

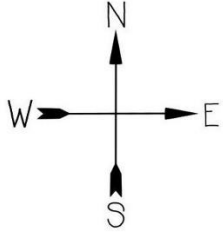
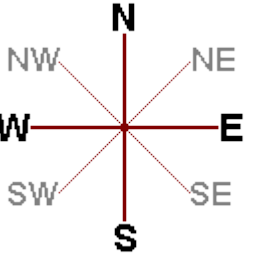
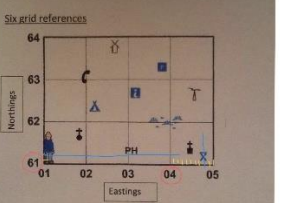





	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational & Directional Knowledge	<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Name and locate the world's seven continents and five oceans. 			<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North & South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities name and locate counties & cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns: and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, the tropics of Cancer & Capricorn, Arctic and Antarctic Circle, The Prime/Greenwich Meridian & time zones (including day and night) 			
	<p>FS1</p> <ul style="list-style-type: none"> Use and make plans and maps as props in their role play to explore journeys in traditional tales <p>FS2</p> <ul style="list-style-type: none"> Use maps to locate objects in 'real life' Identify features on a simple map (trees, house, river, mountain) 	<ul style="list-style-type: none"> Use maps and images to gain a basic locational knowledge about individual places and environments, especially the local area, but also in the UK and wider world. Y1/2 Cycle 1 – Our Local Area Y1/2 Cycle 1 – People and their Communities Y1/2 Cycle 1 – Animals and their Habitats Follow directions (Up, down, left/right, forwards/backwards) Y1/2 Cycle 1 – Our Local Area 	<ul style="list-style-type: none"> Has a simple locational knowledge about individual places and environments, especially the local area, but also in the UK and wider world. Y1/2 Cycle 2 – Journey's Food Y1/2 Cycle 2 – Our Wonderful World Follow directions (as yr 1 and inc'. NSEW) Y1/2 Cycle 2 – Journey's Food 	<ul style="list-style-type: none"> Have begun to make simple links with world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features Unit 2 – Our World Unit 3 – Coasts Use 4 compass points to follow/give directions: Unit 2 – Our World Use letter/no. co-ordinates to locate features on a map. Unit 2 – Our World 	<ul style="list-style-type: none"> 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 Unit 1 – The Americas Unit 2 – Rivers and the Water Cycle Use 4 compass points well: Unit 1 – The Americas Begin to use 8 compass points; Unit 1 – The Americas Use letter/no. co-ordinates to locate features on a map confidently. Unit 1 – The Americas Unit 2 – Rivers and the Water Cycle 	<ul style="list-style-type: none"> Have begun to make connections from patterns of knowledge of the world, including globally significant physical and human features. Unit 1 – Changes in Local Environment Use 8 compass points; Unit 1 – Changes in Local Environment Begin to use 4 figure co-ordinates to locate features on a map. Unit 1 – Changes in Local Environment 	<ul style="list-style-type: none"> Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news. Unit 1 – South America – The Amazon Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Unit 2 – Global Warming and Climate Change Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. Unit 1 – South America – The Amazon Unit 2 – Global Warming and Climate Change 



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Place Knowledge	<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 			<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> 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>FS1</p> <ul style="list-style-type: none"> Know, through stories and images, that there are different countries in the world and to name some of them Know that there are different countries in the world and that they have different features <p>FS2</p> <ul style="list-style-type: none"> Know that 4 countries make up the UK and can name at least 1 other country Know that different countries have different homes Identify similarities and differences between homes in our country Recognise some environments that are different to the one in which they live Use pictures to compare and contrast environments around the world Make comparisons between life for children in different countries 	<ul style="list-style-type: none"> Show simple understanding by describing the places and features they study using some geographical vocabulary. Y1/2 Cycle 1 – Our Local Area Y1/2 Cycle 1 – People and their Communities Y1/2 Cycle 1 – Animals and their Habitats Begin to identify some similarities and differences and simple patterns in the environment. Y1/2 Cycle 1 – Our Local Area Y1/2 Cycle 1 – Animals and their Habitats 	<ul style="list-style-type: none"> Show understanding by describing the places and features they study using simple geographical vocabulary. Y1/2 Cycle 2 - Seasons Y1/2 Cycle 2 – Journey’s Food Y1/2 Cycle 2 – Our Wonderful World Identify some similarities and differences and simple patterns in the environment. Y1/2 Cycle 2 – Journey’s Food Y1/2 Cycle 2 – Our Wonderful World 	<ul style="list-style-type: none"> Interpret their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings. Unit 2 – Our World Unit 3 - Coasts Begin to compare places Unit 1 – Climate and Weather Unit 3 - Coasts Begin to understand simple reasons for similarities and differences. Unit 1 – Climate and Weather Unit 3 - Coasts 	<ul style="list-style-type: none"> Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings. Unit 1 – The Americas Unit 2 – Rivers and the Water Cycle Unit 3 – Earthquakes and Volcanoes More skilled at comparing places Unit 1 – The Americas Understand some reasons for similarities and differences between places. Unit 1 – The Americas 	<ul style="list-style-type: none"> Understand simply what a number of places are like, how and why they are similar and different. Unit 1 – Changes in Local Environment Unit 2 Europe – A study of an Alpine Region Understand simply how and why they are changing. Unit 1 – Changes in Local Environment Unit 2 Europe – A study of an Alpine Region 	<ul style="list-style-type: none"> Understand in some detail what a number of places are like and how and why they are similar and different Unit 1 – South America – The Amazon Understand how and why places are changing. Unit 2 – Global Warming and Climate Change Unit 3 – Our World in the Future



Human and Physical Geography	<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> 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 Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North/South Poles. 		<p>National Curriculum. Pupils should be taught to: Describe and understand key aspects of:</p> <ul style="list-style-type: none"> 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>FS1</p> <ul style="list-style-type: none"> Use their knowledge and skills to compare buildings, animals, foods. Weather Use key vocabulary eg river, beach, field etc in the correct context <p>FS2</p> <ul style="list-style-type: none"> Briefly explain the difference between human and physical features Recognise some environments that are different to the one in which they live Use pictures to compare and contrast environments around the world Make comparisons between life for children in different countries 	<ul style="list-style-type: none"> Begin to identify seasonal and daily weather patterns in the United Kingdom. Y1/2 Cycle 1 – Our Local Area Y1/2 Cycle 2 - Seasons Begin to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Y1/2 Cycle 1 – People and their Communities  <ul style="list-style-type: none"> Begin to use some basic geographical vocabulary to refer to physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Y1/2 Cycle 1 – Our Local Area Y1/2 Cycle 1 – People and their Communities Y1/2 Cycle 1 – Animals and their Habitats Begin to use some basic geographical vocabulary to refer to human features including: city, town, village, factory, farm, house, office, port, harbour and Shop 	<ul style="list-style-type: none"> Can identify seasonal and daily weather patterns in the United Kingdom Y1/2 Cycle 1 – Our Local Area Y1/2 Cycle 2 - Seasons Can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Y1/2 Cycle 2 – Journey's Food Y1/2 Cycle 2 – Our Wonderful World Can use simple geographical vocabulary to refer to physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Y1/2 Cycle 2 - Seasons Can use simple geographical vocabulary to refer to human features including: city, town, village, factory, farm, house, office, port, harbour and Shop Y1/2 Cycle 2 – Journey's Food Y1/2 Cycle 2 – Our Wonderful World 	<ul style="list-style-type: none"> Describe and understand a key aspect of human and physical geography. Unit 1 – Climate and Weather Unit 3 - Coasts Can identify patterns. Unit 1 – Climate and Weather Unit 3 - Coasts Interpret how places change and the links between people and the environment. Unit 2 – Our World Unit 3 - Coasts 	<ul style="list-style-type: none"> Describe and understand a key aspect of human and physical geography. Unit 1 – The Americas Unit 2 – Rivers and the Water Cycle Unit 3 – Earthquakes and Volcanoes Can identify patterns. Unit 1 – The Americas Unit 3 – Earthquakes and Volcanoes Demonstrate how places change and some links between people and the environment. Unit 1 – The Americas Unit 3 – Earthquakes and Volcanoes 	<ul style="list-style-type: none"> Describe and understand a key aspect of human and physical geography. Unit 1 – Changes in Local Environment Unit 2 Europe – A study of an Alpine Region Unit 3 – Our World our Future Know simple spatial patterns in physical and human geography. Unit 1 – Changes in Local Environment Unit 2 Europe – A study of an Alpine Region Know the conditions which influence those patterns, and the processes which lead to change. Unit 2 Europe – A study of an Alpine Region Unit 3 – Our World our Future Show simple understanding of the links between places, people and environments. Unit 1 – Changes in Local Environment Unit 2 Europe – A study of an Alpine Region



Birley Spa Primary Academy - Geography Curriculum Progression

		Y1/2 Cycle 1 – Our Local Area Y1/2 Cycle 1 – People and their Communities						
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	National Curriculum. Pupils should be taught to: <ul style="list-style-type: none">• Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.• Use simple compass directions (North, South, East and West) and locational directional language to describe the location of features and routes on a map.• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key.• Use simple fieldwork and observational skills to study the geography of their school and its grounds – physical and human features.			National Curriculum. Pupils should be taught to: <ul style="list-style-type: none">• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.• Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the UK and the wider world.• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			



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<p style="text-align: center;">Geographical Skills and Fieldwork</p>	<ul style="list-style-type: none"> Identify features on a simple map (trees, house, river, mountain) Talk about local environments (their road, Landmarks eg Post Office Birley Spa Bath House, Crystal Peaks) Describe a familiar route Discuss routes and locations, using words like 'in front of' and 'behind'. 	<ul style="list-style-type: none"> Can use picture maps and globes. Can use simple directional language: near, far, left, and right to describe the locational of features and routes on a map. Can make simple observations. Can draw a simple sketch map showing key features of the school, its grounds and surrounding, including creating own symbols. Can work in a group with an adult to ask questions about the school its grounds and surrounding environment. Can measure using simple words and frequency recording. Can reach simple conclusion to fieldwork question or prediction. 	<ul style="list-style-type: none"> Can use a simple atlas. Can use the four point compass: North South, East and West, directions to describe location of features and routes on a map. Can make detailed observations. Can use photo, video or audio to gather evidence of what they can see. Can use aerial photos to recognise landmarks and basic human and physical features Can use aerial photos to recognise landmarks and basic human and physical features Can draw a simple sketch map showing key features of the school, its grounds and surrounding environments, including agreed realistic symbols to make a simple keys Can ask trusted and familiar adults questions about the school, its grounds and surrounding environment Can measure using a guided tally and standard units such as minutes and metres. Can present findings simply using maps and graph Can reach a simply described conclusion to fieldwork question or prediction. 	<ul style="list-style-type: none"> Can confidently use a range of maps and images. Can confidently use compass directions: North, South, East and West to follow and give directions to build knowledge of the UK and the wider world. Can use letter and number coordinate to locate features on a map. Can make links to different observations in the local area Can use a camera, video or audio to gather appropriate data Can draw a sketch map with simple annotations showing human and physical features of the local area Can draw a simple map of familiar short route using OS symbols. Can confidently ask geographical questions about places and environments and express opinions to a range of people Can measure accurately using a tally and standard units Can identify benefits and limitations of data collection methods Can present data and findings simply using maps, graphs and digital technologies Can reach a thoroughly described conclusion to the fieldwork question or prediction 	<ul style="list-style-type: none"> Can confidently use globes, atlases, images, aerial photos and begin to use computer mapping. Can identify the eight point compass directions: N, NE, E, SE, SW, W and NW to follow and give directions to build knowledge of the UK and wider world. Can use four-figure grid references to locate features on a map. Can make clear links between different observations in the local area Can use a camera and locate labelled photos on a map Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area Can draw an accurate map of a short route using OS symbol. Can devise and ask questions using geographical vocabulary to recognise that others may think differently Can answer questions about places and environments to aid investigation and express their different opinions relating to issues. Can measure using simple instruments, digital technologies and can measure more than one aspect at once Can describe the benefits and limitations of data collection methods Can present data and findings using maps, graphs and digital technologies to show a clear enquiry route from teacher led question to child led conclusion Can reach a thoroughly described and simply explained conclusion to the fieldwork question or prediction 	<ul style="list-style-type: none"> Can confidently use an atlas including the contents page and index. Can confidently use the eight point compass directions: N, NE, E, SE, SW, W and NW to follow and give directions to build knowledge of the UK and wider world. Can accurately use four-figure grid references on an OS map and attempt six-figure references. Can make clearly explained links between observations in the local area. Can use a camera and locate annotated photos on a map Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area, using OS symbols and a key. Can devise and ask questions using geographical vocabulary and make notes during the interview to express own opinions and recognise why others may have different points of view Can ask questions to carry out an investigation and express the opinions from a range of points of view. Can measure human and physical features in the local area using a range of appropriate instruments Can simply justify data collection methods Can independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion Can reach a describe and explained conclusion to the fieldwork question or prediction that is backed up with evidence 	<ul style="list-style-type: none"> Can confidently use a range of maps, atlases, images, globes and digital mapping. Can confidently and accurately use the eight point compass directions: N, NE, E, SE, SW, W and NW to follow and give directions to build knowledge of the UK and wider world. Can accurately use six-figure grid references on an OS map. Can make clearly explained links between observations in the local area and the wider world to identify patterns Can use a camera and locate annotated photos on a map Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area. Can draw a variety of maps, sketches and plans with accurate symbols, keys and scale. Can devise and ask questions using geographical vocabulary and make notes during the interview to express own opinions and recognise why others may have different points of view Can ask a range of geographical questions to carry out an investigation and explain opinions from a range of different points of view. Can accurately measure human and physical features in the local area using a range of appropriate instruments Can confidently justify and evaluate data collection methods Can independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion Can reach a described and explained conclusion to the fieldwork question or prediction that is backed up with data and evidence
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Birley Spa Primary Academy - Geography Curriculum Progression

Y1 End Of Year Expectations:	Y2 End Of Year Expectations:	Y3 End Of Year Expectations:
<ul style="list-style-type: none"> I can name the four countries in the United Kingdom and locate them on a map. I keep a weather chart and answer questions about the weather. I explain some of the main things that are in hot and cold places. I explain the clothes that I would wear in hot and cold places. I explain how the weather changes throughout the year and name the seasons. I point to the equator, North and South Pole on an atlas and globe. I describe some of the features of an island. I explain where I live and tell someone my address. I know the four main directions on a compass are North; East, South and West. I say what I like and do not like about the place I live. 	<ul style="list-style-type: none"> I name the continents of the world and locate them on a map. I name the world's oceans and locate them on a map. I name the capital cities of England, Wales, Scotland and Northern Ireland. I say what I like and do not like about a place that is different to the one I live in. I describe a place outside Europe using geographical words. I explain how jobs may be different in other locations. I describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley. I explain the facilities that a village, town and city may need and give reasons. I use the directional vocabulary: near; far; left; right to explain where a location is. 	<ul style="list-style-type: none"> I name a number of countries in the northern hemisphere. I name the capital city of at least six European countries. I locate the Tropic of Cancer and Tropic of Capricorn. I know whether a country is located in the Southern or Northern hemisphere I explain why people may be attracted to live in cities. I explain why people may choose to live in one place rather than another. I locate and name some of the world's most famous volcanoes. I describe and understand the key aspects of earthquakes. I describe and understand the key aspects of volcanoes.

Y4 End Of Year Expectations:	Y5 End Of Year Expectations:	Y6 End Of Year Expectations:
<ul style="list-style-type: none"> I plan a journey from my town/ city to another place in England. I find at least six cities in the UK on a map. I carry out research to discover features of villages, towns and cities. I name and locate some of the main islands that surround the United Kingdom. I name the areas of origin of the main ethnic groups in the United Kingdom and in our school. I explain the difference between the British Isles, Great Britain and the United Kingdom. 	<ul style="list-style-type: none"> I name and locate the capital cities of neighbouring European countries. I know the countries that make up the European Union. I name and locate many of the world's most famous mountainous regions. I explain why most cities are situated by rivers. I explain the course of a river. I name and locate many of the world's most famous rivers. I recognise the importance of ports and the role they play in distributing goods around the world. 	<ul style="list-style-type: none"> I use an atlas by using the index to find places. I use some basic Ordnance Survey map symbols. I use Ordnance Survey symbols and 6 figure grid references.# I collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc). I describe how some places are similar and dissimilar in relation to their human and physical features. I explain how time zones work and calculate time differences around the world. I name the largest desert in the world and locate desert regions in an atlas.



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Area of Study (2021-22) - NEW						
	Autumn		Spring		Summer	
<p><u>Year</u> <u>1/2</u></p> <p><u>Cycle 1</u></p>		<p>Our Local Area</p> <p>What's it like where we live?</p> <p>What are the features of the area we live in?</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • identify the significant features (landmarks) of their local area and consider viewpoints in relation to this • compare journeys and landscapes and understand near/far, often/ rarely • learn about maps, map-making and symbols. 		<p>People and their Communities</p> <p>Where in the world do these people live?</p> <p>Why do people live in the places they do?</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • name and locate the world's seven continents • learn about the human and physical geography of a small area in several non-European countries • read images, maps, atlases and globes • ask and answer questions • use basic geographical vocabulary 		<p>Animals and their Habitats</p> <p>Where do our favourite animals live?</p> <p>On which continents do our favourite animals live?</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • use world maps, atlases and globes to identify countries, continents and oceans • use simple fieldwork and observational skills.
<p><u>Year</u> <u>1/2</u></p> <p><u>Cycle 2</u></p>		<p>Seasons</p> <p>What are seasons?</p> <p>What are the seasons and their features?</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • develop locational and place knowledge about their locality, and the UK as a whole • understand basic subject-specific vocabulary relating to physical geography • begin to use geographical skills, including first-hand observation, to enhance their locational awareness • identify seasonal and daily weather patterns in the UK • use simple fieldwork and observational skills in their school, its grounds and surroundings 		<p>Journeys – Food</p> <p>Where does our food come from?</p> <p>Why does food come from where it does?</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production • use locational and directional language (e.g. near and far) to describe the location of features and routes on a map • name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas • use world maps, atlases and 		<p>Our Wonderful World</p> <p>What are the seven wonders of our world?</p> <p>Where are the seven wonders of the world?</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the seven continents and oceans • use world maps, atlases and globes • understand geographical similarities and differences when studying both human and physical geography • identify the locations of hot and cold areas around the world • use basic vocabulary to refer to physical and human features



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		<ul style="list-style-type: none"> • use and construct basic symbols in a key. 		<p>globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p>		<ul style="list-style-type: none"> • develop knowledge about the world.
Year 3		<p>Climate and Weather</p> <p>Why is climate important?</p> <p>What do we know about the world's climate zones?</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • locate some of the world's climate zones on a globe or map, name examples and have some understanding of them • extract geographical data (e.g. rainfall, temperature, weather, climate/ vegetation zones) from pictorial/ graphical representations • describe and give examples of the variety of biomes and vegetation belts • use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts • identify the world's hottest, coldest, wettest and driest locations. 		<p>Our World</p> <p>Where on Earth are we?</p> <p>What are the key locational features of maps and atlases?</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • improve their locational knowledge through identifying the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied • use the eight points of the compass to build their knowledge of the wider world. 		<p>Coasts</p> <p>Do we like to be beside the seaside?</p> <p>What are the features of coastal areas?</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • extend their knowledge and understanding beyond the local area to include more of the UK • name and locate (some) counties and cities of the UK • learn about key topographical or physical features of coasts to understand how some of these aspects developed, are hanging now and have changed over time • understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain) • describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity and safety • consider tourism, as both an economic and a pleasurable activity • think about the future and the effects climate change, rising sea levels and pollution, especially by plastics, are already having.
Year 4		<p>The Americas</p> <p>Can you come on a Great American Road Trip?</p>		<p>Rivers and the Water Cycle</p> <p>How does the water go round and round?</p>		<p>Earthquakes and Volcanoes</p> <p>How does the Earth shake, rattle and roll?</p>



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		<p>What are the key features of North and South America?</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • enhance their locational and place knowledge • focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, states and (some) major cities • understand geographical similarities and differences through looking at regions in North and South America • begin to associate weather/climate with landscape and environment • use maps, atlases, globes and digital/computer mapping • learn to use the eight points of a compass. 		<p>What are the key features of Rivers?</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • name and locate some of the UK's and the world's most significant rivers and mountain environments • learn about the features of a named river (the River Thames) in the UK, from source to mouth • learn how rivers and mountains are formed • identify some of the processes associated with rivers • understand where rivers and mountains fit into the water cycle. 		<p>How do volcanoes and earthquakes occur?</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • describe and understand the key aspects of volcanoes and earthquakes • understand that the distribution of earthquakes and volcanoes follows a pattern • be introduced to plate tectonics. • learn about the 'Pacific Ring of Fire'.
<p>Year 5</p>	<p>Changes in our Local Environment</p> <p>How is our country changing?</p> <p>How have the features of our local area changed over time?</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • name and locate counties and cities of the UK, 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 • understand geographical similarities and differences through the study of human and physical geography of a region of the UK 		<p>Europe – A Study of the Alpine Region</p> <p>Where should we go on holiday?</p> <p>What do we know about Alpine regions?</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • use maps to focus on countries, cities and regions in Europe • be taught to understand a region of another European country • be taught to understand some of the physical and human processes that shape a region • extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world's more significant human and physical features 		<p>Journeys – Clothes</p> <p>Where does all our stuff come from?</p> <p>Where do the things we buy come from?</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	



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		<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features • use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. 				
Year 6		<p>South America – The Amazon</p> <p>What is life like in the Amazon?</p> <p>What do we know about the people who live in the Amazon?</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • extend their knowledge and understanding beyond their local area to include South America • develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge • locate the world’s countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities • understand geographical similarities and differences through the study of human and physical geography of a region in South America • Describe and understand key aspects of physical and human geography • Use maps, atlases, globes and 		<p>Global Warming and Climate Change</p> <p>Are we damaging our world?</p> <p>What is the human impact on the world we live in?</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • describe and understand key aspects of the distribution of natural resources including energy, minerals and water • use maps, atlases and globes to locate countries and describe features studied • use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 		<p>Our World in the Future</p> <p>How will our world look in the future?</p> <p>How can we create a sustainable planet?</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • describe and understand key aspects of: – physical geography – human geography • learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK • use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



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		digital/ computing mapping to locate countries and describe features studied.				
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