

Geography



“Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant”, Michael Palin

At Blewbury School we intend that our Geography curriculum will inspire our pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Through effective teaching of this subject, we will equip our pupils with knowledge about diverse places, people, resources and natural and human environments together with a greater understanding of the Earth’s key physical and human processes and to encourage the children to show their respect for their local, national and international environment. As our pupils progress through our school and increase their Geographical skills, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments. We aim for our children to gain confidence and enjoy practical experiences through local fieldwork studies and in our wider community in Blewbury and Oxfordshire which has a wealth of both geographical and historical features.

EYFS

Early Learning Goal

Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; 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.

Geographical Skills taught in EYFS

Children will be taught to:-

Use all their sense in hands on exploration of natural materials

Continue developing positive attitudes about the differences between people

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Draw information from a simple map.

Recognise some similarities and differences between life in their country and life in other countries.

Explore the natural world around them.

Describe what they see, feel and hear outside.

Recognise some environments that are different from the one in which they live.

Key Stage 1 Geography

Geographical Theme	Year Group	Knowledge Taught	Skills Taught	Vocab	Resources	Local enrichment/Significant people
Our Local Area	1	<p>By the end of the unit, children will be able to:-</p> <p>Compare different types of maps.</p> <p>Explain a range of key features of maps.</p> <p>Use compass directions to describe how to move around a map.</p> <p>Plan a route using key vocabulary, positional and directional language. Identify a range of map symbols.</p> <p>Compare aerial and ground level view photographs of the local area.</p>	<p>Use maps and images to gain a basic locational knowledge about the local area.</p> <p>Use simple directional language: near, far, left, and right to describe the locational of features and routes on a map.</p> <p>Make simple observations.</p> <p>Draw a simple sketch map showing key features of the school, its grounds and surrounding, including creating own symbols.</p> <p>Work in a group with an adult to ask questions about the school its grounds and surrounding environment.</p> <p>Measure using simple words and frequency recording.</p> <p>Reach simple conclusion to fieldwork question or prediction.</p>	<p>Map</p> <p>Near</p> <p>Far</p> <p>Left</p> <p>Right</p> <p>Route</p> <p>Symbol</p> <p>Environment</p> <p>Tally</p> <p>North</p> <p>South</p> <p>East</p> <p>West</p> <p>Compass</p> <p>Points</p> <p>Location</p>	<p>Follow a simple map and create their own maps.</p>	<p>Visit the local area.</p> <p>Walk around Blewbury.</p>
	2	<p>Answer a simple fieldwork question about the school and its grounds.</p>	<p>Use a simple map.</p> <p>Use the four point compass: N, S, E and W to describe the location of features and routes on a map of Blewbury.</p> <p>Make detailed observations or places in Blewbury.</p> <p>Use photo, video or audio to gather evidence of what they can see.</p> <p>Use aerial photos to recognise landmarks and basic human and physical features in Blewbury.</p> <p>Draw a simple sketch map showing key features of the school, its grounds and surrounding environments, including agreed realistic symbols to make a simple keys</p> <p>Ask trusted and familiar adults questions about the school, its grounds and surrounding environment</p>	<p>Key symbols</p> <p>Fieldwork</p>	<p>Use the maps of Blewbury to create their own map.</p> <p>Use maps of the school and its grounds.</p>	

			<p>Measure using a guided tally and standard units such as minutes and metres.</p> <p>Present findings simply using maps and graph</p> <p>Reach a simply described conclusion to fieldwork question or prediction.</p>			
Our wonderful Weather	1	<p>By the end of the unit, children will be able to:-</p> <p>Make recordings about the weather with some support.</p> <p>Know how weather can affect people's lives.</p> <p>Use world maps and globes to identify a range of hot and cold countries, the Equator and the North and South Poles.</p>	<p>Begin to identify some similarities and differences and simple patterns in the environment.</p> <p>Begin to identify seasonal and daily weather patterns in the United kingdom.</p> <p>Begin to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Weather</p> <p>Hot</p> <p>Cold</p> <p>Polar</p> <p>Equator</p> <p>North</p> <p>South</p> <p>Pole</p> <p>Seasonal</p>	<p>Make a weather diary.</p> <p>What are the key seasonal weather patterns?</p> <p>What is it like to live in a hot/cold country?</p> <p>Where are hot/cold countries located in the world?</p> <p>Create a simple weather station.</p>	
	2	<p>Explain weather dangers and how people can protect themselves.</p> <p>Make comparisons between different types of weather.</p> <p>Gather information about places and features studied.</p> <p>Make observations about the weather using description and some explanation.</p> <p>Use a growing range of subject specific vocabulary.</p>	<p>Identify some similarities and differences and simple patterns in the environment.</p> <p>Can identify seasonal and daily weather patterns in the United kingdom.</p> <p>Can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Environment</p> <p>pattern</p> <p>similarities</p> <p>differences</p> <p>rain</p> <p>thunder</p> <p>lightning</p> <p>sleet</p> <p>hurricane</p> <p>tornado</p> <p>snow</p> <p>hail</p> <p>storm</p>		
Our country	1	<p>By the end of the unit, children will be able to:-</p> <p>Name key features of the countries of the UK.</p> <p>Describe how features may change throughout a journey.</p> <p>Make comparisons between features of different places.</p> <p>Explain what London is like in detail using key geographical</p>	<p>Use maps and images to gain a basic locational knowledge about individual places and environments, especially the local area, but also in the UK and wider world.</p> <p>Show simple understanding by describing the places and features they study using some geographical vocabulary.</p> <p>Begin to use some basic geographical vocabulary to refer to physical features</p>	<p>Climate</p> <p>Factory</p> <p>Farm</p> <p>Forest</p> <p>Beach</p> <p>Office</p> <p>Ocean</p> <p>Shops</p> <p>Soil</p> <p>City</p>	<p>Fact files for the different continents.</p> <p>Laps around the field to run to the capital cities of the UK.</p> <p>Locating and labelling the</p>	

		vocabulary. Describe similarities and differences between either Cardiff, Edinburgh or Belfast in another country and London.	including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Begin to use some basic geographical vocabulary to refer to human features including: city, town, village, factory, farm, house, office, port, harbour and shop.	Cliff House Port River Sea Season East West Weather Village Valley Vegetation town	oceans and continents	
	2		Confidently use an atlas to locate a range of countries, capital cities in the UK and the world. Begin to locate some of the world's major seas. Can use simple geographical vocabulary to refer to physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Can use simple geographical vocabulary to refer to human features including: city, town, village, factory, farm, house, office, port, harbour and shop.			
Beside the seaside	1	By the end of the unit, children will be able to:- name some seaside resorts of the UK using a map; describe simple human and physical features about seaside resorts; locate a range of seaside resorts and describe their location; describe in more detail how seaside resorts have changed over time;	Use maps and images to gain a basic locational knowledge about individual places and environments, especially the local area, but also in the UK and wider world. Begin to use some basic geographical vocabulary to refer to physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Begin to use some basic geographical vocabulary to refer to human features including: city, town, village, factory, farm, house, office, port, harbour and shop.	Beach Resort Seaside Location Cliff Coast Sea North South East West Compare Similarities Differences Harbour Port weather	Visit the seaside at Bournemouth. Link this with history of seaside. Maps of Britain	
	2	Use compass directions (NESW), locational and directional language and identify a range of map symbols; visit a seaside resort to carry out fieldwork and make detailed observations	Has a simple locational knowledge about individual places and environments, especially the local area, but also in the UK and wider world. Can use simple geographical vocabulary to refer to physical features including: beach, cliff, coast,			

		about human and physical features of the seaside; make comparisons between features of different places.	forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Can use simple geographical vocabulary to refer to human features including: city, town, village, factory, farm, house, office, port, harbour and shop.			
What a wonderful world	1	By the end of the unit, children will be able to:- Describe simple human and physical features about the continents of the world. Confidently use an atlas to locate a range of countries, capital cities in the UK and the world.	Use maps and images to gain a basic locational knowledge about individual places and environments, especially the local area, but also in the UK and wider world. Begin to identify some similarities and differences and simple patterns in the environment.	Map Atlas Europe European country names Human Physical Southern / Northern hemisphere Equator Country County City, town Atlas England Wales Scotland 7 continents London Cardiff Edinburgh Name the 7 continents and oceans		
	2	Describe a journey line in detail using key geographical vocabulary. Understand and locate simple climate zones using key terms. Use compass directions (NESW), locational and directional language. Make comparisons between features of different places.	Has a simple locational knowledge about individual places and environments, especially the local area, but also in the UK and wider world. Identify some similarities and differences and simple patterns in the environment.			
An African Village Or any small area in a contrasting	1	By the end of the unit, children will be able to:- Describe where the place is located in relation to other places in the world. Draw a map of the place with some	Show simple understanding by describing the places and features they study using some geographical vocabulary Use maps and images to gain a basic locational knowledge about individual places and	Culture Vegetation Farming Similarities Differences agriculture	Handa's surprise – link to Literacy	

<p>non-European country.</p>		<p>physical and human features. Describe human and physical features of the place and begin to give the location of some of these features. Define 'culture' and give a range of aspects of their own culture. Understand the importance of farming/agriculture in the place and explain how food is grown and produced. Ask geographical questions to find out about places and begin to give reasoning.</p>	<p>environments, especially the local area, but also in the UK and wider world. Begin to identify some similarities and differences and simple patterns in the environment. Begin to use some basic geographical vocabulary to refer to physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Begin to use some basic geographical vocabulary to refer to human features including: city, town, village, factory, farm, house, office, port, harbour and shop</p>			
	<p>2</p>		<p>Show understanding by describing the places and features they study using simple geographical vocabulary. Has a simple locational knowledge about individual places and environments, especially the local area, but also in the UK and wider world Identify some similarities and differences and simple patterns in the environment. Can use simple geographical vocabulary to refer to physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Can use simple geographical vocabulary to refer to human features including: city, town, village, factory, farm, house, office, port, harbour and shop</p>			

Key Stage 2 Geography

Geography Theme	Year	Knowledge	Skills	Vocab	Resources	Local enrichment/Significant people
Rivers	3	<p>By the end of the unit, children will be able to:- Explain that the water cycle keeps going. Find rivers on a map. Identify the sea a river flows into. Identify the place in which the source of a river is found. Compare the length of rivers.</p>	<p>Have begun to make simple links with world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features Describe and understand a key aspect of human and physical geography. Can identify patterns. Interpret how places change and the links between people and the environment.</p>	<p>Water cycle Evaporation Condensation Precipitation Flood Flood plain Meander Oxbow lake Estuary Source Waterfall Thames barrier topography</p>	<p>https://www.rgs.org/schools/teaching-resources/rivers-(1)/</p>	
	4	<p>Compare the features of a river at different points along its course. Explain how meanders form. Describe how waterfalls are formed. Identify meanders on a map and photograph. Sort the ways rivers are used into categories.</p>	<p>Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features Describe and understand a key aspect of human and physical geography. Can identify patterns. Demonstrate how places change and some links between people and the environment</p>			
	5	<p>Give at least two reasons why river flood. To understand the implications of flooding on humans. To recognise how flooding can be avoided and what measures can</p>	<p>Have begun to make connections from patterns of knowledge of the world, including globally significant physical and human features. Describe and understand a key aspect of human and physical geography. Know simple spatial patterns in physical and human geography.</p>			

		be put in place to avoid it happening - Thames barrier.	Know the conditions which influence those patterns, and the processes which lead to change. Show simple understanding of the links between places, people and environments.			
	6		Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news Describe and understand a key aspect of human and physical geography. Know about some spatial patterns in physical and human geography, Know the conditions which influence those patterns, and the processes which lead to change. Show some understanding of the links between places, people and environments			
Extreme Earth (including, mountains, earthquakes and volcanoes)	3	By the end of the unit, children will be able to:- Use the index in an atlas to find mountains. Tell you the country a mountain range is found in. Describe what a hill might look like based on its contours. Identify an outcrop, a ridge the tree line and the snow line.	Describe and understand a key aspect of human and physical geography. Can identify patterns. Interpret how places change and the links between people and the environment. Have begun to make simple links with world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features	Climate zones Biomes Environment Environmental changes Climate change Biomes Vegetation Settlement Earthquakes Outcrop Ridge Tree line Snow line Magma Forecast Climate Tourism Volcano Tsunami Tornadoes		
	4	Describe how fault lines in the Earth's crust move to create mountains. Describe how pressure from magma under the Earth's surface creates dome mountains. Explain the differences between a weather forecast and climate.	Describe and understand a key aspect of human and physical geography. Can identify patterns. Demonstrate how places change and some links between people and the environment Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features			
	5	Identify similarities between mountain climates. Identify the risks associated with a mountain climate. Describe	Describe and understand a key aspect of human and physical geography. Know simple spatial patterns in physical and human geography.			

		<p>some of the positive effects of tourism on an area.</p> <p>Describe the properties of the Earth's layers.</p> <p>Explain how a volcano is formed.</p> <p>Describe what happens when a volcano erupts.</p>	<p>Know the conditions which influence those patterns, and the processes which lead to change.</p> <p>Show simple understanding of the links between places, people and environments</p> <p>Have begun to make connections from patterns of knowledge of the world, including globally significant physical and human features.</p>	Tectonic plates		
	6	<p>Describe some risks and benefits of living near a volcano.</p> <p>Explain why earthquakes occur.</p> <p>Explain how tsunamis occur. •</p> <p>Explain how to keep safe in a tsunami.</p> <p>Explain where tornadoes happen.</p>	<p>Describe and understand a key aspect of human and physical geography.</p> <p>Know about some spatial patterns in physical and human geography,</p> <p>Know the conditions which influence those patterns, and the processes which lead to change.</p> <p>Show some understanding of the links between places, people and environments.</p> <p>Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news</p>			
Rainforest	3	<p>By the end of the unit, children will be able to:-</p> <p>Identify one country where rainforests are found.</p> <p>Use an atlas to find countries of the world where rainforests are found.</p> <p>Can find the tropics of Cancer and Capricorn on a map.</p>	<p>Have begun to make simple links with world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features</p> <p>Interpret how places change and the links between people and the environment.</p> <p>Confidently ask geographical questions about places and environments and express opinions to a range of people</p>	<p>Map</p> <p>Atlas</p> <p>European countries</p> <p>Names of countries on North America</p> <p>Names of countries in South America</p>		
	4	<p>tell you that rainforests are found between the tropics of Cancer and Capricorn.</p> <p>Explain the plants found in each layer.</p> <p>Name some animals that live in each layer.</p> <p>Understand how humans can impact on an environment.</p>	<p>Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features</p> <p>Demonstrate how places change and some links between people and the environment</p> <p>Answer questions about places and environments to aid investigation and express their different opinions relating to issues.</p>	<p>Latitude</p> <p>Tropics of Cancer and Capricorn</p> <p>Equator</p> <p>Tropical</p> <p>Equatorial</p> <p>Residential</p>		

		Discuss the affect of planting palm trees and deforestation.	Devise and ask questions using geographical vocabulary to recognise that others may think differently.	Industrial Vegetation Rainforest Climate zones Biomes		
	5		Have begun to make connections from patterns of knowledge of the world, including globally significant physical and human features. Show simple understanding of the links between places, people and environments. Show simple understanding of the links between places, people and environments. Devise and ask questions using geographical vocabulary and make notes during the interview to express own opinions and recognise why others may have different points of view Ask questions to carry out an investigation and express the opinions from a range of points of view.			
	6		Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news. Devise and ask questions using geographical vocabulary and make notes during the interview to express own opinions and recognise why others may have different points of view Ask a range of geographical questions to carry out an investigation and explain opinions from a range of different points of view.			
Settlements	3	By the end of the unit, children will be able to:- Sort settlers' needs by importance; Identify reasons settlers have chosen a site; Identify features of a good settlement site; Explain that some settlements were built by invaders; Identify who built a settlement from clues in its name;	Describe and understand a key aspect of human and physical geography. Can identify patterns. Interpret how places change and the links between people and the environment. Have begun to make simple links with world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features	Settlement Trade Retail Vegetation Invaders Land use Industry Resources Economic activity Minerals energy		
	4		Describe and understand a key aspect of human and physical geography. Can identify patterns.			

		Identify similarities and differences between land use in different places.	Demonstrate how places change and some links between people and the environment Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.			
	5		Describe and understand a key aspect of human and physical geography. Know simple spatial patterns in physical and human geography. Know the conditions which influence those patterns, and the processes which lead to change. Show simple understanding of the links between places, people and environments Have begun to make connections from patterns of knowledge of the world, including globally significant physical and human features.			
	6		Describe and understand a key aspect of human and physical geography. Know about some spatial patterns in physical and human geography, Know the conditions which influence those patterns, and the processes which lead to change. Show some understanding of the links between places, people and environments. Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news			
Mapping	3	By the end of the unit, children will be able to:- Find a location on a page by using simple co-ordinates. Identify physical features on a map. Use a key to find out what a symbol means.	Confidently use a range of maps and images. Confidently use compass directions: North, South, East and West to follow and give directions to build knowledge of the UK and the wider world. Use letter and number coordinate to locate features on a map. Make links to different observations in the local area Use a camera, video or audio to gather appropriate data			

		Give four/six-figure co-ordinates for a location. Find similarities between maps of the same location.	Draw a sketch map with simple annotations showing human and physical features of the local area Draw a simple map of familiar short route using OS symbols.			
	4		Confidently use globes, atlases, images, aerial photos and begin to use computer mapping. Identify the eight point compass directions: N, NE, E, SE, SW,W and NW to follow and give directions to build knowledge of the UK and wider world. Use four-figure grid references to locate features on a map. Make clear links between different observations in the local area Use a camera and locate labelled photos on a map Draw a sketch map with relatively sized features and annotations showing human and physical features of the local area Draw an accurate map of a short route using OS symbol.			
	5		Confidently use an atlas including the contents page and index. Confidently use the eight point compass directions: N, NE, E, SE, SW,W and NW to follow and give directions to build knowledge of the UK and wider world. Accurately use four- figure grid references on an OS map and attempt six- figure references. Make clearly explained links between observations in the local area. Use a camera and locate annotated photos on a map Draw a sketch map with relatively sized features and annotations showing human and physical features of the local area, using OS symbols and a key.			
	6		Confidently use a range of maps, atlases, images, globes and digital mapping. Confidently and accurately use the eight point compass directions: N, NE, E, SE, SW,W and NW to follow and give directions to build knowledge of the UK and wider world.			

			<p>Accurately use six- figure grid references on an OS map.</p> <p>Make clearly explained links between observations in the local area and the wider world to identify patterns</p> <p>Use a camera and locate annotated photos on a map</p> <p>Draw a sketch map with relatively sized features and annotations showing human and physical features of the local area.</p> <p>Draw a variety of maps, sketches and plans with accurate symbols, keys and scale.</p>			
Contrast to Sweden	3	<p>By the end of the unit, children will be able to:-</p> <p>Use an atlas to find names of cities;</p> <p>Identify similarities and differences between a place in Northern Europe and where I live;</p> <p>Identify similarities and differences between the climate of a place in Northern Europe and where I live; Explain the difference between human geography and physical geography; Identify similarities and differences between the human geography of a place in Northern Europe and where I live;</p>	<p>Have begun to make simple links with world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features</p> <p>Interpret their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings.</p> <p>Begin to compare places</p> <p>Begin to understand simple reasons for similarities and differences</p>	<p>Sweden</p> <p>Europe</p> <p>North</p> <p>Renewable</p> <p>Stockholm</p> <p>Similarities</p> <p>Differences</p> <p>Human</p> <p>Physical</p> <p>Climate</p> <p>Trade</p> <p>Resources</p> <p>Rivers</p> <p>Mountains</p> <p>Trade links</p> <p>Natural resources</p> <p>Distribution</p> <p>Accommodation</p> <p>Leisure</p> <p>Retail</p> <p>Resorts</p>		
	4	<p>Find information about flights, accommodation and tourist destinations using the Internet;</p> <p>Identify how Sweden has a high renewable energy percentage.</p>	<p>Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.</p> <p>Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings.</p> <p>More skilled at comparing places</p> <p>Understand some reasons for similarities and differences between places.</p>			
	5		<p>Have begun to make connections from patterns of knowledge of the world, including globally significant physical and human features.</p> <p>Understand simply what a number of places are like, how and why they are similar and different.</p> <p>Understand simply how and why they are changing.</p>			
	6		<p>Have a more detailed and extensive framework of knowledge of the world, including globally significant</p>			

			physical and human features and places in the news. Understand in some detail what a number of places are like and how and why they are similar and different. Understand how and why places are changing.			
Contrast to North America	3	By the end of the unit, children will be able to:- Use an atlas to find the names of countries; Use an atlas to find names of cities; Identify similarities between a place in North America and where they live; Identify differences between a place in North America and where they live;	Have begun to make simple links with world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features Interpret their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings. Begin to compare places Begin to understand simple reasons for similarities and differences	Human geography Physical geography European country names Naming countries in North or South America. State County City, town etc Major river names Environment Environmental changes Deforestation Soil erosion Temples / places of worship Technology		
	4	Identify differences between the climate of a place in North America and where they live; Identify similarities between the climate of a place in North America and where they live; Explain the difference between human geography and physical geography;	Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings. More skilled at comparing places Understand some reasons for similarities and differences between places.			
	5	Identify differences between the human geography of a place in North America and where they live; Identify similarities between the human geography of a place in North America and where they live;	Have begun to make connections from patterns of knowledge of the world, including globally significant physical and human features. Understand simply what a number of places are like, how and why they are similar and different. Understand simply how and why they are changing.			
	6	live; Explain how latitude affects the geography and climate of a region; Describe the significance of the equator, tropics and poles; Use	Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news. Understand in some detail what a number of places are like and how and why they are similar and			

		coordinates to locate places on a map; Describe key features of some wonders of the Americas.	different. Understand how and why places are changing.			
All around the world	3	By the end of the unit, children will be able to:- Name some of the countries on the Equator. Tell you more about one country on the equator. Compare daylight hours in the UK and polar regions. Identify a location on a map when the latitude and longitude are provided. Identify similarities between the UK and the tropics.	Interpret their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings. Begin to compare places Begin to understand simple reasons for similarities and differences. Have begun to make simple links with world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features	Equator Climate Biome Region Latitude Longitude Tropcs Prime meridian		
	4	Tell you more about one country on the Prime Meridian. Explain why day and night occur.	Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings. More skilled at comparing places Understand some reasons for similarities and differences between places. Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features			
	5		Understand simply what a number of places are like, how and why they are similar and different. Understand simply how and why they are changing. Have begun to make connections from patterns of knowledge of the world, including globally significant physical and human features.			
	6		Understand in some detail what a number of places are like and how and why they are similar and different. Understand how and why places are changing. Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news			

Land Use	3	<p>By the end of the unit, children will be able to:-</p> <p>Draw simple sketch map using major landmarks.</p> <p>Identify landmarks using a key.</p> <p>Draw a simple sketch map to show buildings in an area.</p>	<p>Describe and understand a key aspect of human and physical geography.</p> <p>Can identify patterns.</p> <p>Interpret how places change and the links between people and the environment</p> <p>Draw a sketch map with simple annotations showing human and physical features of the local area</p>	<p>Sketch map</p> <p>Landmarks</p> <p>Land use</p> <p>Rural</p> <p>Urban</p> <p>Livestock</p> <p>Crop</p> <p>Retail</p> <p>leisure</p>		
	4	<p>Annotate a map to show major landmarks.</p> <p>List land uses in urban and rural areas.</p> <p>Identify rural and urban areas in the UK.</p> <p>Explain what most rural land is used for in the UK.</p>	<p>Describe and understand a key aspect of human and physical geography.</p> <p>Can identify patterns.</p> <p>Demonstrate how places change and some links between people and the environment</p> <p>Draw a sketch map with relatively sized features and annotations showing human and physical features</p>			
	5	<p>Compare two maps.</p> <p>Explain why an area is suited to crop or livestock farming.</p>	<p>Describe and understand a key aspect of human and physical geography.</p> <p>Know simple spatial patterns in physical and human geography.</p> <p>Know the conditions which influence those patterns, and the processes which lead to change.</p> <p>Show simple understanding of the links between places, people and environments</p> <p>Draw a sketch map with relatively sized features and annotations showing human and physical features of the local area, using OS symbols and a key.</p>			
	6		<p>Describe and understand a key aspect of human and physical geography.</p> <p>Know about some spatial patterns in physical and human geography,</p> <p>Know the conditions which influence those patterns, and the processes which lead to change.</p> <p>Show some understanding of the links between places, people and environments.</p> <p>Draw a sketch map with relatively sized features and annotations showing human and physical features.</p>			

Environmental Change	3	<p>By the end of the unit, children will be able to:-</p> <p>Understand that humans can impact the environment.</p> <p>Understand that humans use energy, natural resources, food, trade and water to survive</p> <p>Recognise some of the methods of power generation used in the UK.</p>	<p>Confidently ask geographical questions about places and environments and express opinions to a range of people</p> <p>Measure accurately using a tally and standard units</p> <p>Identify benefits and limitations of data collection methods</p> <p>Present data and findings simply using maps, graphs and digital technologies</p> <p>Reach a thoroughly described conclusion to the fieldwork question or prediction.</p>	<p>Trade Fair Distribution Energy Renewable Fossil Natural resources Wind power Hydroelectric Wind turbines import export food miles</p>	<p>Fair trade</p> <p>Look at water usage in the school and at home</p> <p>Use smart meters</p> <p>Investigate how to reduce water/energy use in school</p> <p>Pose questions and make posters.</p>	
	4	<p>Name some of the renewable methods of power generation used in the UK.</p> <p>Explain why foods are imported and exported. Identify some benefits of importing food.</p> <p>Use digital maps to calculate the distance between two places.</p> <p>Identify ways to reduce water wastage.</p> <p>Identify ways to reduce energy usage.</p>	<p>Answer questions about places and environments to aid investigation and express their different opinions relating to issues.</p> <p>Measure using simple instruments, digital technologies and can measure more than one aspect at once</p> <p>Describe the benefits and limitations of data collection methods</p> <p>Present data and findings using maps, graphs and digital technologies to show a clear enquiry route from teacher led question to child led conclusion</p> <p>Reach a thoroughly described and simply explained conclusion to the fieldwork question or prediction</p>			
	5	<p>Explain how small changes can lead to a big impact.</p> <p>Name areas of the world most affected by food shortages.</p>	<p>Measure human and physical features in the local area using a range of appropriate instruments</p> <p>Simply justify data collection methods</p> <p>Independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion</p> <p>Reach a describe and explained conclusion to the fieldwork question or prediction that is backed up with evidence.</p>			
	6		<p>Accurately measure human and physical features in the local area using a range of appropriate instruments</p> <p>Confidently justify and evaluate data collection methods</p>			

			Independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion Reach a described and explained conclusion to the fieldwork question or prediction that is backed up with data and evidence.			
UK Geography	3	By the end of the unit, children will be able to:- 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	Have begun to make simple links with world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features Can confidently use a range of maps and images. Can confidently use compass directions: North, South, East and West to follow and give directions to build knowledge of the UK and the wider world.	England Ireland Scotland Wales N,S,E,W etc County Names Surrounding Seas Mountain ranges Rivers Landscape Weather Climate Physical		
	4		Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features. Can confidently use globes, atlases, images, aerial photos and begin to use computer mapping. Can identify the eight point compass directions: N, NE, E, SE, SW,W and NW to follow and give directions to build knowledge of the UK and wider world.			
	5		Have begun to make connections from patterns of knowledge of the world, including globally significant physical and human features. Can confidently use an atlas including the contents page and index. Can confidently use the eight point compass directions: N, NE, E, SE, SW,W and NW to follow and give directions to build knowledge of the UK and wider world.			
	6		Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.			

			<p>Can confidently use a range of maps, atlases, images, globes and digital mapping.</p> <p>Can confidently and accurately use the eight point compass directions: N, NE, E, SE, SW, W and NW to follow and give directions to build knowledge of the UK and wider world.</p>			
--	--	--	---	--	--	--

