





# Geography Curriculum


















































*“Geography is the subject that holds the key to our future.”*

~Sir Michael Palin

## Purpose of Study:

 <p><b>Philosophical</b></p>	Children will be inspired to develop a curiosity and fascination to find out about the world and its people. They will be able to think critically and question a range of current social and cultural issues facing the world today which will illuminate their understanding at a deep and lasting level. Children will connect with, and make informed decisions about, the world from a position of evolving knowledge and understanding.
 <p><b>Practical</b></p>	Children will be immersed in a range of hands-on experiences in which they connect, analyse and communicate with a range of data gathered through field work that deepens their understanding of geographical processes. They will use first hand observation and geographical skills, such as mapping, to gain knowledge and practical experience in both physical and human outdoor environments.
 <p><b>Emotional</b></p>	Children will be able to understand their place as inhabitants of Earth and the responsibility they will have for a future that is not yet known. Their awe and wonder inspires them to appreciate the world and to care and protect it against multiple threats: climate change; poverty; inequality; conflict and migration.
 <p><b>Intellectual</b></p>	Children will build their knowledge of the world, debate the matters that will affect their lives and learn to analyse facts in order to contribute creatively to the world. Their growing knowledge about the world helps children understand the interaction between physical and human processes, and the formation and use of landscapes and environments.

# Interleaving Concepts in Geography

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn</b>	<b>Living Memory and Families</b>	<b>Significant People and Events</b>	<b>Stone Age vs Ancient Egypt</b>	<b>Anglo Saxons through to Vikings</b>	<b>Oceans</b>	<b>World War II</b>
	Locational and Place Knowledge <i>countries of UK, continents, oceans</i> 	Locational and Place Knowledge Revisit countries UK, continents, oceans 	Locational and Place Knowledge <i>Locate Tropic Cancer and Capricorn</i> 	Locational and Place Knowledge <i>Counties, cities UK, name seas of UK</i> 	Locational and Place Knowledge <i>Longitude and latitude, time zones, locate seas of UK</i> 	Locational and Place Knowledge <i>European countries and capitals</i> 
	Human and Physical 		Human and Physical <i>Rivers, River Nile, Land use</i> 	Human and Physical <i>Land use, Anglo-Saxon, Viking settlements</i> 	Human and Physical <i>Oceans, coasts, settlements Caribbean</i> 	Human and Physical <i>Land use</i> 
	Culture and Connections <i>My family, where I am from</i> 		Culture and Connections <i>Modern Egypt</i> 		Human Impact on Environment <i>Plastics in Oceans, sea level rise</i> 	Culture and Connections <i>Migration, European</i> 
					Culture and Connections <i>Jamaican food, music etc</i> 	
<b>Spring</b>	<b>Local Study</b>	<b>History of a Non-European Country (Ghana)</b>	<b>Architects, Engineers and Designers</b>	<b>Electricity</b>	<b>Victorians &amp; Industrial Revolution/ Local study</b>	<b>Have we always had natural disasters? Ancient Greece</b>
	Locational and Place Knowledge <i>Revisit countries UK, continents, oceans</i> 	Locational and Place Knowledge <i>Study of Ghana, locate hot cold places in world</i> 	Locational and Place Knowledge <i>Locate rivers, mountains UK and globally</i> 	Locational and Place Knowledge <i>locate regions of North and South America</i> 	Locational and Place Knowledge <i>Revisit countries UK, locate UK towns, cities</i> 	Locational and Place Knowledge <i>Locate volcanoes, tectonic plates</i> 
	Human and Physical <i>Land use in locality</i> Local river, what makes a town? 	Human and Physical Ghana, mountains, hot cold climates 	Human and Physical <i>Rivers, mountains, routes</i> 		Human and Physical <i>Industrial town, economy, land use, tourism, city, harbour</i> 	Human and Physical Why rivers flood, tectonic plates, earthquakes, volcanoes 
	Human Impact on Environment <i>Dog poo, litter</i> 	Culture and Connections Ghana culture compared to local 	Human Impact on Environment <i>Carbon footprint link railways. Food miles link DT</i> 			Human Impact on Environment <i>Climate change, flooding, adverse weather</i> 
	Culture and Connections <i>Places of worship</i> 					Culture and Connections <i>Comparing global response to natural disasters</i> 
<b>Summer</b>	<b>Significant People and Events</b>	<b>Victorian Children</b>	<b>Romans Settlements and Agriculture in Britain</b>	<b>Civilisation in the Rainforest</b>	<b>The Future of Your Town-legacy</b>	<b>Pre and Post 1066 unit with a Migration focus</b>
	Locational and Place Knowledge <i>Revisit countries UK, continents, oceans</i> 	Locational and Place Knowledge <i>Revisit countries UK, continents, oceans</i> 	Locational and Place Knowledge <i>Locate European countries, revisit counties capitals UK</i> 	Locational and Place Knowledge <i>Locate Northern, Southern hemisphere, climate zones</i> 	Locational and Place Knowledge <i>Equator, tilt of Earth, locations in US, Russia</i> 	Locational and Place Knowledge <i>Post 1066</i> <i>Where does the families of our cohort come from-map migration</i> 
	Human and Physical <i>Weather and seasons</i> 	Human and Physical <i>Pollution, land use, factory, tourism</i> 	Human and Physical <i>Farming, agriculture. Settlements link Romans in Britain</i> 	Human and Physical <i>Amazon delta, biomes, rainforest, climate zones</i> 	Culture and Connections <i>Interviewing local residents about their town, diversity of locality</i> 	
		Human Impact on Environment <i>Pollution link Victorian, modern factories</i> 		Human Impact on Environment <i>Deforestation</i> 	Human and Physical <i>Local study of town now and in future.</i> 	Culture and Connections Celebrate migration and cultural similarity 
				Culture and Connections <i>indigenoes people of rainforest culture</i> 	Human Impact on Environment <i>Plan a legacy from the town</i> 	Human and Physical What are economic and political reasons for migration. 

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational and Place Knowledge</b>	<ul style="list-style-type: none"> <li>Know there are different countries in the world, talk about the experiences they have seen in real life</li> <li>Explore journeys and new environments through stories</li> <li>Make meaningful maps in provision</li> </ul>	<p>Autumn - Living memory and families:</p> <ul style="list-style-type: none"> <li>Start with countries of UK.</li> <li>What town/village to I I live in?</li> <li>What other towns/villages are nearby?</li> <li>Where is my school?</li> <li>Where is my house?</li> <li>Where do my family live?</li> <li>Introduce and name seven continents and five oceans through song.</li> </ul> <p>Spring and Summer: Revisit countries of the UK, continents and oceans.</p>	<p>Autumn – Significant People and Events:</p> <ul style="list-style-type: none"> <li>Revisit continents and oceans – locate them.</li> <li>Know key characteristics of countries of UK</li> </ul> <p>Summer – Victorian Children:</p> <ul style="list-style-type: none"> <li>Revisit countries of the UK</li> </ul> <p>Spring – Non-European Country (Ghana):</p> <ul style="list-style-type: none"> <li>Locate hot and cold places in the world in relation to N and S Pole and Equator.</li> </ul>	<p>Autumn – Stone Age vs Egypt</p> <ul style="list-style-type: none"> <li>Revisiting continents and oceans</li> <li>Locate Egypt</li> <li>Locating River Nile</li> <li>Locate Sahara</li> <li>Tropic of Cancer/Capricorn</li> <li>Locate key areas of archaeological interest on map of UK</li> </ul> <p>Spring – Architects, Engineers and Designers:</p> <ul style="list-style-type: none"> <li>Locate mountains and rivers in the UK and globally.</li> <li>Locate architectural areas locally.</li> </ul> <p>Summer – Romans:</p> <ul style="list-style-type: none"> <li>Locating European countries.</li> <li>Revisit four countries of UK and capitals.</li> </ul>	<p>Autumn – Anglo-Saxons to Vikings:</p> <ul style="list-style-type: none"> <li>Recapping location of European countries.</li> <li>Counties and cities of UK (place names)</li> <li>Name seas of UK</li> </ul> <p>Spring – Electricity:</p> <ul style="list-style-type: none"> <li>Recap location of N and S America.</li> <li>Locate key regions in N &amp; S America</li> </ul> <p>Summer – Rainforest:</p> <ul style="list-style-type: none"> <li>Locate the northern and southern hemisphere.</li> <li>Identify climate zones.</li> </ul>	<p>Autumn – Ocean:</p> <ul style="list-style-type: none"> <li>Identify the significance of latitude and longitude and the equator and know time zones</li> <li>Revisit continents and oceans.</li> <li>Locate seas of UK</li> <li>Key locations in the Caribbean</li> </ul> <p>Spring – Industrial Revolution:</p> <ul style="list-style-type: none"> <li>Revisit countries of UK and key towns and cities</li> </ul> <p>Summer – Space:</p> <ul style="list-style-type: none"> <li>Revisit equator.</li> <li>Tilt of the Earth and its relationships to rocket launch.</li> <li>Key locations in US, Russia.</li> </ul>	<p>Autumn – World War II:</p> <ul style="list-style-type: none"> <li>Revisit European countries and capital cities.</li> </ul> <p>Spring – Natural Disasters:</p> <ul style="list-style-type: none"> <li>Locating famous volcanoes – Iceland, Japan.</li> <li>Locating famous earthquakes – Haiti.</li> <li>Locate tectonic plates.</li> </ul> <p>Summer – Post 1066: Migration Map where people have migrated from and migrate to, a recap of global countries and locations.</p>
<b>Human and Physical</b>	<ul style="list-style-type: none"> <li>Understand the effect of seasonal changes on the natural world around them</li> </ul>	<p>Autumn – Living Memory:</p> <ul style="list-style-type: none"> <li>Change in land use over time</li> <li>Revisit seven continents and five oceans and place on map.</li> </ul> <p>Spring – Local Study:</p> <ul style="list-style-type: none"> <li>Visit a local river/stream</li> <li>Land use – what makes a town?</li> <li>Comparison with villages, towns and cities.</li> </ul> <p>Summer – weather:</p> <ul style="list-style-type: none"> <li>Seasonal and daily weather patterns</li> </ul>	<p>Spring - Ghana:</p> <ul style="list-style-type: none"> <li>Introducing mountains</li> <li>Climate - hot and cold weather</li> <li>Land use</li> </ul> <p>Summer – Victorian Children:</p> <ul style="list-style-type: none"> <li>River Thames</li> <li>Land use – mining towns, factory towns.</li> <li>Tourism – seaside location</li> </ul>	<p>Autumn –</p> <ul style="list-style-type: none"> <li>River Nile – introduction of rivers and their physical features</li> <li>Use of rivers – trade</li> <li>Land use – sand vs stone.</li> </ul> <p>Spring – Architects</p> <ul style="list-style-type: none"> <li>Rivers – bridges</li> <li>Mountains – routes and journeys</li> </ul> <p>Summer – Romans:</p> <ul style="list-style-type: none"> <li>Land use – farming, agriculture.</li> <li>How settlements are formed.</li> <li>Link between human and physical features.</li> </ul>	<p>Autumn</p> <ul style="list-style-type: none"> <li>What made people travel – ability to farm.</li> <li>Land use – how did the landscape change?</li> <li>AS and V settlements</li> </ul> <p>Summer – Rainforest:</p> <ul style="list-style-type: none"> <li>Amazon delta</li> <li>Importance of the Amazon for the rainforest</li> <li>How the river is used</li> <li>Mountains – water cycle</li> <li>Climate zones – biomes</li> <li>Settlement in adverse conditions (link to Maya)</li> </ul>	<p>Autumn – Oceans:</p> <ul style="list-style-type: none"> <li>Review of rivers</li> <li>Coasts</li> <li>Erosion – wind and rain</li> <li>Settlements in Caribbean</li> </ul> <p>Spring – Industrial Revolution:</p> <ul style="list-style-type: none"> <li>Revisit mining towns, factory town.</li> <li>Local impact of the economy.</li> <li>Land use – tourism</li> <li>City, harbour, industry</li> </ul> <p>Summer- Local study</p> <ul style="list-style-type: none"> <li>Local human and physical features</li> </ul>	<p>Autumn – World War II:</p> <ul style="list-style-type: none"> <li>Land use – aerodromes, dig for victory.</li> </ul> <p>Spring – Natural Disasters:</p> <ul style="list-style-type: none"> <li>Why rivers flood?</li> <li>How mountains are formed – linked to tectonics plates, volcanoes, earthquakes and tsunamis.</li> <li>Climate change</li> <li>Revisit biomes</li> </ul> <p>Summer- human economic and political reasons for migration</p>
<b>Human Impact on Environment &amp; Sustainability</b>	<ul style="list-style-type: none"> <li>Understand the need to respect and care for the natural environment on all living things.</li> </ul>	<p>Spring – Local Study:</p> <ul style="list-style-type: none"> <li>Litter and dog poo.</li> </ul>	<p>Summer – Victorian children:</p> <ul style="list-style-type: none"> <li>Introduce pollution.</li> </ul>	<p>Spring term:</p> <ul style="list-style-type: none"> <li>Carbon footprint with the expansion of railways.</li> <li>Food miles (link to DT)</li> </ul>	<p>Summer:</p> <ul style="list-style-type: none"> <li>Deforestation</li> </ul>	<p>Autumn:</p> <ul style="list-style-type: none"> <li>Plastics in the ocean and rising sea levels</li> </ul> <p>Summer-Plan an legacy for future town</p>	<p>Spring:</p> <ul style="list-style-type: none"> <li>Climate change, flooding and the human contribution to adverse weather.</li> </ul>
<b>Culture and Connections</b>	<ul style="list-style-type: none"> <li>Know that people are from different places</li> <li>Explore different places and experiences and cultures through stories representing the school community and beyond.</li> </ul>	<p>Autumn:</p> <ul style="list-style-type: none"> <li>My family</li> <li>Where I'm from</li> <li>My celebrations</li> <li>Comparison of areas with children who have moved from abroad.</li> <li>Comparisons within town.</li> </ul> <p>Spring:</p> <ul style="list-style-type: none"> <li>Places of worship – compare</li> </ul>	<p>Spring:</p> <ul style="list-style-type: none"> <li>Ghana compared to our locality</li> </ul>	<p>Autumn</p> <ul style="list-style-type: none"> <li>Know some key features of modern day Egypt</li> </ul>	<p>Summer:</p> <ul style="list-style-type: none"> <li>Indigenous peoples of the rainforest</li> </ul>	<p>Autumn:</p> <ul style="list-style-type: none"> <li>Jamaican food, music, family structures</li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>Interviewing local people about their town and it's future</li> </ul>	<p>Autumn:</p> <ul style="list-style-type: none"> <li>Migration, discuss push and pull factors</li> <li>Summer-celebrate the cultural similarities and differences of local town and national identity</li> </ul>

# Geography

Summary and Progression				Location and Place Knowledge			
Nursery	Reception	Y 1	Y2	Y3	Y 4	Y5	Y 6
<ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in real life.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some environments that are different to the one in which they live.</li> <li>Recognise some similarities and differences between life in this county and life in other countries which are relevant to the children in the cohort or the children's interests.</li> </ul>	<ul style="list-style-type: none"> <li>Locate and identify characteristics of the four countries and capital cities of the UK.</li> <li>Introduce the seven continents and five oceans of the world.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the world's seven oceans and five continents.</li> <li>Locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas.</li> <li>Understand the 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.</li> </ul>	<ul style="list-style-type: none"> <li>Can locate countries of Europe and identify key physical and human characteristics.</li> <li>Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn.</li> <li>Compare a region of the UK with a desert region, e.g. Identify similarities and differences between this region and a region of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>Can locate world's countries North and South America and can identify key physical and human characteristics.</li> <li>Name and locate counties and cities of the UK, geographical regions and identify key characteristics.</li> <li>Understand the difference between the Northern and Southern hemisphere.</li> <li>Understand the term 'climate zones' and identify some differing ones. Touch upon global warming and its implications.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, equator and key geographical terms.</li> </ul>	<ul style="list-style-type: none"> <li>Use 8 points of the compass.</li> <li>6 figure grid references. Use ordnance survey to name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. .</li> </ul>
Summary and Progression				Human and Physical Geography			
Nursery	Reception	Y 1	Y2	Y3	Y 4	Y5	Y6
<ul style="list-style-type: none"> <li>Explore their local environment</li> </ul>	<ul style="list-style-type: none"> <li>Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</li> <li>Explore and investigate their local environment</li> </ul>	<ul style="list-style-type: none"> <li>Understand human and physical geography of the UK.</li> <li>Identify and describe what places are like and where they are.</li> <li>Recognise how places have become the way they are and how they are changing.</li> <li>Recognise how places compare with other places, and how they are linked to other places in the world.</li> <li>Make observations about where things are located. Recognise changes in physical and human features.</li> <li>Identify seasonal and daily weather patterns in the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.</li> <li>Identify the human and physical features of the two localities studied.</li> <li>Recognise changes in the environment, how the environment may be improved and these improvements sustained.</li> <li>Identify and describe what places are like and where they are.</li> <li>Recognise how places have become the way they are and how they are changing.</li> <li>Recognise how places compare with other places, and how they are linked to other places in the world.</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying human and physical geography of the UK and a contrasting non-European country.</li> <li>Describe key physical features, river, mountain, beach etc. and key human features, e.g. city, harbour, industry.</li> <li>Identify and describe what places are like. Know locations of places and environments they study and other significant places and environments.</li> <li>To describe where places are and why they are like they are. Identify how places change and how they may change in the future.</li> <li>Describe and explain how and why places are similar to / different from other places in the same country and elsewhere in the world.</li> <li>Recognise how places fit within a wider geographical context and are interdependent.</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography.</li> <li>Use a range of given secondary sources – texts, images, aerial photos, stories, videos etc.</li> <li>Whilst studying history/historical figures or groups, why did they choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How is that different today?</li> <li>Identify and describe what places are like. Know locations of places and environments they study and other significant places and environments.</li> <li>Describe where places are and why they are like they are. Identify how places change and how they may change in the future.</li> <li>Describe and explain how and why places are similar to / different from other</li> </ul>	<ul style="list-style-type: none"> <li>Describe key physical features: river, mountain, breach etc., and key human features, e.g. city, harbour, industry.</li> <li>Question and challenge stereotypes, unfair distribution of resources, opportunity and wealth.</li> <li>Use range of given secondary sources – texts, images, aerial photos, stories, videos etc.</li> <li>Develop use of secondary sources, use them to ask and respond to questions.</li> <li>Gather data for use as primary source.</li> <li>Select and use a wider variety of primary and secondary sources.</li> <li>Identify and describe what places are like. Know locations of places and environments they study and other significant places and environments.</li> <li>Describe where places are and why they are like they are. Identify how places change and how they may change in the future.</li> <li>Describe and explain how and why places are similar to / different from other places in the same country and elsewhere in the world.</li> </ul>	<ul style="list-style-type: none"> <li>Earthquakes/natural disasters – floods, hurricanes tsunamis:                             <ul style="list-style-type: none"> <li>Describe and explain the processes that cause natural disasters.</li> <li>Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources. Consider if <b>global warming</b> is having an adverse impact on the occurrence of natural disasters. Consider, connect and analyse different viewpoints and perspectives to aid decision making.</li> </ul> </li> <li><b>Study of volcanoes</b> – causes, effects etc:                             <ul style="list-style-type: none"> <li>Locate places in the world, communicate in different ways, e.g. draw diagrams, produce writing and use the correct vocabulary.</li> <li>Ask and answer questions about the effects of volcanoes.</li> </ul> </li> <li><b>Study of land and settlements pre and post war and pre and post industrial revolution</b> compared to modern day; compare and reflect:                             <ul style="list-style-type: none"> <li>Draw conclusions and develop informed reasons for the changes.</li> <li>Select and use a wider range of primary and secondary sources. Identify and describe what places are like. To describe where places are and why they are like they are. Identify how places change and how they may change in the future. Describe and explain how and why places are similar to / different from other places in the same country and elsewhere in</li> </ul> </li> </ul>

					places in the same country and elsewhere in the world. • Recognise how places fit within a wider geographical context and are interdependent.	• Recognise how places fit within a wider geographical context and are interdependent.	the world. Recognise how places fit within a wider geographical context and are interdependent. Study the economic and political reasons for migration.
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**Summary and Progression** **Fieldwork, Collecting and Recording Data**

Nursery	Reception	Y 1	Y2	Y3	Y 4	Y5	Y6
<ul style="list-style-type: none"> <li>Explore their local environment</li> </ul>	<ul style="list-style-type: none"> <li>Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</li> <li>Explore and investigate their local environment</li> <li>Experience different weather conditions</li> <li>Examine and discuss natural objects</li> <li>Use small world play</li> <li>Sequence photographs</li> <li>Draw a map</li> <li>Survey cars etc</li> </ul>	<ul style="list-style-type: none"> <li>Carry out simple teacher led investigations such as identifying types of buildings in their locality.</li> <li>Make simple observations about key human and physical features, simple sketches and digital technologies.</li> <li>Complete fieldwork in the school grounds, e.g. create a chart, record information on a school plan.</li> <li>Investigate weather conditions and make simple measurements</li> <li>Observe and record seasonal change</li> <li>Visit local facilities, shops etc</li> </ul>	<ul style="list-style-type: none"> <li>Make simple observations about key human and physical features, simple sketches and digital technologies.</li> <li>Complete fieldwork in the school locality, e.g. create a chart, record information on a school plan.</li> <li>Take a short journey etc by bus to note contrast with local area</li> <li>Visit a park or green space and observe physical, human features</li> <li>Complete fieldwork in the school grounds, e.g. create a chart, record information on a school plan.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out a simple questionnaire or use pre-determined questions to help collect data Undertake environmental surveys.</li> <li>Use simple equipment and instruments to measure and record, e.g. weather equipment.</li> <li>Complete fieldwork in the school locality, e.g. create a chart, record information on a school plan, simple field sketching skills.</li> <li>Use school grounds for studying physical human features</li> <li>Use rain gauges, thermometers etc to record weather and note patterns</li> <li>Investigate local buildings and land use</li> <li>Investigate economic activities such as visit a shop</li> </ul>	<ul style="list-style-type: none"> <li>Carry out teacher led investigations such as identifying types of buildings in their wider locality.</li> <li>Make observations about key human and physical features, sketches and digital technologies.</li> <li>Complete fieldwork in the school locality and present results, e.g. create a chart, record information on a school plan, produce graphs, maps etc.</li> <li>Carry out a questionnaire or use pre-determined questions to help collect and record.</li> <li>Gather data for use as primary source.</li> <li>Develop field sketching skills complete with annotation.</li> <li>Begin to analyse field data through graphing etc.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out investigations such as identifying types of buildings in their locality.</li> <li>Make observations about key human and physical features, simple sketches and digital technologies.</li> <li>Complete fieldwork in the wider UK, e.g. create a chart, record information on a school plan.</li> <li>Carry out a questionnaire to collect and record.</li> <li>Use equipment and instruments to measure and record, e.g. weather equipment.</li> <li>Develop field sketching skills complete with annotation.</li> <li>Carry out a fieldwork survey and present results, e.g. graphs, maps.</li> <li>Respond to questions such as how can we use our school to reduce plastic waste?</li> <li>Field study visit to beach to look at human and physical features</li> </ul>	<ul style="list-style-type: none"> <li>Undertake a field survey of a contrasting area of the UK. Collate the data collected and record it using data handling software to produce graphs and charts of the results.</li> <li>Ask Geographical questions, e.g. how...why...what...when...how...</li> <li>Communicate findings via maps, writing.</li> <li>Draw detailed sketch maps and field sketches with annotations of pattern, process and change.</li> <li>Explore economic trade vs sustainability e.g. how is food produced and road miles</li> <li>Use fieldtrip to look at rural areas in contrast to urban in terms of physical and human features.</li> <li>Interview local people about migration</li> </ul>

**Summary and Progression** **Using and Creating Maps**

Nursery	Reception	Y 1	Y2	Y3	Y 4	Y5	Y6
<ul style="list-style-type: none"> <li>To be able to make meaningful maps</li> <li>Make a map of Rosie's walk</li> </ul>	<ul style="list-style-type: none"> <li>Draw information from a simple map</li> <li>Create maps (messy maps, big maps, story maps)</li> </ul>	<ul style="list-style-type: none"> <li>Use globes, maps and atlases.</li> <li>Start to make simple pictorial maps and plans.</li> <li>Follow directions – near, far, left and right.</li> <li>Use compass directions: north, east, south, west.</li> <li>Draw simple maps and use symbols either own or class symbols</li> </ul>	<ul style="list-style-type: none"> <li>Use globes, maps and atlases.</li> <li>Make simple pictorial maps and plans.</li> <li>Follow directions – near, far, left and right.</li> <li>Draw simple maps and use symbols either own or class symbols</li> <li>Recognize simple OS symbols</li> <li>Begin to use birds eye view maps</li> </ul>	<ul style="list-style-type: none"> <li>Recap using maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe, including Russia.</li> <li>Look at the environmental regions of Europe (different areas defined by their environmental conditions, such as climate, landforms, soil etc).</li> <li>Understand the 8 compass points and use them to explain/identify points on a map.</li> <li>Draw maps including key &amp; scale.</li> <li>Use oblique and aerial views</li> </ul>	<ul style="list-style-type: none"> <li>Look at a range of scales using standard measure.</li> <li>Use letter and number coordinates.</li> <li>Draw maps including key and scale using different perspectives – birds' eye, linear, oblique.</li> <li>Use globes, atlases and maps to find places and make deductions about landscape, industry, features etc.</li> <li>Use OS maps at different scales.</li> </ul>	<ul style="list-style-type: none"> <li>Use OS maps at different scales.</li> <li>Select and create appropriate map resources to find and show detailed information.</li> <li>Use satellite Images, GIS and VR to explore distant locations.</li> <li>Take digital photographs and label</li> <li>Conduct a transect to observe changes in buildings and land use.</li> <li>Use key ans scale</li> <li>Follow a route on a 1:50000 map</li> </ul>	<ul style="list-style-type: none"> <li>Use satellite images to explore distant locations.</li> <li>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</li> <li>Identify main capital cities/oceans etc.</li> <li>Understand the significance of latitude and longitude.</li> <li>Use and create digital mapping.</li> <li>Use OS maps at different scales.</li> <li>Record data on large scale maps using correct OS symbols</li> <li>Use Digimap to study land use over time.</li> </ul>

				<ul style="list-style-type: none"> <li>• Give maps title</li> <li>• Use aerial maps to talk about places</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use 4 figure grid references.</li> <li>• Use the eight points of a compass.</li> <li>• Begin to select and create appropriate map resources to find and show detailed information.</li> <li>• Use computer/digital mapping applications.</li> </ul>		<ul style="list-style-type: none"> <li>• Follow map for orienteering</li> <li>• Use linear measuring tool</li> </ul>
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<b>Summary and Progression</b>	<b>Environmental Impact</b>
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<b>Nursery</b>	<b>Reception</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<ul style="list-style-type: none"> <li>• Observe the changing seasons</li> <li>• Observe the weather</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the effect on changing seasons on the natural world around them.</li> <li>• Explore and investigate the changing weather</li> <li>• Understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise changes in the environment, how the environment may be improved, and these improvements sustained.</li> <li>• Investigate litter of 'dog poo' in local area.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise changes in the environment, how the environment may be improved and these improvements sustained.</li> <li>• Investigate pollution, improvements since Victorian times, pollution now.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how people can improve the environment or damage it, and how decisions about places and environments affect the quality and future quality of people's lives.</li> <li>• Study trade and food miles, comparing, look at seasonal food and impact of imports.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how people can improve the environment or damage it, and how decisions about places and environments affect the quality and future quality of people's lives.</li> <li>• Study the effects of deforestation</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how people can improve the environment or damage it, and how decisions about places and environments affect the quality and future quality of people's lives.</li> <li>• Study plastics in the oceans</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how people can improve the environment or damage it, and how decisions about places and environments affect the quality and future quality of people's lives.</li> <li>• Study affect of climate change on natural disasters.</li> </ul>

**Year EYFS UTW- People, culture and communities**

Educational Program  
 Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

<p><b>Early Years End Points:</b></p> <p>People, Culture and communities</p> <p>Children at the expected level of development will:</p> <p>Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate maps.</p>	<p>Knowledge for Nursery</p>	<p>Key Texts for Nursery</p>	<p>Knowledge for Reception</p>	<p>Key Texts for Reception</p>
	<p><b><u>Locational and Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced, seen in real life or in photos.</li> </ul>	<p><b><u>Key Texts</u></b></p> <ol style="list-style-type: none"> <li>My World, Your World</li> <li>The Snail and the Whale</li> <li>Images from the local environment</li> <li>Images of around the world/ countries</li> <li>Google Earth</li> </ol> <p><b><u>Vocabulary</u></b></p> <p>England, Corby, Kettering, Wisbech, map, home, country, same, different</p>	<p><b><u>Locational and Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Recognise some environments that are different to the one in which they live.</li> <li>Recognise some similarities and differences between life in this county and life in other countries which are relevant to the children in the cohort or the children’s interests.</li> </ul>	<p><b><u>Key Texts</u></b></p> <ul style="list-style-type: none"> <li>The World Around Me</li> <li>This is How We Do It: One day in the lives of Seven Kids from Around the world</li> <li>Images from the local environment</li> <li>Images of around the world/ countries</li> <li>Google Earth</li> </ul> <p><b><u>Vocabulary</u></b> England, Corby, Kettering, Wisbech, map, home, United Kingdom, country, similarity, same, different, difference, area</p>
	<p><b><u>Using and Creating Maps</u></b></p> <ul style="list-style-type: none"> <li>Describe a familiar route</li> <li>Discuss routes and locations using words like in front and behind</li> </ul>	<p><b><u>Key Texts</u></b></p> <ul style="list-style-type: none"> <li>Atlas</li> <li>Leaflets/maps from local attractions</li> <li>Rosie’s Walk</li> </ul> <p><b><u>Vocabulary</u></b></p> <p>journey, route, in front and behind (positional language)</p>	<p><b><u>Using and Creating Maps</u></b></p> <ul style="list-style-type: none"> <li>Draw information from a simple map</li> <li>Create maps (messy maps, big maps, story maps)</li> </ul>	<p><b><u>Key Texts</u></b></p> <ul style="list-style-type: none"> <li>Atlas</li> <li>Leaflets/maps from local attractions</li> <li>My Map Book</li> </ul> <p><b><u>Vocabulary</u></b> journey, map, plan, draw, built (introduction to man-made), grow (introduction to natural), road</p>
	<p><b><u>Human and Physical Geography (including fieldwork)</u></b></p> <ul style="list-style-type: none"> <li>Explore their local environment</li> </ul>	<p><b><u>Key Texts</u></b></p> <ul style="list-style-type: none"> <li>Images from the local environment (past and present)</li> <li>Google Earth</li> </ul> <p><b><u>Vocabulary</u></b></p> <p>playground, hall, tree, flower, outside, inside, school, house, flat, field, look, listen, see, hear.</p>	<p><b><u>Human and Physical Geography (including fieldwork)</u></b></p> <ul style="list-style-type: none"> <li>Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</li> <li>Explore and investigate their local environment</li> <li>Describes what they see, hear and feel outside</li> </ul>	<p><b><u>Key Texts</u></b></p> <ul style="list-style-type: none"> <li>Images from the local environment (past and present)</li> <li>Google Earth</li> <li>The Tree</li> </ul> <p><b><u>Vocabulary</u></b> playground, hall, tree, flower, outside, inside, field, school, building, house, road, path, flat, town, village, bridge, train track, investigate, observe, built, grow</p>
	<p><b><u>Environmental/Climate Change:</u></b></p> <ul style="list-style-type: none"> <li>Observe the changing seasons</li> <li>Observe the weather</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<p><b><u>Key Texts</u></b></p> <ul style="list-style-type: none"> <li>The Cave</li> <li>Non-fiction texts for seasons and weather</li> </ul> <p><b><u>Vocabulary</u></b></p> <p>rain, snow, sun, fog, cloud, cold, hot, warm, ice, storm, freeze, wind, rainbow, rubbish</p>	<p><b><u>Environmental/Climate Change:</u></b></p> <ul style="list-style-type: none"> <li>Understand the effect on changing seasons on the natural world around them.</li> <li>Explore and investigate the changing weather</li> <li>Understand the need to respect and care for the natural environment and all living things.</li> </ul>	<p><b><u>Key Texts</u></b></p> <ul style="list-style-type: none"> <li>Seasons</li> <li>Non-fiction texts for seasons and weather</li> </ul>

Vocabulary rain, snow, sun, fog, cloud, cold, hot, warm, ice, storm, freeze, hail, wind, rainbow, season, autumn, winter, spring, summer, rubbish

Possible provision

- Globes
- Maps (sound maps, pirate maps, local maps, nature maps)
- Atlases
- Resources to create simple maps and plans (paint, malleable material, construction materials etc)
- Role play areas to reflect diversity within the school community
- Stories to reflect the diversity of children's experiences
- Make a map display, showing all the people who make up the community of the setting
- Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing.

Geographical enquiry





Nursery

- Encourage children to ask questions
- Talk about what they see using a wide vocabulary
- Observe and explore the environment

Reception

- Ask questions to find out more, and to check they understand what has been said to them (interview a resident of the local area)
- Talk about what they see using a wide vocabulary
- Children to answer who, where and when questions first before answering 'why' and 'I wonder/how do you know' questions.
- Describe what they see and hear
- Describe features and places in their local environment
- Explore the environment around them
- Connect one idea or action to another



Year 1		
National Curriculum End Points for Key Stage 1		
<ul style="list-style-type: none"> <li>• Demonstrate simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.</li> <li>• Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.</li> <li>• Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.</li> </ul>		
<b>Big ideas to be explored through the Geography curriculum</b> 	<b>Key Learning – what children must know, do and remember</b> 	<b>Enquiry/Communicating</b> 
<b>Environmental Impact</b> <i>Futures thinking - interaction, change, usage, sustainability, effects, response. How is what we are doing today going to affect the world of the future?</i> Recognise changes in the environment, how the environment may be improved and these improvements sustained. Look at litter and 'dog poo' in local area.	<b>Locational and Place Knowledge</b> Locate and identify characteristics of the four countries and capital cities of the UK. Introduce the seven continents and five oceans of the world.	Begin to ask questions, e.g. what is it like to live in this place? Respond to questions like what ... and where...? Use observations to respond to questions.
<b>Cultural Awareness</b> <i>Place and location - diversity, disparity, connections, social identity, values.</i> Identify and describe what places are like and where they are. Recognise how places have become the way they are and how they are changing. Recognise how places compare with other places, and how they are linked to other places in the world.	<b>Human and Physical Geography</b> Understand human and physical geography of the UK. Identify seasonal and daily weather patterns in the United Kingdom.	Ask interpretative questions such as 'what is...like?' Use sources of evidence to respond to a range of questions.
<b>Interconnections</b> <i>Making links between features, places, events and people.</i> Make observations about where things are located. Recognise changes in physical and human features.	<b>Fieldwork, Collecting and Recording Data</b> Carry out simple teacher led investigations such as identifying types of buildings in their locality. Make simple observations about key human and physical features, simple sketches and digital technologies. Complete fieldwork in the school grounds, e.g. create a chart, record information on a school plan. e.g. Is this a pleasant place to be in? Carry out a simple questionnaire or use pre-determined questions to help collect and record. Investigate weather conditions and make simple measurements Observe and record seasonal change Visit local facilities, shops etc	Ask questions to enable opinion to be voiced such as 'what do I think about it?' Drawing on knowledge and understanding suggest 'what if...?', 'How could...?', 'Why might...?' style questions. Begin to suggest relevant geographical questions and issues: recognise and explore patterns and processes.
<b>Year 1 Areas of Study</b>  Weather and Seasons Local area/locational and place knowledge	<b>Using and Creating Maps</b> Use globes, maps and atlases. Start to make simple pictorial maps and plans. Make journey sticks and messy maps to record routes. Follow directions – near, far, left and right. Use compass directions: north, east, south, west.	Make oral descriptions from simple observations. Communicate verbally and through drama, pictures, sketches and maps. Begin the use of technology to communicate, voice recorders, cameras and computers. Express own opinions: describe features and places. Start to communicate in writing, expanding through a range of genres.
	<b>Vocabulary</b>	

<ul style="list-style-type: none"> <li>Local fieldwork</li> <li>Local human and physical features</li> <li>Local map studies</li> </ul> Environmental impact on local area -litter, dog poo (Fieldstudy and recording)	<b>Physical features:</b> hill, stream, slope, river, lake, sea, island, waves, land, soil, rock, steep, gentle, beach, valley, mountain, wood, cliff, beach	<b>Climate and Weather:</b> wind, rain, cloud, frost, ice, storm, thunder, lightning, flood, weather, season, spring, summer, autumn, winter, temperature, thermometer	<b>Settlement:</b> house, bungalow, shop, park, village, hamlet, town, city, capital, building, factory, features, address, detached, semi-detached, terrace	Describe and offer explanations and reasons. Consider and explain own and others views about topical issues. Recognise and describe patterns.
	<b>Environment:</b> environment, car, traffic, busy, quiet, clean, dirty, safe, peaceful, danger(ous), litter, pond, wildlife, nature	<b>Human Features:</b> shops, work, jobs, road, pedestrian, farm, factory, quarry, canal, railway, journey, transport (and types), bridge, canal, roads, rail, landmarks, station	<b>Maps:</b> map, globe, plan, country, continent, ocean, area, place, position, north, south, east, west, near/far, left/right, up/down, key,	Suggest plausible conclusions, decisions. Describe and explain processes, e.g. features caused by river erosion and possible extrapolation.
	<b>Possible evidence to demonstrate working at the Expected Standard for Year 1</b> <ul style="list-style-type: none"> <li>Understand that a world map shows all the countries in the world. Identify the UK and the countries where members of the class come from.</li> <li>Engage in questioning about places, people and weather.</li> <li>Use stories to encourage children to explore weather patterns and change.</li> <li>Recognise similarities and differences between different locations.</li> <li>Find answers to simple questions about the world from simple artefacts.</li> </ul>			

**Year 2**

**National Curriculum End Points for Key Stage 1**

- Demonstrate simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.
- Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.
- Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.

<p><b>Big ideas to be explored through the Geography curriculum</b></p>	<p><b>Key Learning – what children must know, do and remember</b></p>	<p><b>Enquiry/Communicating</b></p>						
<p><b>Environmental Impact</b> <i>Futures thinking - interaction, change, usage, sustainability, effects, response. How is what we are doing today going to affect the world of the future?</i> Recognise changes in the environment, how the environment may be improved and these improvements sustained.</p> <p><b>Investigate pollution</b></p> <p><b>Cultural Awareness</b> <i>Place and location - diversity, disparity, connections, social identity, values.</i></p> <p>Identify and describe what places are like and where they are. Recognise how places have become the way they are and how they are changing. Recognise how places compare with other places, and how they are linked to other places in the world. <b>Ghana</b></p> <p><b>Interconnections</b> <i>Making links between features, places, events and people.</i></p> <p>Make observations about where things are located. Recognise changes in physical and human features.</p>	<p><b>Locational and Place Knowledge</b> Name and locate the world’s seven oceans and five continents. Locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas. Understand the 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.</p> <p><b>Human and Physical Geography</b> Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. Identify the human and physical features of the two localities studied.</p> <p><b>Fieldwork, Collecting and Recording Data</b> Make simple observations about key human and physical features, simple sketches and digital technologies. Complete fieldwork in the school locality, e.g. create a chart, record information on a school plan. Take a short journey etc by bus to note contrast with local area Visit a park or green space and observe physical, human features Complete fieldwork in the school grounds, e.g. create a chart, record information on a school plan.</p> <p><b>Using and Creating Maps</b> Use globes, maps and atlases. Use Digimaps to explore areas visited Make simple pictorial maps and plans. Draw freehand maps of local area e.g. school, park Follow directions – near, far, left and right. Make annotated drawings e.g. of houses in a street to show differences</p>	<p>Begin to ask questions, e.g. what is it like to live in this place?</p> <p>Respond to questions like what ... and where...?</p> <p>Use observations to respond to questions.</p> <p>Ask interpretative questions such as 'what is...like?'</p> <p>Use sources of evidence to respond to a range of questions.</p> <p>Ask questions to enable opinion to be voiced such as 'what do I think about it?'</p> <p>Drawing on knowledge and understanding suggest 'what if...?', 'How could...?', 'Why might...?' style questions.</p> <p>Begin to suggest relevant geographical questions and issues: recognise and explore patterns and processes.</p> <p>Make oral descriptions from simple observations.</p> <p>Communicate verbally and through drama, pictures, sketches and maps.</p>						
<p><b>Year 2 Areas of Study</b></p> <p>UK and the wider world (revisit continents and oceans) A non-European country -Ghana</p> <ul style="list-style-type: none"> <li>• Compare human and physical features</li> <li>• Locate on maps</li> <li>• Use maps and sources to compare and area in Ghana similar in size and urbanization to local area.</li> </ul> <p>Environmental issue-pollution</p>	<p><b>Vocabulary</b></p> <table border="1"> <tr> <td data-bbox="481 973 806 1157"> <p><b>Physical features:</b> hill, stream, slope, river, lake, sea, island, waves, land, soil, rock, steep, gentle, beach, valley, mountain, wood, cliff, beach</p> </td> <td data-bbox="806 973 1187 1157"> <p><b>Climate and Weather:</b> wind, rain, cloud, frost, ice, storm, thunder, lightning, flood, weather, season, spring, summer, autumn, winter, temperature, thermometer</p> </td> <td data-bbox="1187 973 1556 1157"> <p><b>Settlement:</b> house, bungalow, shop, park, village, hamlet, town, city, capital, building, factory, features, address, detached, semi-detached, terrace</p> </td> </tr> <tr> <td data-bbox="481 1157 806 1508"> <p><b>Environment:</b> environment, car, traffic, busy, quiet, clean, dirty, safe, peaceful, danger(ous), litter, pond, wildlife, nature</p> </td> <td data-bbox="806 1157 1187 1508"> <p><b>Human Features:</b> shops, work, jobs, road, pedestrian, farm, factory, quarry, canal, railway, journey, transport (and types), bridge, canal, roads, rail, landmarks, station</p> </td> <td data-bbox="1187 1157 1556 1508"> <p><b>Maps:</b> map, globe, plan, country, continent, ocean, area, place, position, north, south, east, west, near/far, left/right, up/down, key, gridlines, coordinates</p> </td> </tr> </table>	<p><b>Physical features:</b> hill, stream, slope, river, lake, sea, island, waves, land, soil, rock, steep, gentle, beach, valley, mountain, wood, cliff, beach</p>	<p><b>Climate and Weather:</b> wind, rain, cloud, frost, ice, storm, thunder, lightning, flood, weather, season, spring, summer, autumn, winter, temperature, thermometer</p>	<p><b>Settlement:</b> house, bungalow, shop, park, village, hamlet, town, city, capital, building, factory, features, address, detached, semi-detached, terrace</p>	<p><b>Environment:</b> environment, car, traffic, busy, quiet, clean, dirty, safe, peaceful, danger(ous), litter, pond, wildlife, nature</p>	<p><b>Human Features:</b> shops, work, jobs, road, pedestrian, farm, factory, quarry, canal, railway, journey, transport (and types), bridge, canal, roads, rail, landmarks, station</p>	<p><b>Maps:</b> map, globe, plan, country, continent, ocean, area, place, position, north, south, east, west, near/far, left/right, up/down, key, gridlines, coordinates</p>	<p>Begin the use of technology to communicate, voice recorders, cameras and computers.</p> <p>Express own opinions: describe features and places.</p> <p>Start to communicate in writing, expanding through a range of genres.</p> <p>Describe and offer explanations and reasons.</p> <p>Consider and explain own and others views about topical issues.</p> <p>Recognise and describe patterns.</p> <p>Suggest plausible conclusions, decisions.</p> <p>Describe and explain processes, e.g. features caused by river erosion and possible extrapolation.</p>
<p><b>Physical features:</b> hill, stream, slope, river, lake, sea, island, waves, land, soil, rock, steep, gentle, beach, valley, mountain, wood, cliff, beach</p>	<p><b>Climate and Weather:</b> wind, rain, cloud, frost, ice, storm, thunder, lightning, flood, weather, season, spring, summer, autumn, winter, temperature, thermometer</p>	<p><b>Settlement:</b> house, bungalow, shop, park, village, hamlet, town, city, capital, building, factory, features, address, detached, semi-detached, terrace</p>						
<p><b>Environment:</b> environment, car, traffic, busy, quiet, clean, dirty, safe, peaceful, danger(ous), litter, pond, wildlife, nature</p>	<p><b>Human Features:</b> shops, work, jobs, road, pedestrian, farm, factory, quarry, canal, railway, journey, transport (and types), bridge, canal, roads, rail, landmarks, station</p>	<p><b>Maps:</b> map, globe, plan, country, continent, ocean, area, place, position, north, south, east, west, near/far, left/right, up/down, key, gridlines, coordinates</p>						




**Possible evidence to demonstrate working at the Expected Standard for Year 2**


- Sequence photographs, maps etc. from different periods of time to show how things have changed.
- Identify similarities and differences between different cultures.
- Compare pictures or photographs of people or events.
- Discuss reliability of photos/maps/data.
- Use a source – observe or handle sources to answer questions about the world on the basis of simple observations.





**Year 3**

**National Curriculum End Points for Key Stage 2**

- 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, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences.
- Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.




Big ideas to be explored through the Geography curriculum 	Key Learning – what children must know, do and remember 	Enquiry/Communicating 
<p><b>Environmental Impact</b> <i>Futures thinking - interaction, change, usage, sustainability, effects, response. How is what we are doing today going to affect the world of the future?</i> Recognise how people can improve the environment or damage it, and how decisions about places and environments affect the quality and future quality of people’s lives.</p> <p><b>Food miles and trade</b></p> <p><b>Cultural Awareness</b> <i>Place and location - diversity, disparity, connections, social identity, values.</i> Identify and describe what places are like. Know locations of places and environments they study and other significant places and environments. To describe where places are and why they are like they are. Identify how places change and how they may change in the future. Describe and explain how and why places are similar to / different from other places in the same country and elsewhere in the world. Recognise how places fit within a wider geographical context and are interdependent.</p> <p><b>Interconnections</b> <i>Making links between features, places, events and people.</i></p>	<p><b>Locational and Place Knowledge</b> <i>Recap continents and oceans, north and south poles and equator.</i> <i>Recap four countries and capital cities of the UK and surrounding seas.</i> Can locate countries of Europe and identify key physical and human characteristics. Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn. Compare a region of the UK with a desert region, e.g. Identify similarities and differences between this region and a region of the UK.</p> <p><b>Human and Physical Geography</b> Understand geographical similarities and differences through studying human and physical geography of the UK and a contrasting non-European country. Describe key physical features, river, mountain, beach etc. and key human features, e.g. city, harbour, industry.</p> <p><b>Fieldwork, Collecting and Recording Data</b> <i>Recap the skill of making observations about key human and physical features.</i> Use school grounds for studying physical human features Use rain gauges, thermometers etc to record weather and note patterns Investigate local buildings and land use Investigate economic activities such as visit a shop Carry out a simple questionnaire or use pre-determined questions to help collect data. Undertake environmental surveys. Use simple equipment and instruments to measure and record, e.g. weather equipment-rain gauge, thermometer Complete fieldwork in the school locality, e.g. create a chart, record information on a school plan, simple field sketching skills.</p> <p><b>Using and Creating Maps</b> Recap using maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe, including Russia. Look at the environmental regions of Europe (different areas defined by their environmental conditions, such as climate, landforms, soil etc). Understand the 8 compass points and use them to explain/identify points on a map. Draw maps including key and scale.</p> <p><b>Vocabulary</b></p>	<p>Begin to ask questions, e.g. what is it like to live in this place?</p> <p>Respond to questions like what... and where...?</p> <p>Use observations to respond to questions.</p> <p>Ask interpretative questions such as 'what is... like?'</p> <p>Use sources of evidence to respond to a range of questions.</p> <p>Ask questions to enable opinion to be voiced such as 'what do I think about it?'</p> <p>Drawing on knowledge and understanding suggest 'what if...?', 'How could...?' 'Why might...?' style questions.</p> <p>Begin to suggest relevant geographical questions and issues: recognise and explore patterns and processes.</p> <p>Make oral descriptions from simple observations.</p>

<p>Recognise and explain patterns made by individual physical and human features in the environment. Recognise some physical and human processes and explain how these can cause changes in places and environments.</p>	<p><b>Physical features:</b> source, tributary, mouth, erosion, weathering, deposition, floods, environment, tides, vegetation, relief, landscape, features, bay, headland</p>	<p><b>Climate and Weather:</b> climate, rainfall, mist, fog dew, anemometer, weather vane, tornado, hurricane, monsoon</p>	<p><b>Settlement:</b> settlement, population, urban, rural, suburban, density, port, resort, land use, zone</p>	<p>Communicate verbally and through drama, pictures, sketches and maps.  Begin the use of technology to communicate, voice recorders, cameras and computers.</p>
<p><b>Year 3 Areas of Study</b> Mountains and rivers Deserts Agriculture/trade Settlements and land use Routes and journeys Map skills Human impact on environment-carbon footprint -foodmiles</p> 	<p><b>Environment:</b> issue, environmental quality  Pollution, community, vehicles  Waste, recycling, compost, landfill  derelict, planning  conservation</p>	<p><b>Human Features:</b> industry, manufacture, raw material, labour, employment, fuel/power, energy, market, natural resources, cargo, export, import</p>	<p><b>Maps:</b> latitude, longitude, co-ordinate, 4 figure grid reference, 6 figure grid reference, distribution, region, political map, physical map, aerial photograph, scale, cardinal point, key, routes, network, Ordnance Survey</p>	<p>Express own opinions: describe features and places.  Start to communicate in writing, expanding through a range of genres.  Describe and offer explanations and reasons.  Consider and explain own and others views about topical issues.  Recognise and describe patterns.  Suggest plausible conclusions, decisions.  Describe and explain processes, e.g. features caused by river erosion and possible extrapolation.</p>
<p><b>Possible evidence to demonstrate working at the Expected Standard for Year 3</b></p> <ul style="list-style-type: none"> <li>• Sequence photographs, maps etc. from different periods of time to show how things have changed.</li> <li>• Identify similarities and differences between different cultures.</li> <li>• Compare pictures or photographs of people or events.</li> <li>• Discuss reliability of photos/maps/data.</li> <li>• Use a source – observe or handle sources to answer questions about the world on the basis of simple observations.</li> </ul>				

Year 4		
<p><b>National Curriculum End Points for Key Stage 2</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences.</li> <li>• Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.</li> </ul>		
<p><b>Big ideas to be explored through the Geography curriculum</b> </p>	<p><b>Key Learning – what children must know, do and remember</b> </p>	<p><b>Enquiry/Communicating</b> </p>
<p><b>Environmental Impact</b>  <i>Futures thinking - interaction, change, usage, sustainability, effects, response. How is what we are doing today going to affect the world of the future?</i>            Recognise how people can improve the environment or damage it, and how decisions about places and environments affect the quality and future quality of people’s lives.</p> <p><b>Deforestation</b></p> <p><b>Cultural Awareness</b>  <i>Place and location - diversity, disparity, connections, social identity, values.</i>            Identify and describe what places are like. Know locations of places and environments they study and other significant places and environments. To describe where places are and why they are like they are. Identify how places change and how they may change in the future. Describe and explain how and why places are similar to / different from other places in the same country and elsewhere in the world. Recognise how places fit within a wider geographical context and are interdependent. <b>South America</b></p> <p><b>Interconnections</b>  <i>Making links between features, places, events and people</i>            Recognise and explain patterns made by individual physical and human features in the environment. Recognise some physical and human processes and explain how these can cause changes in places and environments.</p>	<p><b>Locational and Place Knowledge</b>  <i>Recap name and locate:</i></p> <ul style="list-style-type: none"> <li>• the world's seven continents</li> <li>• five oceans</li> <li>• hot and cold areas</li> <li>• north and south poles</li> <li>• four countries, capital cities of the UK and surrounding seas countries in Europe</li> <li>• key physical features of: river, mountain, beach etc and key human features, e.g. city, harbour, industry</li> </ul> <p>Can locate world’s countries North and South America and can identify key physical and human characteristics. Name and locate counties and cities of the UK, geographical regions and identify key characteristics. Understand the difference between the Northern and Southern hemisphere. Understand the term ‘climate zones’ and identify some differing ones. Touch upon global warming and its implications.</p> <p><b>Human and Physical Geography</b>  <i>Recap name and locate key physical features of: river, mountain, beach etc and key human features, e.g. city, harbour, industry.</i>            Understand geographical similarities and differences through the study of human and physical geography. Use a range of given secondary sources – texts, images, aerial photos, stories, videos etc. Whilst studying history/historical figures or groups, why did they choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How is that different today?</p> <p><b>Fieldwork, Collecting and Recording Data</b>            Carry out teacher led investigations such as identifying types of buildings in their wider locality. Make observations about key human and physical features, sketches and digital technologies. Complete fieldwork in the school locality and present results, e.g. create a chart, record information on a school plan, produce graphs, maps etc. Carry out a questionnaire or use pre-determined questions to help collect and record. Gather data for use as primary source. Use equipment and instruments to measure and record, e.g. weather equipment. Link to water cycle. Develop field sketching skills complete with annotation. Begin to analyse field data through graphing etc.</p> <p><b>Using and Creating Maps</b>  <i>Recap north, south, east, west, north east, north west, south east and south west. Recap near, far, left and right.</i>            Look at a range of scales using standard measure. Use letter and number coordinates. Draw maps including key and scale using different perspectives – bird’s eye, linear, oblique. Use globes, atlases and maps to find places and make deductions about landscape, industry, features etc.</p>	<p>Begin to ask questions, e.g. what is it like to live in this place?</p> <p>Respond to questions like what... and where...?</p> <p>Use observations to respond to questions.</p> <p>Ask interpretative questions such as 'what is...like?'</p> <p>Use sources of evidence to respond to a range of questions.</p> <p>Ask questions to enable opinion to be voiced such as 'what do I think about it?'</p> <p>Drawing on knowledge and understanding suggest 'what if...?', 'How could...?', 'Why might...?' style questions.</p> <p>Begin to suggest relevant geographical questions and issues: recognise and explore patterns and processes.</p> <p>Make oral descriptions from simple observations.</p> <p>Communicate verbally and through drama, pictures, sketches and maps.</p> <p>Begin the use of technology to communicate, voice recorders, cameras and computers.</p> <p>Express own opinions: describe features and places.</p> <p>Start to communicate in writing, expanding through a range of genres.</p> <p>Describe and offer explanations and reasons.</p> <p>Consider and explain own and others views about topical issues.</p>
<p><b>Year 4 Areas of Study</b> </p> <p>Map skills</p>		

<p>Trade and settlements Rainforests/deforestation Water cycle Climate zones North and South America comparison</p>	<p>Use OS maps at different scales. Begin to use 4 figure grid references. Use the eight points of a compass. Begin to select and create appropriate map resources to find and show detailed Information. Use computer/digital mapping applications.</p>	<p>Recognise and describe patterns. Suggest plausible conclusions, decisions. Describe and explain processes, e.g. features caused by river erosion and possible extrapolation.</p>						
<p><b>Vocabulary</b></p>								
<table border="1"> <tr> <td data-bbox="546 245 907 427"> <p><b>Physical features:</b> source, tributary, mouth, erosion, weathering, deposition, floods, environment, tides, vegetation, relief, landscape, features, bay, headland</p> </td> <td data-bbox="907 245 1283 427"> <p><b>Climate and Weather:</b> climate, rainfall, mist, fog, dew, anemometer, weather, vane, tornado, hurricane, monsoon</p> </td> <td data-bbox="1283 245 1641 427"> <p><b>Settlement:</b> settlement, population, urban, rural, suburban, density, port, resort, land use, zone</p> </td> </tr> <tr> <td data-bbox="546 427 907 662"> <p><b>Environment:</b> issue, environmental quality, pollution, community, vehicles, waste, recycling, compost, landfill, derelict, planning, conservation</p> </td> <td data-bbox="907 427 1283 662"> <p><b>Human Features:</b> industry, manufacture, raw material, labour, employment, fuel/power, energy, market, natural resources, cargo, export/ import</p> </td> <td data-bbox="1283 427 1641 662"> <p><b>Maps:</b> latitude, longitude, co-ordinate, 4 figure grid reference, 6 figure grid reference, distribution, region, political map, physical map, aerial photograph, scale, cardinal point, key, routes, network, Ordnance Survey</p> </td> </tr> </table>			<p><b>Physical features:</b> source, tributary, mouth, erosion, weathering, deposition, floods, environment, tides, vegetation, relief, landscape, features, bay, headland</p>	<p><b>Climate and Weather:</b> climate, rainfall, mist, fog, dew, anemometer, weather, vane, tornado, hurricane, monsoon</p>	<p><b>Settlement:</b> settlement, population, urban, rural, suburban, density, port, resort, land use, zone</p>	<p><b>Environment:</b> issue, environmental quality, pollution, community, vehicles, waste, recycling, compost, landfill, derelict, planning, conservation</p>	<p><b>Human Features:</b> industry, manufacture, raw material, labour, employment, fuel/power, energy, market, natural resources, cargo, export/ import</p>	<p><b>Maps:</b> latitude, longitude, co-ordinate, 4 figure grid reference, 6 figure grid reference, distribution, region, political map, physical map, aerial photograph, scale, cardinal point, key, routes, network, Ordnance Survey</p>
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<p><b>Possible evidence to demonstrate working at the Expected Standard for Year 4</b></p> <ul style="list-style-type: none"> <li>• Sequence photographs, maps etc. from different periods of time to show how things have changed.</li> <li>• Identify similarities and differences between different cultures.</li> <li>• Compare pictures or photographs of people or events.</li> <li>• Discuss reliability of photos/maps/data.</li> <li>• Use a source – observe or handle sources to answer questions about the world on the basis of simple observations.</li> </ul>								



Year 5		
National Curriculum End Points for Key Stage 2		
<ul style="list-style-type: none"> <li>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.</li> <li>Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences.</li> <li>Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.</li> </ul>		
<b>Big ideas to be explored through the Geography curriculum</b> 	<b>Key Learning – what children must know, do and remember</b> 	<b>Enquiry/Communicating</b> 
<b>Environmental Impact</b> <i>Futures thinking - interaction, change, usage, sustainability, effects, response. How is what we are doing today going to affect the world of the future?</i> Recognise how people can improve the environment or damage it, and how decisions about places and environments affect the quality and future quality of people's lives. <b>Plastics in the oceans</b> <b>Cultural Awareness</b> <i>Place and location - diversity, disparity, connections, social identity, values.</i>  Identify and describe what places are like. Know locations of places and environments they study and other significant places and environments. Describe where places are and why they are like they are. Identify how places change and how they may change in the future. Describe and explain how and why places are similar to / different from other places in the same country and elsewhere in the world. Recognise how places fit within a wider geographical context and are interdependent. <b>Coastal comparison</b>  <b>Interconnections</b> <i>Making links between features, places, events and people.</i>  Recognise and explain patterns made by individual physical and human features in the environment. Recognise some physical and human processes and explain how these can cause changes in places and environments. <b>Coastal comparison</b>	<b>Locational and Place Knowledge</b> <i>Recap oceans and continents.</i> <i>Recap four countries and capital cities of the UK and surrounding seas.</i> <i>Recap counties and cities of the UK.</i> Identify the position and significance of latitude, longitude, equator and key geographical terms.  <b>Human and Physical Geography</b> <i>Recap location of world's countries and identifying key physical and human characteristics.</i> Describe key physical features: river, mountain, beach etc., and key human features, e.g. city, harbour, industry. Question and challenge stereotypes, unfair distribution of resources, opportunity and wealth. Use range of given secondary sources – texts, images, aerial photos, stories, videos etc.  Develop use of secondary sources, use them to ask and respond to questions.  Gather data for use as primary source.  Select and use a wider variety of primary and secondary sources.  <b>Fieldwork, Collecting and Recording Data</b> Carry out investigations such as identifying types of buildings in their locality.  Make observations about key human and physical features, simple sketches and digital technologies.  Complete fieldwork in the wider UK, e.g. create a chart, record information on a school plan.  Carry out a questionnaire to collect and record.  Use equipment and instruments to measure and record, e.g. weather equipment.  Develop field sketching skills complete with annotation.  Carry out a fieldwork survey and present results, e.g. graphs, maps., interviewing local business, councillor, people  Develop field sketching skills complete with annotation.  Carry out a fieldwork survey and present results, e.g. graphs, maps.  Respond to questions such as how can we use our school to reduce plastic waste?  Field study visit to beach to look at human and physical features  <b>Using and Creating Maps</b> <i>Recap on following directions.</i>	Begin to ask questions, e.g. what is it like to live in this place?  Respond to questions like what... and where...?  Use observations to respond to questions.  Ask interpretative questions such as 'what is...like?'  Use sources of evidence to respond to a range of questions.  Ask questions to enable opinion to be voiced such as 'what do I think about it?'  Drawing on knowledge and understanding suggest 'what if...?', 'How could...?', 'Why might...?' style questions.  Begin to suggest relevant geographical questions and issues: recognise and explore patterns and processes.  Make oral descriptions from simple observations.  Communicate verbally and through drama, pictures, sketches and maps.  Begin the use of technology to communicate, voice recorders, cameras and computers.  Express own opinions: describe features and places.  Start to communicate in writing, expanding through a range of genres.  Describe and offer explanations and reasons.



**Year 5 Areas of Study**

Map skills  
 Routes and journeys  
 Caribbean islands/Hunstanton  
 - coastal/sea levels  
 Sustainability-plastics in the ocean  
 Local study -planning for the future

Recap on use of compass directions; north, south, east and west.

Use atlases and maps to find places and make deductions about landscape, industry, features etc.

Recap on use more complex letter and number coordinates.

Recap on drawing maps and plans at a range of scales and from different perspectives, e.g. birds' eye, oblique, vertical up, linear.

Use OS maps at different scales.

Recap of 4 figure grid references.

Recap on the eight points of a compass.

Select and create appropriate map resources to find and show detailed information.

Recap on use of computer/digital mapping applications.

Use satellite images, GIS and VR to explore distant locations.

Consider and explain own and others views about topical issues.

Recognise and describe patterns.

Suggest plausible conclusions, decisions.




Describe and explain processes, e.g. features caused by river erosion and possible extrapolation.


**Vocabulary**

<b>Physical features:</b> source, tributary, mouth, erosion, weathering, deposition, floods, environment, tides, vegetation, relief, landscape, features, bay, headland	<b>Climate and Weather:</b> climate, rainfall, mist, fog, dew, anemometer, weather vane, tornado, hurricane, monsoon	<b>Settlement:</b> settlement, population, urban, rural, suburban, density, port, resort, land use, zone
<b>Environment:</b> issue, environmental quality, pollution, community, vehicles, waste, recycling, compost, landfill, derelict, planning, conservation	<b>Human Features:</b> industry, manufacture, raw material, labour, employment, fuel/power, energy, market, natural resources, cargo, export/ import	<b>Maps:</b> latitude, longitude, co-ordinate, 4 figure grid reference, 6 figure grid, reference, distribution, region, political, map, physical map, aerial photograph, scale, cardinal point, key, routes, network, Ordnance Survey

**Possible evidence to demonstrate working at the Expected Standard for Year 5**

- Sequence photographs, maps etc. from different periods of time to show how things have changed.
- Identify similarities and differences between different cultures.
- Compare pictures or photographs of people or events.
- Discuss reliability of photos/maps/data.
- Use a source – observe or handle sources to answer questions about the world on the basis of simple observations.

Year 6		
<p><b>National Curriculum End Points for Key Stage 2</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences.</li> <li>Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.</li> </ul>		
<p><b>Big ideas to be explored through the Geography curriculum</b> </p> <p><b>Environmental Impact</b> <i>Futures thinking - interaction, change, usage, sustainability, effects, response. How is what we are doing today going to affect the world of the future?</i></p> <p>Recognise how people can improve the environment or damage it, and how decisions about places and environments affect the quality and future quality of people's lives. <b>Climate change</b></p> <p><b>Cultural Awareness</b> <i>Place and location - diversity, disparity, connections, social identity, values.</i></p> <p>Identify and describe what places are like. Know locations of places and environments they study and other significant places and environments. To describe where places are and why they are like they are. Identify how places change and how they may change in the future. Describe and explain how and why places are similar to / different from other places in the same country and elsewhere in the world. Recognise how places fit within a wider geographical context and are interdependent. <b>Compare two places where natural disaster take place -what is response, aid, recovery, reasons for</b></p> <p><b>Interconnections</b> <i>Making links between features, places, events and people.</i></p> <p>Recognise and explain patterns made by individual physical and human features in the environment. Recognise some physical and human processes and explain how these can cause changes in places and environments. <b>Compare two places where natural disaster take place -what is response, aid, recovery, reasons for</b></p>	<p><b>Key Learning – what children must know, do and remember</b> </p> <p><b>Locational and Place Knowledge</b> Recap oceans and continents, equator, north and south poles, hot and cold areas. Recap four countries, counties, seas, geographical areas and capital cities of UK. Recap countries of Europe and World, identify physical and human characteristics. Recap climate zones, biomes, vegetation belts, distribution of natural resources. Use 8 points of the compass. 6 figure grid references. Use ordnance survey to name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p><b>Human and Physical Geography</b> Recap key features of rivers, mountains, coastal. Earthquakes/natural disasters – floods, hurricanes tsunamis: Describe and explain the processes that cause natural disasters. Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources. Consider if <b>global warming</b> is having an adverse impact on the occurrence of natural disasters. Consider, connect and analyse different viewpoints and perspectives to aid decision making. Study the economic and political reasons for migration and the impact</p> <p><b>Study of volcanoes:</b> Causes, effects etc. Locate places in the world, communicate in different ways, e.g. draw diagrams, produce writing and use the correct vocabulary. Ask and answer questions about the effects of volcanoes.</p> <p><b>Study of land and settlements pre and post war and pre- and post-industrial revolution:</b> Compared to modern day; compare and reflect. Draw conclusions and develop informed reasons for the changes. Select and use a wider range of primary and secondary sources.</p> <p><b>Fieldwork, Collecting and Recording Data</b> Undertake a field survey of a contrasting area of the UK. Collate the data collected and record it using data handling software to produce graphs and charts of the results. Ask Geographical questions, e.g. how...why...what...when...how...? Communicate findings via maps, writing. Use contrasting locality (residential trip) to make studies of area -transects, interviews, land use, feelings, buildings, economic. Draw detailed sketch maps and field sketches with annotations of pattern, process and change. Surveys and questionnaires of local demographic</p> <p><b>Using and creating maps</b> Recap on drawing maps and plans at a range of scales and from different perspectives, e.g. birds' eye, oblique, vertical, linear. Use satellite images to explore distant locations.</p>	<p><b>Enquiry/Communicating</b> </p> <p>Begin to ask questions, e.g. what is it like to live in this place?</p> <p>Respond to questions like what... and where...?</p> <p>Use observations to respond to questions.</p> <p>Ask interpretative questions such as 'what is...like?'</p> <p>Use sources of evidence to respond to a range of questions.</p> <p>Ask questions to enable opinion to be voiced such as 'what do I think about it?'</p> <p>Drawing on knowledge and understanding suggest 'what if...?', 'How could...?' 'Why might...?' style questions.</p> <p>Begin to suggest relevant geographical questions and issues: recognise and explore patterns and processes.</p> <p>Make oral descriptions from simple observations.</p> <p>Communicate verbally and through drama, pictures, sketches and maps.</p> <p>Begin the use of technology to communicate, voice recorders, cameras and computers.</p> <p>Express own opinions: describe features and places.</p> <p>Start to communicate in writing, expanding through a range of genres.</p>

<p><b>Year 6 Areas of Study</b> </p> <p>Natural disasters – volcanoes/earthquakes/floods/tsunami etc.</p> <p>Global issues – climate change effect on weather patterns</p> <p>Map skills</p> <p>Land use comparing now and then WW11</p> <p>Study of migration</p>	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Identify main capital cities/oceans etc.</p> <p>Understand the significance of latitude and longitude.</p> <p>Use and create digital mapping.</p> <p>Use OS maps at different scale.</p>			<p>Describe and offer explanations and reasons.</p> <p>Consider and explain own and others views about topical issues.</p> <p>Recognise and describe patterns.</p>
	<p><b>Vocabulary</b></p>			<p>Suggest plausible conclusions, decisions.</p>
	<p><b>Physical features:</b> source, tributary, mouth, erosion, weathering, deposition, floods, environment, tides, vegetation, relief landscape features, bay, headland</p>	<p><b>Climate and Weather:</b> climate, rainfall, mist, fog, dew, anemometer, weather, vane, tornado, hurricane, monsoon</p>	<p><b>Settlement:</b> settlement, population, urban, rural, suburban, density, port, resort, land use, zone</p>	<p>Describe and explain processes, e.g. features caused by river erosion and possible extrapolation.</p>
	<p><b>Environment:</b> issue, environmental, quality, pollution, community, vehicles, waste, recycling, compost, landfill, derelict, planning, conservation</p>	<p><b>Human Features:</b> Industry, manufacture, raw material, labour, employment, fuel/power, energy, market, natural resources, cargo, export, import</p>	<p><b>Maps:</b> latitude, longitude, co-ordinate, 4 figure grid reference, 6 figure grid reference, distribution, region, political map, physical map, aerial photograph, scale, cardinal point, key, routes, network, Ordnance Survey</p>	
<p><b>Possible evidence to demonstrate working at the Expected Standard for Year 6</b></p> <ul style="list-style-type: none"> <li>• Sequence photographs, maps etc. from different periods of time to show how things have changed.</li> <li>• Identify similarities and differences between different cultures.</li> <li>• Compare pictures or photographs of people or events.</li> <li>• Discuss reliability of photos/maps/data.</li> <li>• Use a source – observe or handle sources to answer questions about the world on the basis of simple observations.</li> </ul>				