

Geography	Term		Term		Term	
EYFS	3-4 years		Reception		Early Learning Goal (ELG)	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<u>Understanding the world</u> <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 photos.</li> </ul>		<u>Understanding the world</u> <ul style="list-style-type: none"> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul>		<u>Understanding the world</u> <u>People, culture and communities</u> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</li> </ul> <u>The natural world</u> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	
Skill Progression	<u>Understanding the world</u> <ul style="list-style-type: none"> <li>Talk about what they see, using a wide vocabulary.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>		<u>Understanding the world</u> <ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> </ul>		<u>Understanding the world</u> <u>People, culture and communities</u> <ul style="list-style-type: none"> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</li> </ul>	
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Knowledge		Enquiry: What is the geography like where I live?  What the children will know:		Enquiry: How does the weather affect our lives?  What the children will know:		Enquiry: Why do we love being beside the seaside so much?  What the children will know:

		<p>The physical and human features of a range of significant locations around the world</p> <p>The physical and human features of their local area</p> <p>What land use refers to</p> <p>How to carry out fieldwork to identify, describe and record the main types of land use in their locality</p> <p>How to present their results graphically and as a land use map</p> <p>That the main types of land use are <i>transport, residential, economic activity, public services and open space</i></p> <p>Where they live in the United Kingdom in relation its four nations, largest cities and the continents of the world</p> <p>Ways in which the environment of the local area is changing and the likely reasons for this</p> <p>How to plan and plot a geographical walk around the local area that includes its key physical and human features</p> <p><b>Pupils making a good level of progress will:</b></p> <p><b>Describe</b> the difference between physical and human features</p>		<p>The names and location of the continents of the world</p> <p>The location of the Equator, North Pole and South Pole</p> <p>The elements that make up the weather</p> <p>How to observe and measure elements of the weather using simple instruments</p> <p>How to record their results and display them graphically</p> <p>How and why the weather changes over time</p> <p>How and why the weather changes during the four seasons</p> <p>The location of hot and cold places in the world</p> <p>How the weather is different in countries located in the hot and cold places of the world</p> <p>How and why temperatures decrease from the Equator towards the North and South Pole.</p> <p>The features of the environments of Antarctica and Sahara desert</p> <p>Why Antarctica and the Sahara are both classified as deserts</p>		<p>The difference between the physical and human geographical features of the seaside, countryside and towns and cities</p> <p>The distinction between the concepts of 'coast', 'rural' and 'urban'</p> <p>A range of different physical features of coastlines</p> <p>What is meant by the terms 'high tide' and 'low tide'</p> <p>Why the seaside is such an attractive place for people to visit</p> <p>Why it is important that seaside environments are conserved</p> <p>That there are many different habitats at the seaside</p> <p>How creatures at the seaside are adapted to their environment</p> <p>Different ways in which people can impact negatively on or pollute seaside environments</p> <p>The location of the seven continents and five oceans of the world together with the North Pole, South Pole and Equator</p> <p>That continents are divided up into countries and that the United Kingdom and Spain are located in Europe</p>
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				<p>the North Pole and South Pole <b>Compare and contrast</b> the environments of Antarctica and Sahara</p>		<p>impact negatively and pollute coastal environments <b>Name and locate</b> the seven continents and five oceans of the world together with the North Pole, South Pole and Equator on an outline map <b>Name and locate</b> the four countries and capital cities of the United Kingdom and its surrounding seas <b>Describe</b> how continents are divided into countries and that the United Kingdom and Spain are located in Europe <b>Describe and suggest reasons</b> for how traditional seaside holidays have changed in the United Kingdom in recent years</p>
Skill Progression		<p><b>Locational knowledge</b> Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <b>Place knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a</p>		<p><b>Locational knowledge</b> Name and locate the world's seven continents and five oceans  <b>Human and physical geography</b> Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator</p>		<p><b>Locational knowledge</b> Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <b>Human and physical geography</b> Use basic geographical vocabulary to refer to key</p>

		<p>small area of the United Kingdom</p> <p><b>Human and physical geography</b></p> <p>Use basic geographical vocabulary to refer to key physical and human features</p> <p><b>Geographical skills and fieldwork</b></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Use simple observational skills to study key human and physical features of environments</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>		<p>and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to key physical and human features</p> <p><b>Geographical skills and fieldwork</b></p> <p>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Use simple fieldwork and observational skills to study key human and physical features of environments</p>		<p>physical and human features</p> <p><b>Geographical skills and fieldwork</b></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>
<b>Year 2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Concept	<b>Rebellion and Invasion</b>	<b>Natural elements</b>	<b>Civilisation</b>	<b>Environmental</b>	<b>Discoveries</b>	<b>Culture</b>

<p>Knowledge</p>		<p><b>Enquiry: Why does it matter where my food comes from?</b></p> <p><b>What the children will know:</b></p> <p>What a farm is and what happens on a dairy farm How milk is used as a raw material of dairy products The physical and human features of the rural and urban landscapes of Devon in the UK Why the weather in Devon makes it an ideal place for dairy farming How weather conditions in Devon compare with those of the UK as a whole What trade is and what importing and exporting means The most popular fruits consumed in the UK and where in the world they are produced The stages of growing bananas and exporting them to the UK How sugar is refined from sugar beet Some of the benefits of buying food locally The different meat produced by animals in Britain What 'free range' means</p>		<p><b>Enquiry:</b></p> <p><b>What the children will know:</b></p> <p>The five elements of the weather The difference between weather and climate The location of hot and cold places in the world The distribution of polar, temperate and tropical regions of the world What a 'greenhouse gas' is Why the natural 'greenhouse effect' is and why this is a positive thing for the planet Why the build-up of too many human generated greenhouse gases can cause the climate of the Earth to change The main human sources of carbon dioxide and methane What the term 'carbon footprint' means What 'global warming' means and how it is caused Examples of things people are already doing to reduce their 'carbon footprint'</p>		<p><b>Enquiry: <i>Whereabouts in the world is home for Denise and how does it compare with where I live?</i></b></p> <p><b>What the children will know:</b></p> <p>The location of St Lucia in relation to the United Kingdom, and the continents and oceans of the world The main physical and human features of St Lucia The main physical and human features of the town of Soufriere and how they compare with the features of the settlement in which they live in the United Kingdom The features of the tropical climate of St Lucia How the climate of St Lucia compares with the temperate climate of the United Kingdom and polar regions of the world Which areas of the world have a tropical, temperate and polar climate Examples of specific countries with tropical, temperate and polar climates What a volcano is and how they are formed</p>
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			<p><b>Describe</b> what the natural 'greenhouse effect' is and why this is a positive thing for the planet</p> <p><b>Describe</b> why the build-up of too many human generated greenhouse gases can cause the climate of the Earth to change</p> <p><b>Identify and describe</b> the main human sources of carbon dioxide and methane</p> <p><b>Describe</b> what the term 'carbon footprint' means</p> <p><b>Describe</b> what 'global warming' means and suggest reasons why it is occurring</p> <p><b>Identify and describe</b> examples of things people are already doing to reduce their 'carbon footprint'</p> <p><b>Identify and locate</b> the Arctic and Antarctic</p> <p><b>Describe</b> some of the effects of global warming on the ice and living things of the Arctic and Antarctic</p> <p><b>Describe</b> some of the effects of global warming on living things in the United Kingdom</p> <p><b>Describe and suggest reasons</b> for some of the things that people are</p>	<p><b>Identify and describe</b> the main characteristics of the tropical climate of St Lucia</p> <p><b>Compare and contrast</b> the climate of St Lucia compares with the temperate climate of the United Kingdom and polar regions of the world</p> <p><b>Identify and locate</b> areas of the world with a tropical, temperate and polar climate</p> <p><b>Identify and locate</b> examples of countries with tropical, temperate and polar climates</p> <p><b>Identify and describe</b> a volcano and how one forms</p> <p><b>Name and locate</b> the four nations of the United Kingdom, their capital cities and the main oceans and seas surrounding the British Isles</p> <p><b>Identify and locate</b> the region in which they live in the United Kingdom and the location of their home settlement within that area</p> <p><b>Observe, collect and present</b> land use data of their locality collected through fieldwork</p>
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				already doing to reduce their impact on global warming on the environment in the United Kingdom		
Skill Progression		<p><b>Locational knowledge</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Human and physical geography</b> Identify daily and seasonal weather patterns in the United Kingdom Use basic geographical vocabulary to refer to key physical and human features</p> <p><b>Geographical skills and fieldwork</b> Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage Use aerial photographs to recognise landmarks and basic human and physical features</p>		<p><b>Locational knowledge</b> Name and locate the world's seven continents and five oceans</p> <p><b>Human and physical geography</b> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to key physical and human geographical features</p> <p><b>Geographical skills and fieldwork</b> Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Use simple observational skills to study key human</p>		<p><b>Locational knowledge</b> Name and locate the world's seven continents and five oceans</p> <p><b>Place knowledge</b> Understand geographical similarities and differences through studying the human and physical geography 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 of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to key physical and human geographical features</p> <p><b>Geographical skills and fieldwork</b> Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage Use aerial photographs and plan perspectives to</p>

				and physical features of environments		recognise landmarks and basic human and physical features Use simple observational skills to study key human and physical features of environments
<b>Year 3</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Concept	<b>Rebellion and Invasion</b>	<b>Natural elements</b>	<b>Civilisation</b>	<b>Environmental</b>	<b>Discoveries</b>	<b>Culture</b>
Knowledge		<p><b>Enquiry: How and why is my local area changing?</b></p> <p><b>What the children will know:</b></p> <p>The difference between physical and human processes and events that affect environments.</p> <p>How the environment of my school and grounds has changed over time.</p> <p>Why locations in the local area of the school have changed.</p> <p>That there are often different views about whether environmental change is a positive thing.</p> <p>How the quality of the environment varies in the</p>		<p><b>Enquiry: <i>Why do some earthquakes cause more destruction than others?</i></b></p> <p><b>What the children will know:</b></p> <p>What causes an earthquake.</p> <p>The distribution of earthquakes occurring around the world.</p> <p>Why earthquakes happen at some locations but not others.</p> <p>How the magnitude of an earthquake is measured.</p> <p>Why earthquakes with the greatest magnitude do not necessarily cause the most deaths and destruction.</p> <p>What causes a volcano.</p>		<p><b>Enquiry: <i>Why are jungles so wet and deserts so dry?</i></b></p> <p><b>What the children will know:</b></p> <p>The difference between weather and climate.</p> <p>How temperature and precipitation varies across the United Kingdom.</p> <p>The location and features of the main climate regions of the world.</p> <p>How climate affects the landscape of different environments.</p> <p>What a biome is and the name and location of the world's main biomes.</p> <p>The flora and fauna of the main biomes of the world.</p>

		<p>local area surrounding my school. How and why environments are changing at different locations around the world. That environmental change on a global scale affects our lives locally. How humans behave locally can contribute to global changes such as climate change.</p> <p><b>Pupils with a good level of progress will:</b></p> <p><b>Identify, describe and explain</b> the difference between physical and human processes and events that affect environments. <b>Describe and explain</b> how the environment of my school and grounds has changed over time. <b>Identify, describe and explain</b> why some locations in the local area of the school have changed. <b>Understand</b> that there are often different views about</p>		<p>Why volcanoes and earthquakes often occur at the same locations around the world. The location of the 'Pacific Ring of Fire' and why it is a hot spot for earthquakes and volcanoes. The location, cause and effects of the Christchurch (New Zealand) earthquake of 2011</p> <p><b>Pupils with a good level of progress will:</b></p> <p><b>Describe and explain</b> what causes an earthquake. <b>Locate, describe and explain</b> the distribution of earthquakes occurring around the world. <b>Explain</b> why earthquakes happen at some locations but not others. <b>Describe</b> how the magnitude of an earthquake is measured. <b>Explain</b> why earthquakes with the greatest magnitude do not</p>		<p>The physical features of the Atacama Desert. Why Arica in Chile is the driest inhabited place in the world. Why Manaus in Amazonia is one of the wettest places in the world.</p> <p><b>Pupils with a good level of progress will:</b></p> <p><b>Explain</b> the difference between weather and climate. <b>Identify, describe and explain</b> how temperature and precipitation varies across the United Kingdom. <b>Identify and describe</b> the location and features of the main climate regions of the world. <b>Understand</b> how climate affects the landscape and the types of plants and animals that can live in different environments. <b>Explain</b> what a biome is and <b>identify and locate</b> the world's main biomes.</p>
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		<p>whether environmental change is a positive thing. <b>Observe, identify, describe and explain</b> how the quality of the environment varies in the local area surrounding my school. <b>Identify, describe and explain</b> how and why environments are changing at different locations around the world. <b>Understand</b> that environmental change on a global scale affects our lives locally. <b>Understand</b> how humans behave locally can contribute to global changes such as climate change.</p>		<p>necessarily cause the most deaths and destruction. <b>Describe and explain</b> what causes a volcano. <b>Explain</b> why volcanoes and earthquakes often occur at the same locations around the world. <b>Identify and locate</b> the 'Pacific Ring of Fire' and <b>explain</b> why it is a hot spot for earthquakes and volcanoes. <b>The location, cause and effects</b> of the Christchurch (New Zealand) earthquake of 2011</p>		<p><b>Identify, describe and explain</b> the flora and fauna of the main biomes of the world. <b>Identify and describe</b> the physical features of the Atacama Desert. <b>Explain</b> why Arica in Chile is the driest inhabited place in the world. <b>Explain</b> why Manaus in Amazonia is one of the wettest places in the world.</p>
Skill Progression		<p><b>Locational knowledge</b> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-</p>		<p><b>Locational knowledge</b> Locate the world's countries, using maps to focus on Europe (Including the location of Russia) and North and <b>South America</b>, concentrating on their environmental regions, key physical and human</p>		<p><b>Locational knowledge</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human</p>

		<p>use patterns; and understand how some of these aspects have changed over time.</p> <p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of:</p> <p>Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><b>Geographical skills and fieldwork</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</p>		<p>characteristics, countries and major cities.</p> <p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of:</p> <p>Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, <b>volcanoes and earthquakes</b>, and the water cycle.</p> <p><b>Geographical skills</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>		<p>characteristics, countries and major cities.</p> <p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of:</p> <p>Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><b>Geographical skills and fieldwork</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including</p>
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		to build their knowledge of the United Kingdom 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.				the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 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.
<b>Year 4</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Concept	<b>Rebellion and Invasion</b>	<b>Natural elements</b>	<b>Civilisation</b>	<b>Environmental</b>	<b>Discoveries</b>	<b>Culture</b>
Knowledge		<b>Enquiry: <i>What is the most valuable thing in the world and who owns it?</i></b>  <b>What the children will know:</b>  What a natural resource is and why water is an example. The difference between non-renewable and renewable natural resources. The causes and effects of cholera. Why Victorian cities regularly experience cholera epidemics.		<b>Enquiry: <i>How can we live more sustainably?</i></b>  <b>What the children will know:</b>  What a natural resource is. The difference between renewable and non-renewable resources. How electricity is generated. The different sources of energy used to make electricity in the United Kingdom.		<b>Enquiry: <i>Why do so many people live in megacities</i></b>  <b>What the children will know:</b>  What the terms 'rural', 'urban' and 'urbanisation' mean. What a megacity is and their distribution globally. The top ten megacities in the world. Why the number of people living in megacities is increasing globally.

		<p>The purpose of a reservoir. Why the Cambrian Mountains in Wales are a suitable location for reservoirs. The physical and human features of the Cambrian Mountains. How to identify and locate these features on Ordnance Survey maps. How and why the Elan Valley in Mid-Wales has changed since 1908. What virtual water consumption is. The pattern of water consumption by countries around the world. What water conservation is and how it might be achieved at home and at school. Why water resources need to be consumed more sustainable way in the future.</p> <p><b>Pupils with a good level of progress will:</b></p> <p><b>Describe and explain</b> what a natural resource is and why water is an example.</p>		<p>Why fossil fuels are no longer used to generate electricity in the United Kingdom. How human created greenhouse gases contribute to global warming. What sustainability and sustainable development mean. How electricity is generated in a hydroelectric power station. The benefits of using renewable sources of energy in poorer countries of the world such as Nepal. How I could live in a more sustainable way both at home and at school.</p> <p><b>Pupils with a good level of progress will:</b></p> <p><b>Describe and explain</b> what a natural resource is. <b>Identify, describe and explain</b> the difference between renewable and non-renewable resources.</p>		<p>Why Baghdad became the first city in the world with one million inhabitants. The location of the ten largest cities in the United Kingdom. Why Milton Keynes is the fastest growing city in the United Kingdom. Name and locate the countries, largest cities and physical features of the continent of South America. Why the government of Brazil decided to construct a new capital city in 1960. The physical and human features of the city of Brasilia. The main attractions and disadvantages of living in megacities.</p> <p><b>Pupils with a good level of progress will:</b></p> <p><b>Describe and explain</b> what the terms 'rural', 'urban' and 'urbanisation' mean. <b>Describe and explain</b> what a megacity is and locate and describe their distribution globally.</p>
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		<p><b>Explain</b> the difference between non-renewable and renewable natural resources.</p> <p><b>Describe and explain</b> the causes and effects of cholera.</p> <p><b>Understand</b> why Victorian cities regularly experienced cholera epidemics.</p> <p><b>Describe and explain</b> the purpose of a reservoir.</p> <p><b>Explain</b> why the Cambrian Mountains in Wales are a suitable location for reservoirs.</p> <p><b>Identify, locate and describe</b> the physical and human features of the Cambrian Mountains.</p> <p><b>Identify and locate</b> some of these features on Ordnance Survey maps.</p> <p><b>Identify, describe and explain</b> how and why the Elan Valley in Mid-Wales has changed since 1908.</p> <p><b>Understand</b> what virtual water consumption is.</p> <p><b>Locate, describe and explain</b> the pattern of water consumption by countries around the world.</p> <p><b>Understand</b> what water conservation is and some</p>		<p><b>Understand</b> how electricity is generated.</p> <p><b>Identify and describe</b> the different sources of energy used to make electricity in the United Kingdom.</p> <p><b>Explain</b> why fossil fuels are no longer used to generate electricity in the United Kingdom.</p> <p><b>Understand</b> how human created greenhouse gases contribute to global warming.</p> <p><b>Understand</b> what sustainability and sustainable development mean.</p> <p><b>Describe</b> how electricity is generated in a hydroelectric power station.</p> <p><b>Explain</b> some of the benefits of using renewable sources of energy in poorer countries of the world such as Nepal.</p> <p><b>Describe and explain</b> some of the ways in which they might live in a more</p>		<p><b>Name and locate</b> the top ten megacities in the world.</p> <p><b>Understand</b> why the number of people living in megacities is increasing globally.</p> <p><b>Describe and explain</b> why Baghdad became the first city in the world with one million inhabitants.</p> <p><b>Identify and locate</b> the ten largest cities in the United Kingdom.</p> <p><b>Describe and explain</b> why Milton Keynes is the fastest growing city in the United Kingdom.</p> <p><b>Name and locate</b> the countries, largest cities and physical features of the continent of South America.</p> <p><b>Explain</b> why the government of Brazil decided to construct a new capital city in 1960.</p> <p><b>Identify and describe</b> the main physical and human features of the city of Brasilia.</p> <p><b>Understand</b> some of the main attractions and disadvantages of living in megacities</p>
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		ways in which it might be achieved at home and at school. <b>Explain</b> why water resources need to be consumed more sustainably in the future.		sustainable way both at home and at school.		
Skill Progression		<p><b>Locational knowledge</b> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><b>Human and physical geography</b> human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Geographical skills and fieldwork</b></p>		<p><b>Locational knowledge</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p><b>Human and physical geography</b> Describe and understand key aspects of:  Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  Human geography, including types of</p>		<p><b>Locational knowledge</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>

		<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>		<p>settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><b>Geographical skills and fieldwork</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		<p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of:</p> <p>Human geography, including <b>types of settlement</b> and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><b>Geographical skills</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>
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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	<b>Rebellion and Invasion</b>	<b>Natural elements</b>	<b>Civilisation</b>	<b>Environmental</b>	<b>Discoveries</b>	<b>Culture</b>
Knowledge		<p><b>Enquiry: <i>How is climate change affecting the world?</i></b></p> <p><b>What the children will know:</b></p> <p>The difference between weather and climate The climate of polar, temperate and tropical regions What the greenhouse effect and global warming are How climate change is different from global warming Some of the changes being caused by climate change in Gambia and their impact on people Some of the changes being caused by climate change in the state of Victoria in Australia and their impact on people Some of the changes being caused by climate change in coastal areas of the United Kingdom and their impact on people Some of the changes being caused by climate change in</p>		<p><b>Enquiry: <i>Who are Britain's National Parks for</i></b></p> <p><b>What the children will know:</b></p> <p>The names and locations of the fifteen National Parks of Great Britain How the distribution of National Parks compares with the distribution of uplands and urban areas in Great Britain Why areas of Great Britain are chosen as National Parks The main distinctive physical features of National Parks What the term 'cultural heritage' means Why cultural features are also important elements of National Parks The distinctive physical and cultural features of their closest National Park The three aims or purposes of National Parks</p>		<p><b>Enquiry: <i>Why is Fairtrade fair?</i></b></p> <p><b>What the children will know:</b></p> <p>What trade involves How domestic trade is different from international trade What exporting and importing goods means What the Silk Road is Why the Silk Road was once the most important trading route in the world Why countries trade with each other today What a container ship is and why Southampton is a very important container port in the UK The main commodities that the UK imports from China and the most important goods it exports in return Why the terms of international trade are sometimes not always fair to producers in poorer countries Why St Lucia is an important banana producer</p>

		<p>Greenland and their impact on people Countries around the world where weather patterns have been most affected by climate change How countries around the world are acting to reduce global warming How individuals, families and communities like schools are taking action to reduce global warming What the UK government is doing on a national level to reduce carbon emissions</p> <p><b>Pupils with a good level of progress will:</b></p> <p><b>Describe and explain</b> the difference between weather and climate <b>Describe and explain</b> the climate of polar, temperate and tropical regions <b>Explain</b> what the greenhouse effect is and its link to global warming <b>Understand</b> how climate change is different from global warming <b>Explain</b> some of the impacts of climate change in Gambia and <b>evaluate and reach a judgement</b> about their impact on people</p>		<p>That sometimes these three purposes of National Parks conflict with each other That because of this potential conflict National Parks have to be carefully managed How National Parks are managed The main land use of National Parks Why farming and farmers are important in helping to achieve the aims of the National Parks How and why National Parks in the USA are similar to and different from National Parks in Great Britain</p> <p><b>Pupils with a good level of progress will:</b></p> <p><b>Identify and locate</b> the fifteen National Parks of Great Britain <b>Explain</b> the distribution of National Parks in Great Britain in relation to upland and urban areas <b>Explain</b> why areas of Great Britain are selected as National Parks</p>		<p>What being a certified Fairtrade producer of commodities such as bananas means How being part of a Fairtrade co-operative can benefit producers in poorer countries Why there might also sometimes be disadvantages for producers of being part of Fairtrade co-operatives The range of Fairtrade products currently available in the UK</p> <p><b>Pupils with a good level of progress will:</b></p> <p><b>Explain</b> what trade involves and why countries trade with each other <b>Explain</b> how domestic trade is different from international trade <b>Explain</b> what exporting and importing goods means <b>Explain</b> what the Silk Road is and why the Silk Road was once the most important trading route in the world <b>Describe and explain</b> what a container ship is and <b>reach a judgement</b> based on a range of evidence as to why Southampton makes a good container ship port</p>
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		<p><b>Explain</b> some of the changes being caused by climate change in the state of Victoria in Australia and <b>reach an informed conclusion</b> about their impact on people</p> <p><b>Understand</b> some of the changes being caused by climate change in coastal areas of the United Kingdom and <b>reach a judgement</b> about what people are doing locally to mitigate its effects</p> <p><b>Explain</b> some of the changes being caused by climate change in Greenland and <b>evaluate and critique</b> the opposing views that people have about them</p> <p><b>Identify, observe and locate</b> those countries around the world where changes in weather patterns caused by climate change are creating hazards</p> <p><b>Explain, evaluate and reach a judgement</b> about how countries around the world are acting to reduce global warming</p> <p><b>Explain</b> and justify the actions individuals, families and communities like schools are taking to reduce global warming</p> <p><b>Explain, evaluate and reach a judgement</b> about what the</p>		<p><b>Describe and explain</b> the main physical features of National Parks</p> <p><b>Explain</b> what the term 'cultural heritage' means</p> <p><b>Understand</b> why the cultural or human features of National Parks are as important as their physical features</p> <p><b>Describe and explain</b> the important physical and cultural features of their local National Park</p> <p><b>Explain</b> the three aims or purposes of National Parks</p> <p><b>Evaluate</b> these three aims and <b>reach a judgement</b> as to which they feel should be the most important and <b>justify</b> their view</p> <p><b>Understand</b> why these three aims can sometimes conflict with each other</p> <p><b>Explain</b> what the term 'management' means and <b>understand</b> why National Parks have to be carefully managed</p> <p><b>Understand</b> the difference between preservation and conservation when it comes to managing National Parks</p> <p><b>Explain</b> the main land use of National Parks</p> <p><b>Draw an informed conclusion</b> as to why</p>		<p><b>Identify and describe</b> the main commodities that the UK imports from China and the most important goods it exports in return</p> <p><b>Reach a judgement</b> as to the type of commodities that China imports from the UK and <b>compare and contrast</b> these with its exports to the UK</p> <p><b>Explain</b> why the terms of international trade are sometimes not always fair to producers in poorer countries</p> <p><b>Understand</b> why St Lucia is an important banana producer</p> <p><b>Evaluate and reach a conclusion</b> regarding how being a certified Fairtrade producer of commodities such as bananas can be a benefit to producers</p> <p><b>Explain</b> what a co-operative is and <b>evaluate</b> the benefits and disadvantages of producers joining one</p> <p><b>Describe and critique</b> the range of Fairtrade products currently available in the UK and <b>reach a judgement</b> as to why some commodities and products are fairly traded and others are not</p>
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		UK government is doing on a national level to reduce carbon emissions		farming and farmers are so important in helping to achieve the aims of National Parks <b>Understand</b> how and why National Parks in the USA are similar to and different from National Parks in Great Britain		
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<p>Skill Progression</p>		<p><b>Locational knowledge</b> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><b>Human and physical geography</b> Describe and understand key aspects of: physical geography, including climate zones, biomes and vegetation belts human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Geographical skills and fieldwork</b> 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</p>		<p><b>Locational knowledge</b> locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><b>Human and physical geography</b> Describe and understand key aspects of: physical geography, including vegetation belts, rivers, mountains human geography, including types of settlement and land use, economic activity, and the distribution of natural resources</p> <p><b>Geographical skills and fieldwork</b></p>		<p><b>Locational knowledge</b> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Human and physical geography</b> Describe and understand key aspects of: human geography, including economic activity and trade links</p> <p><b>Geographical skills and fieldwork</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>
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		key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		
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Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	<b>Rebellion and Invasion</b>	<b>Natural elements</b>	<b>Civilisation</b>	<b>Environmental</b>	<b>Discoveries</b>	<b>Culture</b>
Knowledge		<p><b>Enquiry: <i>Why does Sylvia have the largest collection of plastic bath ducks in the world?</i></b></p> <p><b>What the children will know:</b></p> <p>The names, location and distribution of the world's largest seas            The significance of a container carrying plastic bath toys being lost at sea in 1992            What an oceanographer studies            What happened to a container carrying plastic bath toys in the middle of the Pacific Ocean in 1992            Where these plastic bath toys have been washing up in the years since then            What an ocean current called a gyre is            Why ocean gyres are so important            Why huge quantities of plastic waste accumulates at the centre of ocean gyres            The makeup of ocean garbage patches</p>		<p><b>Enquiry: <i>Why are mountains so important?</i></b></p> <p><b>What the children will know:</b></p> <p>What a mountain is and the names and location of the main ranges of fold mountains in the world            How ranges of fold mountains formed            The different layers of the Earth            The three main types of rock            Why there is so much mystery surrounding the attempt by Mallory and Irvine to climb Everest in 1924            Why Edmund Hillary and Tenzing Norgay found fossils of sea creatures on the summit of Everest in 1953            About the different types of fossils and how each formed            The names and location of the main ranges of</p>		<p><b>Enquiry: <i>What makes London so different to Launceston?</i></b></p> <p><b>What the children will know:</b></p> <p>What London was originally called            Who London was founded by            The main landmarks in London            How long the River Thames is            The size of London and how it compares to Launceston            How key dates in history have impacted and changed London- through design and human features            The physical and human features of London and Launceston            What a tourist is, the activities they enjoy in London and Launceston and why London is a popular choice for tourists</p>

		<p>What microplastic is, how it forms and why it has such a serious environmental impact</p> <p>The many benefits and advantages of using plastic in everyday life</p> <p>The main uses of single-use plastic and some alternatives</p> <p>How to carry out a survey of a beach strandline to estimate the number of microplastics present</p> <p>How to record and present their observations graphically</p> <p>How to critique their findings and the difference between validity and trustworthiness</p> <p><b>Pupils with a good level of progress will:</b></p> <p><b>Identify and locate</b> the world's largest seas</p> <p><b>Describe and explain</b> their distribution</p> <p><b>Explain</b> the significance of a container carrying plastic bath toys being lost in the Pacific Ocean in 1992</p> <p><b>Locate and explain</b> where these plastic bath toys have been washing up in the past thirty years</p> <p><b>Explain</b> what an oceanographer studies</p> <p><b>Explain</b> what an ocean gyre is</p>		<p>mountains in the United Kingdom</p> <p>How ranges of mountains in the United Kingdom are different from fold mountains</p> <p>The physical and human features of the Cambrian mountains in Wales</p> <p>The type of climate experienced in the Cambrian Mountains and how this compares with their local area</p> <p>The reasons why the mountains of the UK are generally wetter and colder than most other areas</p> <p>What a tourist is, the activities they enjoy and why the Cambrian mountains is an important destination for tourists</p> <p>What a reservoir is and why many reservoirs have been built in the mountains of central Wales</p> <p>How reservoirs can have a positive and negative impact on the environment and people of the locations where they are built</p>		
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		<p><b>Evaluate and reach a conclusion</b> about the importance of ocean gyres</p> <p><b>Explain</b> and reach an informed judgement about why huge quantities of plastic waste accumulates at the centre of ocean gyres</p> <p><b>Describe and explain</b> the makeup of ocean garbage patches</p> <p><b>Describe</b> what microplastic is and <b>explain</b> why it present such a serious environmental threat</p> <p><b>Evaluate</b> the many advantages of using plastic in everyday life</p> <p><b>Describe</b> the main uses of single-use plastic and <b>reach a judgement</b> about the range of alternatives available</p> <p><b>Explain</b> how to carry out a survey of a beach strandline to estimate the number of microplastics present</p> <p><b>Record and present</b> their observations graphically</p> <p><b>Evaluate and reach a judgement</b> about the validity and trustworthiness of their results</p>		<p>What a renewable or sustainable source of energy is</p> <p>How electricity is generated from the force of falling water in hydroelectric power stations</p> <p>That there are costs and benefits associated with building more HEP stations even if they are considered sustainable</p> <p><b>Pupils with a good level of progress will:</b></p> <p><b>Explain</b> how a mountain is defined and <b>identify, name and locate</b> the main ranges of fold mountains in the world</p> <p><b>Explain</b> how ranges of fold mountains formed</p> <p><b>Identify and describe</b> the different layers of the Earth and the three main types of rock</p> <p><b>Explain</b> why there is so much mystery surrounding the attempt by Mallory and Irvine to climb Everest in 1924 and <b>reach and justify a judgement</b> as to their likely fate</p> <p><b>Explain</b> why Edmund Hillary and Tenzing</p>		
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				<p>Norgay found fossils of sea creatures on the summit of Everest in 1953</p> <p><b>Describe</b> the different types of fossils and <b>explain</b> how fossils formed</p> <p><b>Name and locate</b> the main ranges of mountains in the United Kingdom</p> <p><b>Explain</b> how ranges of mountains in the United Kingdom are different from fold mountains</p> <p><b>Identify, observe, describe and suggest reasons</b> for the main physical and human features of the Cambrian mountains in Wales</p> <p><b>Describe</b> the climate experienced in the Cambrian Mountains and how this compares with their local area</p> <p><b>Explain</b> why the mountains of the UK are generally wetter and colder than most other areas</p> <p><b>Explain</b> what a tourist is, the activities they enjoy and why the Cambrian mountains is an attractive destination for them</p>		
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				<p><b>Explain</b> what a reservoir is and why many reservoirs have been built in the mountains of central Wales</p> <p><b>Evaluate</b> the advantages and disadvantages of building reservoirs and <b>reach a judgement</b> regarding whether more should be built in Wales to meet increased demand for water</p> <p><b>Explain</b> what a renewable or sustainable source of energy is</p> <p><b>Explain</b> how electricity is generated from the force of falling water in a hydroelectric power station</p> <p><b>Understand</b> that there are costs and benefits associated with building more HEP stations even if it is considered sustainable and <b>evaluate</b> both sides of the argument</p>		
Skill Progression		<p><b>Locational knowledge</b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic</p>		<p><b>Locational knowledge</b> name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features</p>		<p><b>Geographical Skills / Enquiry:</b> <b>Map and Atlas Work</b> – Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.</p>

		<p>and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Human and physical geography</b></p> <p>Physical geography, including: the water cycle Human geography, including economic activity including trade links, and the distribution of natural resources including water</p> <p><b>Geographical skills and fieldwork</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		<p>(including hills, mountains, coasts and rivers), and land-use patterns</p> <p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of: physical geography, including mountains human geography, including types of settlement and land use, economic activity</p> <p><b>Geographical skills and fieldwork</b></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p><i>Can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.</i></p> <p>Use the eight points of a compass, four- and six-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge and understanding of the United Kingdom and wider world.</p> <p><i>Can use four- and six- figure grid references.</i></p> <p><i>Can compare maps with aerial photographs.</i></p> <p><i>Use a scale to measure distance when drawing maps.</i></p> <p><i>Use the index and contents when drawing maps.</i></p> <p><b>Fieldwork and Investigation</b></p> <p>–Use a range of methods including sketch maps, plans and graphs, and digital technologies.</p> <p><i>Can make sketch maps of areas using symbols, a key and a scale.</i></p> <p><i>Can use digital maps to investigate features of an area.</i></p> <p><i>Can present information gathered in fieldwork using a range of graphs.</i></p> <p><i>Make a judgement about the best angle or viewpoint</i></p>
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						<p><i>for the technology recording for their investigation. Select and use a range of instruments in investigations.</i></p> <p><b>Understanding Places and Connections</b> – Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom.</p>
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