge:  Naming 4 countries in the UK (England, Northern Ireland, Scotland, Wales).  Naming 4 capital cities of these countries (London, Edinburgh, Cardiff, Belfast).  Naming the seas and oceans that surround the UK (Atlantic Ocean, North Sea, English Channel, Celtic Sea and the Irish Sea)  Locating these areas on a map.</p> <p>Can they find out about a locality by using different sources of evidence? E.g., photographs, films, maps, books, the internet. PK  Can they find out about a locality by asking some relevant questions? GE</p>	<p><i>Human geography</i></p> <ul style="list-style-type: none"> <li>- Explain what facilities a town or village might need.</li> <li>- Positively and negatively evaluate the impact humans have upon an area.</li> </ul> <p><i>Geographical knowledge</i></p> <ul style="list-style-type: none"> <li>- Find where they live on a map.</li> <li>- Continue to discuss North, South, East and West using maps.</li> </ul> <p>Knowledge:  Name local landmarks  Use a map to find local landmark.</p> <p>Can they find out about a locality by using different sources of evidence? E.g., photographs, films, maps, books, the internet. PK  Can they find out about a locality by asking some relevant questions? GE</p>	<p><b>Key skills and knowledge</b></p> <p><i>Geographical enquiry</i></p> <ul style="list-style-type: none"> <li>- Label a diagram or photograph using some geographical words.</li> <li>- Find out about a locality by using different sources of evidence</li> <li>- Say what they like and don't like about their locality and another locality.</li> </ul> <p>Knowledge:  Know the meanings of different geographical words; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><i>Physical geography</i></p> <ul style="list-style-type: none"> <li>- Explain what makes a locality special.</li> <li>- Describe some places which are not near the school.</li> <li>- Describe a place outside Europe using geographical words.</li> <li>- Describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley.</li> </ul> <p><i>Human geography</i></p> <ul style="list-style-type: none"> <li>- Explain how the jobs people do may be different in different parts of the world.</li> </ul> <p>Knowledge: Differences in farming from UK to China (rice farming predominately)</p> <p><i>Geographical Knowledge</i></p> <ul style="list-style-type: none"> <li>- Name the continents of the world and find them in an atlas.</li> <li>- Name the world's oceans and find them in an atlas.</li> </ul> <p>Global Goals - 15 – Life on land</p> <p>Knowledge:  Europe, Africa, Asia, North America, South America, Oceania/Australasia, Antarctica.  Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean</p> <p>Can they find out about a locality by using different sources of evidence? E.g., photographs, films, maps, books, the internet. PK  Can they find out about a locality by asking some relevant questions? GE</p>
Year 3/4			
Cycle A	<p><b>Volcanoes!</b></p> <p>Including:  Pompeii – describing how volcanoes impact on human lives</p>	<p><b>Geography of Africa – landscapes, countries, rivers, lakes, seas</b></p> <p><b>NC objectives</b></p> <ul style="list-style-type: none"> <li>- Describe and understand key aspects of: physical geography, including: climate zones, biomes and</li> </ul>	<p><b>Where are rainforests located?</b>  <b>Understanding the equator</b>  <b>Layers of the canopy</b></p> <p><b>NC objectives</b></p>

	<p><b>NC objectives</b> - Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><b>Key skills/knowledge</b> <b>Geographical Enquiry:</b> Use correct geographical words to describe a place and the events that happen there</p> <p><b>Physical Geography:</b> Describe how volcanoes are created Confidently describe physical features in a locality</p> <p><b>Human Geography:</b> Describe how volcanoes have an impact on people's lives Confidently describe human features in a locality Explain how a locality has changed over time with reference to human features Suggest different ways that a locality could be changed and improved</p> <p><b>Geographical Knowledge:</b> Locate and name some of the world's most famous volcanoes</p> <p>Global Goals - 3 – Good health and well being</p> <p>Knowledge To name some of the key findings on Ancient Roman life which were discovered as a result of archaeologists discovering Pompeii. To know what causes volcanoes to erupt and to name some famous volcanoes.</p> <p>Can they find the same place on a globe, atlas or map? GE Can they label the same features on an aerial photograph as on a map? GE Can they plan a journey to a place? GE Can they accurately research, measure and collect information? E.g., rainfall, temperature, windspeed, noise level. HP</p>	<p>vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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</p> <p><b>Key skills/knowledge</b> <b>Geographical Enquiry:</b> Identify key features of a locality by using a map Accurately plot NSEW on a map Use some basic OS map symbols</p> <p><b>Physical Geography:</b> Confidently describe physical features of a locality. Recognise the 8 points of the compass.</p> <p><b>Human Geography:</b> Explain what a place is like. Explain how a locality has changed over time with reference to human features. Find and discuss different views about an environmental issue and describe their view. Suggest ways that a locality could be changed and improved. Explain how people are trying to manage their environment.</p> <p><b>Geographical Knowledge:</b> Be aware of the weather in different parts of the world.</p> <p>Global Goals - 15 – Life on land, 13 – Climate Action</p> <p>Knowledge To research and present key facts about Kenya's physical and human geographical features. To explain how life in Kenya has changed over time and how and why Maasai warriors' lifestyles.</p> <p>Can they find the same place on a globe, atlas or map? GE Can they label the same features on an aerial photograph as on a map? GE Can they plan a journey to a place? GE Can they accurately research, measure and collect information? E.g., rainfall, temperature, windspeed, noise level. HP</p>	<p>- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - 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><b>Key skills/knowledge</b> <b>Geographical Enquiry:</b> Use correct geographical words to describe a place and the events that happen there. Identify key features of a locality by using a map. Make accurate measurement of distances within 100Km. Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)? <b>Physical Geography</b> Use maps and atlases appropriately by using contents and indexes. Confidently describe physical features in a locality. <b>Human Geography</b> Confidently describe human features in a locality. Explain why a locality has certain human features. Explain why a place is like it is. Explain how a locality has changed over time with reference to human features Find different views about an environmental issue? What is their view Suggest different ways that a locality could be changed and improved <b>Geographical Knowledge</b> Name a number of countries in the Northern Hemisphere Be aware of the weather in different parts of the world.</p> <p>Global Goals - 15 – Life on land</p> <p>Knowledge To know the layers of the rainforest. To locate different rainforests on an atlas. To be able to discuss reasons for, and the impact of, deforestation.</p> <p>Can they find the same place on a globe, atlas or map? GE Can they label the same features on an aerial photograph as on a map? GE Can they plan a journey to a place? GE Can they accurately research, measure and collect information? E.g., rainfall, temperature, windspeed, noise level. HP</p>
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<p>Cycle B</p>	<p><b>Using maps to locate the British Empire in Victorian times (locational knowledge and geographical skills)</b></p> <p><b><u>NC objectives</u></b>  - 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  - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b><u>Key skills/knowledge</u></b>  <b>Physical Geography:</b>  Use maps and atlases appropriately by using contents and indexes  <b>Geographical Knowledge:</b></p> <ul style="list-style-type: none"> <li>Name a number of countries in the Northern Hemisphere</li> <li>Name and locate well known European cities</li> </ul> <p>Global Goals - 1 – No poverty, 2 – Zero hunger</p> <p><b><u>Knowledge</u></b>  Name and locate 5 countries in the British Empire on a map (India, Canada, Australia, Kenya, South Africa)  Name 5 countries in the Northern Hemisphere (France, Canada, England, Egypt, Ireland)</p> <p>Can they use correct geographical words to describe a place and the events that happen there? GE  Can they identify key features of a locality by using a map? LK  Can they find the same place on a globe, atlas or map? GE</p>	<p><b>Viking Settlements.</b></p> <p><b><u>NC objectives</u></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</p> <p><b><u>Key skills/knowledge</u></b>  <b>Geographical Enquiry:</b>  Find the same place on globe and in an atlas</p> <p><b>Physical Geography:</b>  Describe the main features of a village and describe the main physical differences between cities and villages</p> <p><b>Human Geography:</b>  Explain how people are attracted to living in cities  Explain why people may choose to live in a village rather than a city</p> <p><b>Geographical Knowledge:</b></p> <ul style="list-style-type: none"> <li>Name 6 cities in the UK and locate them on a map</li> <li></li> </ul> <p><b>Mountain/volcano localities and formations</b></p> <p><b><u>NC objectives</u></b>  - Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b><u>Key skills/knowledge</u></b>  <b>Geographical Enquiry:</b></p> <ul style="list-style-type: none"> <li>Label the same features on an aerial photograph and on a map</li> <li>Use some basic OS map symbols</li> </ul> <p><b>Physical Geography:</b></p> <ul style="list-style-type: none"> <li>Describe how volcanos are created</li> <li>Describe how earthquakes are created</li> </ul> <p><b>Human Geography:</b></p> <ul style="list-style-type: none"> <li>Describe how volcanoes have an impact on people's lives</li> </ul>	<p><b>Stone Age</b></p> <p><b><u>NC objectives</u></b>  - 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><b><u>Key skills/knowledge</u></b></p> <p><b>Geographical Enquiry:</b>  Identify key features of a locality by using a map  Accurately plot NSEW on a map</p> <p><b>Physical Geography:</b>  Recognise the 8 compass points</p> <p><b>Human Geography:</b>  Describe human features in a locality  Explain why a place is like it is</p> <p><b>Knowledge</b>  Identify where Skara Brae and Stonehenge are on a map – including Countries and Counties (Wiltshire/Orkney)  Look at the topographical features of Skara Brae, its land use and how it's changed over time</p> <p>Can they use correct geographical words to describe a place and the events that happen there? GE  Can they identify key features of a locality by using a map? LK  Can they compare human and physical characteristics? GS</p>
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Year 5/6			
Cycle A	<p><b>WW1 and WW!!</b> <b>Where</b> were children evacuated to?</p> <p><u>NC objectives</u> - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>Key skills and knowledge</u> <b>Contrasting</b> localities <b>Countries</b> of the world Europe Planning an evacuation route including distances using a map. Local main countries involved in WW2 such as Russia on a map Can they give an extended description of the human features of different places around the world? Can they confidently explain scale and use maps with a range of scales?</p>	<p><u>NC objectives</u> - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Key skills and knowledge</u> India - location North America - location</p> <p>Can they explain why many cities of the world are situated by rivers? (Egypt Nile)</p> <p>Knowledge To locate India and North America on a map To identify rivers and their locations.</p> <p>Can they plan a journey to a place in another part of the world, taking account of variables, such as transport, money, clothes, time, distance, circumstance? GS Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? LK</p> <p>Global Goals - 6 – Clean water and sanitation</p>	<p><u>Rivers</u> <u>NC objectives</u> - 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 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</p> <p><u>Key skills/knowledge</u> Can they map land use? (Himley/Long Mynd trip) Can they make detailed sketches and plans; improving their accuracy later? (Himley/Long Mynd) Can they recognise key symbols used on Ordnance Survey maps? Can they use OS maps to answer questions? Can they create sketch maps when carrying out a field study? Can they explain why many cities of the world are situated by rivers? Can they explain how the water cycle works? Can they explain why water is such a valuable commodity? Can they explain why people are attracted to live by rivers?</p>

	<p>Can they give extended descriptions of the physical features of different places around the world?</p> <p>Global Goals - 1 – No poverty, 2 – Zero hunger</p> <p>Knowledge To locate different countries that evacuees were sent to. To locate the main countries directly involved in WWII. To explain scales on maps.</p> <p>Can they find possible answers to their own geographical questions? GE Can they use maps to answer questions? GS</p>		<p>Can they name and locate many of the world's major rivers on maps? Can they confidently explain scale and use maps with a range of scales? Can they accurately use a 4 figure grid reference? Can they explain how a location fits into its wider geographical location; with reference to physical features? Can they explain what a place might be like in the future, taking account of issues impacting on human features?</p> <p>Knowledge To identify land use To use a compass</p> <p>Can they use maps to answer questions? GS Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? LK Can they confidently explain scale and use maps with a range of scales? GS</p>
Cycle B	<p><b><u>Ancient Greece</u></b> <b><u>NC objectives</u></b> - 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 <b><u>Key skills and knowledge</u></b> Locate Greece and other European countries on a map. Locate the main city states in Ancient Greece on a map. Comparing Greece with the local area. Make comparisons between Ancient and Modern Greece land uses and physical and human geographical features explaining things that have changed and things which have stayed the same</p> <p>Can they find possible answers to their own geographical questions? (How are they similar/different?)</p> <p>Can they plan a journey to a place in another part of the world, taking account of distance and time? (Plan route from Athens to Sparta)</p> <p>Can they explain how a location fits into its wider geographical location; with reference to physical features? (Athens and Sparta)</p> <p>Name and locate many of the world's most famous mountain regions on maps? (Y4 Mountains topic – reference during Taygetos Greece lessons)</p>	<p><b><u>The Local Area</u></b> <b><u>NC objectives</u></b> - 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. - 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b><u>Key skills and knowledge</u></b> Human characteristics of local area</p> <p>Compare local area with another on a different continent</p> <p>Locality fieldwork – Himley?</p> <p>Can they map land use with their own criteria?</p> <p>Can they recognise key symbols used on Ordnance Survey maps?</p> <p>Can they map land use? (Himley/Long Mynd trip)</p> <p>Can they make detailed sketches and plans; improving their accuracy later? (Himley/Long Mynd)</p> <p>Can they confidently explain scale and use maps with a range of scales?</p>	<p><b><u>NC objectives</u></b> - 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 - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b><u>Key skills and knowledge</u></b> Survival on island – global warming and understanding of the current climate.</p> <p>Can they explain why many cities of the world are situated by rivers? (Egypt Nile)</p> <p>Holes - United States of America - the 51 states Comparing landscapes</p> <p>Locate the USA and Canada on a world map and atlas?</p> <p>Can they give extended descriptions of the physical features of different places around the world?</p>

	<p>Can they describe how some places are similar and others are different in relation to their physical features?</p> <p>Knowledge: To know the physical and human features of Greece.</p> <p>Can they research and collect information about a place and present it? E.g., a report, a poster, a brochure. GE Can they find possible answers to their own geographical questions? GE Can they plan a journey to a place in another part of the world, taking account of variables, such as transport, money, clothes, time, distance, circumstance? GS</p>	<p>Can they choose the best way to collect information needed and decide the most appropriate units of measure?</p> <p>Can they make careful measurements and use the data?</p> <p>Can they use OS maps to answer questions?</p> <p>Can they collect information about a place and use it in a report?(BCM information leaflet following trip)</p> <p>Can they find possible answers to their own geographical questions? Children to generate questions about why Black Country was key in IR)</p> <p>Knowledge: To know how Kingswinford has changed.</p> <p>Can they, link with history, compare land using maps of the UK from past and present? LK</p>	<p>Can they give an extended description of the human features of different places around the world?</p> <p>Can they name the largest desert in the world?</p> <p>Can they identify and name the Tropics of Cancer and Capricorn as well as the Artic and Antarctic circles?</p> <p>Can they explain how the time zones work?</p> <p>Global Goals - 13 – Climate Action</p> <p>Knowledge: To know what global warming is and how it is affecting our current climate. To name the largest desert in the world. To identify the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles.</p> <p>Can they research and collect information about a place and present it? E.g., a report, a poster, a brochure. GE Can they find possible answers to their own geographical questions? GE Can they plan a journey to a place in another part of the world, taking account of variables, such as transport, money, clothes, time, distance, circumstance? GS</p>
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