

## St Mary's Geography Curriculum Map 2023 - 24

	Key Stage 1			Key Stage 2		
Term	Year R	Year 1	Year 2	Year 3	Year 4	Year 5 / 6
1	<b>Local Area</b> (People, Culture & Communities)	<b>Local Area</b> (Focusing on my school and the local area)	<b>Street Detectives</b> (Focusing on my local area and how to use maps to understand the local area)	<b>Rivers and Waterfalls</b> (The water cycle and the sections of river)	<b>Antarctica</b> Location and physical features of the landscape and how the landscape is changing.	<b>Kenya – a changing country</b>  Study of key locations within Kenya (national park and Nairobi).
2	<b>Autumn &amp; Winter Festivals</b> (People, Culture & Communities)					
3	<b>People Who Help Us</b> (People, Culture & Communities)	<b>Weather: Poles Apart</b> (Weather in the UK and contrasting to hot and cold places)	<b>Amazing Earth</b> (Identify and name continents and oceans in the world)	<b>Where in the World</b> (Locating countries, rivers and mountains within Europe)	<b>The USA</b>  In depth study of the USA.	<b>Volcanoes and Earthquakes</b>  What are volcanoes and earthquakes?
4						
5	<b>Farming</b> (People, Culture & Communities)	<b>Bright Lights Big City</b> (Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas, understand key terminology associated with coast & compare with local area)	<b>Australia</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country	<b>Our European Neighbours</b> (Comparing two European regions)	<b>The Mediterranean</b>  Location of the Mediterranean & understanding its climate.	<b>The UK</b>  Understand the mapping of the UK including settlements, national parks, energy use and jobs.
6						



<p><b>Bright Lights, Big City.</b> Our United Kingdom.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p><b>Weather</b> <b>Met Society (Royal Geographical Society)</b> (Seasonal and daily weather patterns in UK/Hot and cold areas of the world).</p> <p>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p><b>Long term unit:</b> <b>Part 1: Amazing Earth.</b> – Continents and Oceans. <b>climate zones</b> Identify and name continents and oceans in the world, and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><b>Australia.</b> <b>Part 2:</b> 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 : (inc comparing climate and weather/ geographical features/homes/ jobs/transport).</p> <p>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Street Detectives. The local area.</b> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; 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.</p>	<p><b>Where in the world...</b>(Locating countries in Europe/ Rivers/ Mountains)</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Our European Neighbours.</b> Compare 2 European regions: understand geographical similarities and differences through the study of human and physical geography of a</p>	<p><b>Antarctica and why does Antarctica matter? (RGS)</b> Environmental Regions:</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</p> <p><b>USA- -The United States of America and the Americas</b> (In depth country study, including Grand Canyon )</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</p>	<p><b>Rainforest in Brazil and the Congo</b></p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p><b>Kenya - A changing country.</b> (Main countries in Africa, Asia and Australasia -In depth study (Climate/Impact of tourism/ conservation and urban migration )</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>The UK.</b> (Urban and rural land use. Trade, farming and economic activity Compare changes in land use in Birmingham/ Local area) 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>Volcanoes and Earthquakes.</b></p>
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		<p>region in a European country.</p> <p><b>Rivers and waterfalls around the world. (RGS-Niagara Falls/Thames/Local Rivers)</b></p> <p>physical geography, including: rivers, and the water cycle</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p><b>Mediterranean Italy/Greece and Bath.</b> (Similarities/differences two contrasting places, Bay of Naples case study</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</p> <p>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</p>	<p><b>Misty Mountain Sierra.</b> Mountains and Water Cycle</p> <p>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>World Kitchen: Global Trade. (RGS)</b> (Fair Trade/food location/supply chains/import and export) human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources</p>	<p>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>
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				including energy, food, minerals and water.	
<p><b>UK:</b> <b>Location:</b> <b>EYFS</b> talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><b>Weather:</b> Recap <b>location</b> of countries of the UK equator, poles, hot and cold places Recap on <b>EY</b> learning about seasonal changes/ hot cold</p> <p>Recall the <b>location</b> of 4 countries of the UK and the continent of Europe . Recall points of the compass from <b>UK maps, data and information.</b></p> <p>Recall definition of a <b>physical</b> and <b>human</b> feature from UK topic, and some examples</p>	<p><b>Continents and Oceans:</b> recap the <b>location</b> of the UK, and Europe , North and South poles and equator.</p> <p><b>Australia:</b> <b>Location</b> of the continents and oceans, poles and equator.</p> <p>Definition of <b>physical and human features</b> and some examples.</p> <p>Understanding of the concept of <b>weather</b> and compare with <b>climate</b></p> <p>Recap compass points and simple map keys from Hong Kong <b>Maps Data and information</b></p> <p><b>Street Detectives:</b> Recall NSW and the meaning of weather symbols. Recall the meaning of symbols and keys from previous topics content on <b>maps data and information</b></p>	<p><b>Europe</b></p> <p><b>Location</b> of the continents and oceans, poles and equator.</p> <p>Recall the concept of <b>climate</b>, climate zones and the tropics from Australia topic ( should know tropical, polar and desert climate zones) Know the difference between weather and climate.</p> <p>Recall the concept of <b>physical and human features</b> and some examples from previous topics.</p> <p><b>Rivers:</b></p>	<p><b>Antarctica</b></p> <p><b>Location</b> of continents and oceans, poles, equator .</p> <p>Recall world <b>climate</b> zones and the why the seasons occur from Y1/2</p> <p><b>USA: Location</b> of world continents, oceans, location of largest capital cities in Europe.</p> <p>Recall key <b>human features</b> and landmarks from Europe.</p> <p>Recall <b>physical features</b> from Y3 locations, and the concept of a biome.</p> <p>Recall features of <b>climate zones</b> from Y3</p> <p>Know the <b>physical processes</b> which underpin lines of latitude and longitude from <b>Antarctica</b> topic, build on this to understand time zones</p> <p><b>Mediterranean location study</b></p>	<p><b>Rainforest</b></p> <p>Recall <b>location</b> continents, equator, tropics</p> <p>Recall <b>climate zones</b></p> <p>Recall definition of a biome as a <b>physical feature</b> associated with a climate zone.</p> <p><b>Misty Mountain Sierra</b></p> <p>Recall <b>physical process</b> of water cycle</p> <p><b>Misty Mountain Sierra</b></p> <p>Name and <b>Location</b> of mountain ranges in Europe and US</p> <p><b>Physical process</b> of water cycle</p>	<p><b>Kenya:</b></p> <p>Recall all <b>locational</b> knowledge to date</p> <p>Recall and compare <b>human features</b> including population density and urban spread with NYC in US</p> <p>Recall and compare <b>interdependence</b> in mountain and rainforest locations to the African Savannah</p> <p><b>UK:</b> Recall <b>location</b> of countries, cities, European capitals, rivers, mountain ranges</p> <p>Recall types of industry and trade as <b>human features</b> ( fair trade)</p> <p>Recall <b>physical features</b> of previous locations studied and how some of these are a natural resource for a country to use or trade ( USA, Fair trade)</p>

	<p>Recall <b>physical features</b> from previous topics and <b>locations</b> of the longest rivers in the UK/ Europe.</p> <p>Recall use of OS maps and keys in Y2 in <b>maps data and information</b></p>	<p>Recall <b>location</b> of European countries and cities</p> <p>Recall key <b>physical</b> and <b>human</b> features of previous location studied ( Alps)</p> <p>Recall <b>interdependence</b> in Antarctica and US topics, how life adapts</p> <p>Recall use of topographical and political maps, satellite and aerial imagery, weather graphs and population data in <b>maps data information</b></p>	<p>Recall features of mountain <b>climate</b> and <b>biome</b> from Alps Y3</p> <p>Recall and compare <b>human features</b> with human activity in the rainforest.</p> <p>Compare natural <b>resources</b> with rainforest</p> <p><b>World Kitchen</b> Recall <b>locational</b> knowledge including mountain ranges, longest rivers</p> <p>Recall and compare natural <b>resources</b> of mountain and rainforest locations with crop and food sources.</p> <p>Recall and compare <b>interdependence</b> from US/</p>	<p>Recall climate and <b>climate</b> in mountainous location</p> <p>Recall and compare <b>interdependence</b> with Mountains/Antarctica</p> <p><b>Volcanoes and Earthquakes</b></p> <p>Recall <b>location</b> of tectonic plates, world mountain ranges</p> <p>Recall <b>physical process</b> of the formation of fold mountains and volcanoes</p>
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				Antarctica/ Mountains topic	
				Recall grid references and compass points	
<p><b>Location-</b></p> <p><b>The location of</b> England, Scotland, Wales, N Ireland, the names of capital cities, the English channel, North and Irish seas, capital cities in the UK. Location within continent of Europe</p> <p>Location of the Earth's poles and equator</p> <p>The 4 points of the compass.</p> <p><b>Human features:</b></p> <p>The definition of a human feature and the meaning of : urban, city, town, village, factory, farm, house, flat, office, port, harbour and shop, transport</p> <p>Location of the main human landmarks in the UK: Stonehenge, the London Eye, Houses of Parliament, Edinburgh Castle.</p> <p>Human features of their own town or village and some well known ones in the local area.</p>	<p><b>Location</b></p> <p>Pupils know and can name <b>the world's _continents and oceans</b>. Location of Australia in the Southern <b>Hemisphere</b>.</p> <p>Australia's location in relation to its surrounding <b>countries, continents and oceans</b>. The main landform regions of Australia, namely desert, coastal areas, grasslands and . Location of the <b>Equator and tropics</b>. <b>Location of the tropics</b></p> <p><b>Location of world climate zones</b>. Pupils locate Australia's <b>largest cities</b> and most <b>populated areas</b></p> <p><b>Human features</b></p> <p>The growth of <b>population</b> in Australia's cities. The reasons for settlement in coastal areas and the types of homes built in densely populated areas. Compare human features with their own location.</p> <p><b>Physical features</b></p> <p>Key features of Australia's landform regions: lake, desert, mountain ranges.</p> <p><b>Climate</b></p> <p>Concept of climate, climate zones, significance of the equator on climate, the definition of a desert</p> <p>Two climate zones in Australia: arid, and tropical.</p> <p>Causes of extreme weather events of <b>bushfires and drought</b>. The impact of climate on where</p>	<p><b>Location</b></p> <p>Locate Europe's countries and capitals. Locate the world climate zones and Europe's position within them. Locate the Alpine region, River Volga, Rhine River Thames. Know the location of Mt Etna and Vesuvius, Mediterranean Sea, Pyrenees.</p> <p>Location of the world's longest rivers, the River Severn and the Thames in the UK. Location of the Angel Falls in Venezuela</p> <p><b>Human features</b></p> <p>Key landmarks of Europe. The population of Europe's largest capital cities. The</p>	<p><b>Location</b></p> <p>South Pole. Antarctica. Antarctic Circle. Southern Ocean.</p> <p>Countries of North America . Major cities, largest lake, longest river, highest mountain in the US. Mountain ranges and neighbouring countries.</p> <p>Location of the region around Athens and/or Naples/Pompeii, from global to local</p> <p><b>Human features</b></p> <p>Global warming in Antarctica</p> <p>Land use, urban development and population density in NYC</p> <p>The distribution of population towards coastal states and in cities in the US.</p> <p>Intensive farming in the Midwest US states.</p> <p>The impact of human processes of tourism, migration and agriculture impact on the</p>	<p><b>Location</b></p> <p>Location of the world's rainforests and the location of the Amazon Rainforest within South America</p> <p>Know where the tropics are in relation to the Equator, <b>Tropic of Cancer</b> and <b>Tropic of Capricorn</b>.</p> <p>Location of the World's tectonic plates</p> <p>Location of the world's main mountain ranges and those in the UK. Location of the Himalayas in Asia and Nepal.</p> <p>Location of the world's developed and developing countries Location</p>	<p><b>Location</b></p> <p>Location of Kenya and the Masia Mara reserve.</p> <p>Location of worlds' tectonic plates, fault lines, concentration of volcanoes. Location of the "Ring of Fire", Vesuvius and the San Andreas fault.</p> <p>Location of the UK's major cities and towns, population distribution, major transport hubs, rail and road routes. Location of main agricultural regions of the UK and their produce. Location of the UK's mountain ranges and largest rivers.</p> <p><b>Human features</b></p> <p><b>Tourism and mass urbanisation</b> have changed life in Kenya. Spread of the city of Nairobi and land use in cities.</p> <p>Population and population distribution of the UK and local area. Settlement, land use, trade and economic activity in the local area and contrasting</p>

<p><b>Physical features:</b></p> <p>key physical features of the UK , islands, beaches, cliffs , coasts , , beaches, forests, hills,lakes and mountains ,seas, rivers.</p> <p>Physical features of their own town or village and some in the local are such as Wookey Hole caves, Cheddar Gorge</p> <p><b>Climate</b></p> <p>The <b>weather</b> is the conditions of the atmosphere, including <b>temperature, wind and rain.</b> The seasons of the Northern Hemisphere and how they affect the weather, how seasons are caused by earth moving around the sun.</p> <p><b>Maps, data and information</b></p> <p>Compass points NSEW on a world map. Recognise transport links in a city centre map . Recognise the meaning of weather symbols. Interpret rainfall charts and log weather conditions</p>	<p>people live and everyday life in Australia, such as in Townsville Australia.</p> <p><b>Maps, data and information</b></p> <p>Use globes, atlases and google earth. Identify and label the continents, oceans and climate zones on a world map. Label land regions, main cities and physical features on a map of Australia. Interpret climate an population density maps from Digimaps.</p>	<p>main traded goods of the UK and other European countries. Understand terms import and export.</p> <p>Humans have used/adapted rivers for energy, water, transportation (trade and leisure) and tourism.</p> <p><b>Physical features</b></p> <p>Understand the term <b>topography.</b> Know what rivers, lakes, mountains and volcanoes are, know the definition of a mountain range and a biome. Know what a glacier is.</p> <p>Understand the term biome and the particular topography, climate, and ecosystems of the Alpine region and the Russian Taiga Forest . Alpine plans have adapted and the ecosystem is unique</p> <p><b>Climate</b></p>	<p>Mediterranean regions. Compared to own locality.</p> <p><b>Physical features</b></p> <p>Ice shelves, glaciers and icebergs. The mountainous environment of Antarctica and its size and depth.</p> <p>The impact of physical geography, volcanoes, and coastal features volcanic activity in the Bay of Naples.</p> <p>Antarctica as a biome and the bird and sea life of the continent</p> <p>The Grand Canyon as a desert biome.</p> <p><b>Climate</b></p> <p>Antarctica is a frozen desert with very low precipitation.</p> <p>Climate zones in the US vary with latitude and from subtropical in Florida l to subpolar in Alaska. The US has desert regions. Know the tropics of Cancer and Capricorn.</p> <p><b>Physical processes</b></p> <p>The formation of glaciers, ice shelves and icebergs in Antarctica.</p> <p>The significance of lines of latitude and longitude and time zones in US and Antarctica</p>	<p>of Liberia as a case study</p> <p><b>Human features</b></p> <p>Logging, deforestation.</p> <p><b>Population increase</b> and agriculture in the rainforest</p> <p>Terracing in the mountain valleys of Nepal.</p> <p>Trade, primary, secondary and tertiary industry. Local and global trade technology, transport and communications import and export .Developed and developing countries</p> <p><b>Physical features</b></p> <p>The structure of the rainforest, canopy, emergent layer. The ecosystems of the rainforest. .</p> <p>The structure of a mountain and mountain range , summit, slope, valley ,altitude</p>	<p>locality in the North/ Midlands. Shifts from primary and secondary industries to tertiary and changes in land use. Changes over time in industry and land use in local area</p> <p>migration, multiculturalism and ethnicity in the UK</p> <p>Farming types, arable, dairy, market and hill sheep farming and main produce of the UK's regions</p> <p>Home building in earthquake and volcano zones, infrastructure, agriculture.</p> <p><b>Physical features</b></p> <p>Features of the African savannah</p> <p>Topographical features of the UK, rivers, mountains, coasts</p> <p>Main vegetation belts of the UK, moorlands, forests</p> <p>Relief and soil zones of the UK</p> <p>Fault lines, tectonic plates, volcanic and seismic activity.</p> <p>Savannah in Kenya , a grassland with few trees</p> <p>The Masai Marae ecosystem with one of the largest annual animal migrations</p>
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		<p>Much of Europe is in the temperate climate zone, but weather varies. Alpine climates are colder, with snow in winter and colder temperatures at higher altitudes. The Taiga is a sub polar climate with a permafrost.</p> <p><b>Physical processes</b></p> <p>The formation and movement of glaciers, and impact of glaciation.</p> <p>Water cycle.</p> <p>Stages of a river. Erosion, transportation, deposition.</p> <p><b>Interdependence</b></p> <p>Know the human impact that flooding has and the negative impact of pollution on rivers.</p> <p>Know how the river is used for washing, fishing and irrigation on the River Zambezi.</p>	<p>The formation of the Grand Canyon. The definition of hurricanes and droughts</p> <p><b>Interdependence</b></p> <p>The importance of Antarctica in providing a habitat for sea life and birds, and regulating the Earth's temperature.</p> <p>The impact of droughts and flooding on farming. The human impact of hurricanes in the US</p> <p><b>Resources:</b></p> <p>Know the main economic activity in a Mediterranean city (agriculture, shipping and tourism in Naples ) and compare it to economic activity in Bath.</p> <p><b>Maps, data and information</b></p> <p>Use satellite images, photographs and thermal imaging to interpret Antarctic conditions.</p> <p>Use topographical maps of the US, know where the Equator, tropics, hemispheres and North American countries , mountain ranges and main rivers are located on a map.</p>	<p>The natural resources of countries determine the types of exports and imports.</p> <p>Know that rainforests are biomes. Some are temperate, others are tropical.</p> <p><b>Climate</b></p> <p>Tropical rainforests are located in the tropics, i.e. close to the Equator. Know the tropics of Cancer and Capricorn.</p> <p>Mountain climate cold and higher altitude means less oxygen</p> <p><b>Physical processes</b></p> <p>Water cycle and rainfall in the rainforest</p> <p>The structure of the world's tectonic plates The formation of fold, dome fault-block, volcano</p>	<p>The ecosystem of British moorlands</p> <p><b>Climate</b></p> <p>Regional climates in the UK and differences in climate in mountainous and coastal areas</p> <p><b>Climate change</b> has changed life in Kenya in the Maasai. Kenya lies on the Equator and has a tropical climate. Rainfall patterns threaten crops and cause drought and hunger.</p> <p><b>Physical processes</b></p> <p>Global warming as a result of increased CO2 emissions</p> <p>The formation of volcanoes and causes of earthquakes.</p> <p><b>Interdependence</b></p> <p>How drought and climate change impact urbanisation in Kenya</p> <p>How relief, climate and soil zones affect farming activity in the UK</p> <p>The interdependence on the natural environment for farming and settlements in the UK</p> <p><b>Resources</b></p>
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<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Understand basic symbols on weather maps and interpret simple information about weather, such as rainfall.</p> <p>( p15 Oxford first Atlas )</p> <p>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 places and routes on a map. Label a route on a map of the world.</p> <p>( Oxford First Atlas p6 -7)</p> <p><b>Fieldwork:</b> Observe physical and human features in school grounds</p>	<p>Use maps, atlases and data on weather to describe climate, location and features of Australia ( Oxford First Atlas p 16-17 )</p> <p>Know the 4 points of a compass.</p> <p>Recognise simple features on maps such as buildings, roads and fields. Recognise that maps need a title. Use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality ( digimaps, Where do I live ?)</p> <p>Devise a simple map; and use and construct basic symbols in a key. Draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on). Use large scale, vertical aerial photographs. Know that when you 'zoom in' you see a smaller area in more detail.</p> <p>( Classroom plan)</p> <p><b>Digital mapping :</b></p> <p>Find their location using the postcode. Add simple information to maps such as markers. Draw around simple shapes and explain what they are on the map, for example, houses. I can use the measuring tool with support to show distance-for example, their house to school, to the shops</p> <p>( Digimaps- Where do I live, and What is the quickest way to school?)</p> <p><b>Interpretation of geographical data</b></p> <p>Extract information about temperature and precipitation from simple bar charts and line graphs.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>( Collins Junior Atlas p 30-33, 'What's Where in the World' p30)</p> <p><b>Digital mapping :</b></p> <p>Search for places Search for places Zoom in and out (larger scale to smaller scale maps) Select different types of world maps i.e. Atlas (physical) and World Boundaries (political) Add markers and labels to digital maps Describe features on the map using the key Investigate map layers i.e. latitude, longitude and time zones • Use measurement tools in and out (larger scale to smaller scale maps) Use measurement tools</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. ( Digimaps , p33 Collins Junior Atlas)</p> <p>Understand longitude and latitude, and topography on a world and OS map ( landscape, landforms and relief)</p> <p>(Collins Junior Atlas p3, Digimaps)</p> <p>Interpret satellite images of Antarctica ( google earth)</p> <p><b>Mapping and Digital Mapping</b></p> <p>Give direction instructions up to 8 cardinal points. Use 4-figure coordinates to locate features. Know that 6 figure Grid References can help you find a place more accurately than 4- figure coordinates. Add a range of annotation labels and text to a map to help explain features and places.. Measure distances, interpret scale on OS maps. ( Digimaps: Locality detectives )</p> <p>Interpreting climate charts and charts to understand population changes and climate across the USA. ( Collins Junior Atlas p62-65 ,</p>	<p>Use atlases, globes (and digital/computer mapping) to locate countries and calculate the distance travelled by products using map scales. Plot distances travelled by their own products and use scale to measure distance</p> <p>(Digimaps - The World Came to my place today)</p> <p><b>Digital Mapping:</b></p> <p>Search for places • Zoom in and out (larger scale to smaller scale maps) • Select different types of world maps i.e. Atlas (physical) and World Boundaries (political) • Add markers and labels • Describe features on the map using the key • Investigate map overlays i.e. latitude and longitude • Use measurement tools. Read maps according to scale</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. ( Google Earth Kenya)</p> <p>Enquiry, using maps, knowing how to locate places and identify features, using geographical vocabulary, describing landscape features and characteristics. Reading different scales, 8 cardinal compass points, map keys and 6 figure grid references.</p> <p>(Digimaps - Map detectives )</p> <p><b>Digital mapping:</b> Find 6-figure grid references and check using the Grid Reference Tool. Combine area and point markers to illustrate a theme. I can use maps at different scales to illustrate a story or issue . Use maps to research factual information about locations and features. I can use linear and area measuring tools accurately to show patterns of land use in the local area.</p> <p>(Digimaps: Patterns of land use)</p> <p><b>Interpretation of geographical data</b></p> <p>Extract information about climate and human &amp; physical processes (e.g trade and</p>
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	<p><b>Fieldwork</b></p> <p>Follow maps in the local area. Then plan a route to school and photograph landmarks for a digital map.</p>	<p>(Digimaps: where in the world is Russia?)</p> <p>Learn the eight points of the compass, 4 figure grid reference some basic symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the course of local and well known rivers. Use the scale bar to estimate distance. ( Digimaps/ Journey of a River )</p> <p><b>Interpretation of geographical data</b></p> <p>Extract information about climate and human processes (e.g. trade) from a variety of charts including pie charts and bar graphs.</p> <p><b>Fieldwork</b></p> <p>Visit parts of a local river identified on their OS maps Observe stages and draw diagrams to show the physical process.</p>	<p>‘ What’s Where in the World p 76)</p> <p><b>Interpretation of geographical data</b></p> <p>Extract information about climate and human &amp; physical processes (e.g.Antarctic ice melt, trade and tourism ) from a variety of charts including pie charts and bar graphs</p> <p><b>Fieldwork:</b> Investigation of features in the local area, physical and human, map and compare to contrasting locality in Europe ( link to mapping skills see Digimaps ‘Locality Detectives’ )</p>	<p>and lines of lat and longitude ( Digimaps- The Americas)</p> <p>Read 6 figure OS grid references</p> <p>( Digimaps - picture detectives - standalone lessons)</p> <p><b>Interpretation of geographical data</b></p> <p>Extract information about climate and human &amp; physical processes (e.g trade) from a variety of charts including pie charts and bar graphs</p> <p><b>Fieldwork:</b></p>	<p>tourism ) from a variety of charts including pie charts and bar graphs</p> <p><b>Fieldwork:</b> Investigate land use in the local area and changes over time. Investigate a local farm or business and how it has changed over time. REcord the results as a report with diagrams and data</p>
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<p>physical feature, physical feature, rural, urban,</p> <p>seasons, axis, sun, temperature, rainfall, wind. North, South, West, East</p> <p>continent, city, equator, North Pole. South Pole, island, forest, harbour, mountain, port, natural, cliff, coast, landmark, beach</p>	<p>Names of continents and five oceans.</p> <p>Compass points North, South, East and West.</p> <p>Arid, Bush fire, Coastal, Cyclone, City, Climate, Desert, Drought, Equator, Gorge: Hemisphere: Landmark, Mountain range, Population</p> <p>reference, scale aerial</p>	<p>Capital city, country, hemisphere, continent, country, city, equator, North Pole. South Pole. Taiga forest, alpine</p> <p>Source, drainage basin, upper, middle, lower course, channel, tributary, erosion, transportation, deposition, meander oxbow lake, floodplain, mouth, estuary, delta, dam, weir, hydro-electric dams, precipitation, throughflow, water cycle, precipitation, irrigation,</p> <p>Settlement, land use, trade, tourism, transport, natural resources, tourism.</p> <p>Weather, climate, climate zones, alpine, climate change, global warming, vegetation belt, topography, import, export. Weather, climate,</p>	<p>Poles, ice, shelf, glacier, tributary glacier, time zone, climate change.</p> <p>Sea, continent, region.</p> <p>Biome, canyon, climate, delta, drought, geology, latitude, longitude, population density, population distribution, climate.</p> <p>Erosion, flood plain, gorge, canyon, latitude, mountain, mountain range, plateau.</p> <p>Latitude, longitude, mountain, mountain range, plateau, population density, population distribution, trade, industry, agriculture, tourism .</p>	<p>Tropics, latitude, longitude, habitat, deforestation, emergent, canopy, shrub layer. Tropic of Cancer, Tropic of Capricorn. Interdependence</p> <p>Trade, import, export, developed, developing country, global, local, communication, transportation, primary, secondary, tertiary industry, supply chain</p> <p>landscape, altitude, peak, ridge, glacier, fold, fault, dome, mountain, plate, convergence, water cycle</p>	<p>Urban, rural, crops, import, export, primary secondary tertiary industry, migration, climate, rocks, relief and soils, trade, topography, physical and human, ethnic diversity, population, transport, network.</p> <p>Equator, industries, crops, primary and secondary industry, urban, environmental footprint, sustainable development.</p> <p>Plate tectonics, plate boundaries, Dormant Active, extinct Magma focus, epicentre magnitude</p>
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<p><b>continent:</b> from the French <i>continere</i> – to contain</p> <p><b>physical:</b> from the Greek root 'phys' meaning from nature</p>	<p><b>hemisphere:</b> from Greek <i>hemi</i> meaning half and <i>sphere</i> meaning ball</p> <p><b>climate:</b> from old French <i>climat</i> meaning region part of the earth</p> <p><b>Population:</b> from Latin <i>populus</i> meaning people.</p> <p><b>Equator:</b> from the Latin <i>aequare</i> meaning make equal</p>	<p>biome, grid reference.</p> <p><b>deposition:</b> from Latin <i>deponere</i> meaning to lay aside or deposit.</p> <p><b>precipitation:</b> from Latin meaning falling from a height</p> <p><b>erosion:</b> from Latin <i>erosinem</i> meaning gnawing away</p> <p><b>hydro-electric:</b> from Greek <i>hydro</i> meaning water</p> <p><b>transport:</b> from Latin <i>trans</i> meaning beyond/ across and <i>portare</i> to carry</p>	<p><b>agriculture:</b> from Latin root <i>agri</i> meaning field and <i>cultura</i> meaning cultivation</p> <p><b>latitude:</b> from Latin <i>latitudo</i> meaning breadth width or size</p> <p><b>longitude:</b> from Latin <i>longitudo</i>- a measured length</p> <p><b>geology:</b> from Greek word root <i>geo</i> meaning earth</p> <p><b>distribution:</b> from Latin <i>distribute</i> meaning to divide up</p>	<p><b>interdependence:</b> from Latin <i>inter</i> meaning between and <i>dependere</i> form old French <i>dependere</i> meaning to hang from or to depend on</p> <p><b>primary :</b> from Latin <i>primus</i> meaning first</p> <p><b>secondary:</b> from Latin <i>secundarius</i> meaning second, less important</p> <p><b>tertiary:</b> from Latin <i>tertiarius</i> meaning third</p>	<p><b>migration:</b> from Latin <i>migrationem</i> meaning a removal or change of place</p> <p><b>diversity:</b> from old French <i>diversite</i> meaning difference or uniqueness</p> <p><b>dormant:</b> from French <i>dormer</i> meaning to sleep</p> <p><b>magnitude:</b> from Latin <i>magnitudo</i> meaning greatness or size</p>
<p>Write a postcard from each of the UK's capital cities</p> <p>Table to compare London to home area, using maps, photographs, aerial photos</p> <p>Create a weather guide for each season of the year, with symbols for someone planning a visit to the UK. Use weather symbols.</p>	<p>Compare climate zones across the world- tropical and polar and relation to poles and equator</p> <p>Letter from Sydney describing physical and human features. A detailed description.</p> <p>Written comparison of the outback and Sydney, compare population, climate and features, use language learnt in the unit</p> <p>Map task:</p> <p>Draw a map of a new school grounds with OS symbols, grid references.</p>	<p><b>Europe :</b> Annotate world map with continents and main European countries , capital cities and some natural features (using vocabulary list). - use an atlas</p> <p>Explain how a region in a European country has developed</p>	<p>Antarctica - why is Antarctica important? Explain how climate change is affecting Antarctica</p> <p>How have Antarctica's physical features changed over time and why is this important?</p> <p>Mediterranean</p> <p>How do people in the Bay of Naples use physical features of</p>	<p>Write to the Secretary of State for the Environment to describe the biodiversity of the rainforest and why it should be protected. <u>Explain threats and the impact of the use palm oil.</u></p>	<p>What are the advantages and disadvantages of the Maasai moving to cities? Should tourism to the Maasai Mara be encouraged and why?</p> <p>Describe how the local areas have grown and developed over time. Make sure you mention physical and human factors</p> <p>How have jobs people do changed over time in our local</p>

	<p>ing an aerial photo, draw as a map with OS symbols, use 2 figure grid references</p>	<p>natural resources as a source of trade or income.</p> <p>How do European countries rely upon each other for goods and trade?</p> <p>Rivers: Explain how a river system works, describe their field study findings using correct terminology.</p> <p>Story of a pebble on the course of a river</p>	<p>the environment and land? How is that different to where we live?</p> <p>How does the city I have studied compare to where I live/ Bath/ Bristol?</p> <p>Compare 2 locations in the US, using maps showing population density, climate, topography, human and physical features</p>	<p>Describe how mountains are formed and how a detailed description of a mountain environment in Asia or South America.</p> <p>Write explaining the benefits and disadvantages of living in a mountainous environment.</p> <p>Explain why consumers should buy fair trade products.</p> <p>Advantages and disadvantages of global trade. How can we be more responsible consumers?</p>	<p>area and why? How has land use changed over time in our village or town?</p> <p>Explain the benefits and disadvantages of living in volcano and earthquake zones in contrasting locations around the world. Explain why some choose to stay.</p> <p>What are the advantages and disadvantages of living on a plate boundary, and how can the effects be managed?</p>
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**To investigate places:**

- Ask and answer geographical questions (such as: What is this place? What or who will I see in this place? What do people do in this place?).
- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Name and locate the world's continents and oceans.

**To investigate places:**

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Explain own views about locations, giving reasons.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
- Use a range of resources to identify the key physical and human features of a location.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Name and locate the countries of Europe and identify their main physical and human characteristics.

**To investigate places:**

- Collect and analyse statistics and other information in order to draw clear conclusions about locations.
- Identify and describe how the physical features affect the human activity within a location.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.
- Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).
- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Name and locate the countries of North and South America and identify their main physical and human characteristics.

<p><b>To investigate patterns:</b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> <li>• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>• Identify land use around the school.</li> </ul>	<p><b>To investigate patterns:</b></p> <ul style="list-style-type: none"> <li>• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> <li>• Describe geographical similarities and differences between countries.</li> <li>• Describe how the locality of the school has changed over time.</li> </ul>	<p><b>To investigate patterns:</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>• Describe geographical diversity across the world.</li> <li>• Describe how countries and geographical regions are interconnected and interdependent.</li> </ul>
<p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:</li> <li>• <b>key physical features</b>, including: beach, coast, forest, hills, mountains, oceans, rivers, soil, valley, vegetation and weather.</li> <li>• <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>	<p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>• Describe key aspects of:</li> <li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements and land use.</li> <li>• Use the eight points of the compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>	<p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of:</li> <li>• <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> <li>• Use the eight points of the compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>