








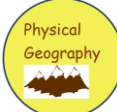
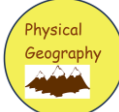











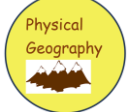

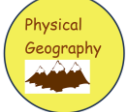




## Class 2: Geography – Cycle A

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<p style="text-align: center;"><b>The Four Nations</b> <b>Who am I?</b> <b>Where do I come from?</b></p>		<p style="text-align: center;"><b>Food Glorious Food</b> <b>Why does it matter where my food comes from?</b></p>		<p style="text-align: center;"><b>Wonderful Weather</b> <b>How does the weather affect our lives?</b></p>		<p style="text-align: center;"><b>London/Non-European country</b> <b>Who discovered Africa?</b></p>		<p style="text-align: center;"><b>Amazing Aberford</b> <b>What is the geography of where I live?</b></p>		<p style="text-align: center;"><b>The Seven Continents</b> <b>Why don't penguins fly?</b></p>	
<p><b>Substantive Knowledge - Children will learn about:</b></p> <ol style="list-style-type: none"> <li>The four countries in the United Kingdom</li> <li>England</li> <li>London</li> <li>Scotland</li> <li>Wales</li> <li>Northern Ireland</li> </ol>		<p><b>Substantive Knowledge - Children will learn about:</b></p> <ol style="list-style-type: none"> <li>Labelling countries and continents.</li> <li>Food miles and origins.</li> <li>Food in relation to seasons.</li> <li>Christmas food around the world</li> <li>Northern hemisphere</li> <li>Southern hemisphere</li> </ol>		<p><b>Substantive Knowledge - Children will learn about:</b></p> <ol style="list-style-type: none"> <li>What is the weather like in Aberford?</li> <li>To name the seasons</li> <li>To name the different types of weather in the UK.</li> <li>Where are the hot and cold places of the earth?</li> <li>Extreme weather</li> </ol>		<p><b>Substantive Knowledge - Children will learn about:</b></p> <ol style="list-style-type: none"> <li>Describe London.</li> <li>Where is the continent of Africa?</li> <li>Where is Kenya?</li> <li>Where is Nairobi? Describe the physical and human features.</li> <li>How are London and Nairobi similar?</li> <li>How are London and Nairobi different?</li> </ol>		<p><b>Substantive Knowledge - Children will learn about:</b></p> <ol style="list-style-type: none"> <li>My school site.</li> <li>Drawing a map of my school.</li> <li>Maps of the local area.</li> <li>Using maps to plan a route.</li> <li>Identify location on a world map (Kenya).</li> <li>Compare and contrast Aberford to a village in Kenya</li> </ol>		<p><b>Substantive Knowledge - Children will learn about:</b></p> <ol style="list-style-type: none"> <li>Europe</li> <li>Antarctica</li> <li>Africa</li> <li>Asia</li> <li>North and South America</li> <li>Australia</li> </ol>	
		 									
 						 					
<p><b>Disciplinary Knowledge- Children will learn how to:</b></p> <p>LK: Understand that maps and the globe are used to locate key places around the world</p> <p>LK: Understands that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth</p>		<p><b>Disciplinary Knowledge- Children will learn how to:</b></p> <p>LK: Understand that maps and the globe are used to locate key places around the world</p> <p>LK: Understands that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth</p>		<p><b>Disciplinary Knowledge- Children will learn how to:</b></p> <p>H&amp;PG: Begin to appreciate the different weather patterns in the UK</p> <p>H&amp;PG: Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles</p>		<p><b>Disciplinary Knowledge- Children will learn how to:</b></p> <p>PK: Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people.</p> <p>PK: Contrast a place they know well with another they are not familiar with, using maps, photographs and</p>		<p><b>Disciplinary Knowledge- Children will learn how to:</b></p> <p>PK: Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people.</p> <p>PK: Contrast a place they know well with another they are not familiar with, using maps, photographs and</p>		<p><b>Disciplinary Knowledge- Children will learn how to:</b></p> <p>LK: Understand that maps and the globe are used to locate key places around the world</p> <p>LK: Understands that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth</p>	









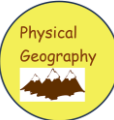

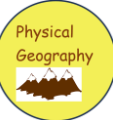






<p>LK: Know and use the terminologies: left and right; below, next to          GS&amp;F: Teacher led enquiries; to ask and respond to simple questions          GF&amp;F: Talk about the main differences between a world map and a globe          GS&amp;F: Locate the nearest town or city on map of the UK</p>	<p>H&amp;PG: Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles</p>		<p>videos to help make comparisons</p>	<p>videos to help make comparisons          GS&amp;F: Teacher led enquiries; to ask and respond to simple questions          GS&amp;F: Understand why it is important for all streets to have a name, including post code          GS&amp;F: Be able to follow a simple road map and recognise key landmarks, such as a church          GS&amp;F: Talk about the features in the local environment</p>	<p>LK: Know and use the terminologies: left and right; below, next to</p>
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## Class 2: Geography – Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;">Field Study  <b>What would Dora the Explorer find exciting about our village?</b></p>	<p style="text-align: center;">Arctic and Antarctic  <b>Come fly with me.</b></p>	<p style="text-align: center;">Land Ahoy  <b>What are the seven wonders of our world?</b></p>	<p style="text-align: center;">Great Barrier Reef  <b>Are we damaging our world?</b></p>	<p style="text-align: center;">By The Seaside  <b>How have holidays changed over time?</b></p>	<p style="text-align: center;">Let's explore Aberford  <b>What's it like where we live?</b></p>
<p><b>Substantive Knowledge - Children will learn about:</b>            1. Observe and measure and record some human and physical features in the local area.            2. Use a graph to record findings and observation.            3. Conduct a simple surveys and questionnaires.            4. Sketch a physical feature- the River Beck.</p>	<p><b>Substantive Knowledge - Children will learn about:</b>            1. Identify seasonal and daily weather patterns in the United Kingdom.            2. Identify the North and South Pole.            3. To know where the Arctic Circle is and be able to locate the Arctic Circle on a map.            4. To understand about weather and climate in the Arctic Circle.</p>	<p><b>Substantive Knowledge - Children will learn about:</b>            1. Identify the location of hot and cold areas of the world in relation of the Equator and the North and South poles.            2. To name and identify key features, such as: beach, coast, forest, hill, mountain, ocean river, vegetation.            3. To use simple compass directions (North, South, East and West).</p>	<p><b>Substantive Knowledge - Children will learn about:</b>            1. Australian focus – native animals found here.            2. Australian focus – native animals – food, offspring.            3. Locating hot and cold areas of the world. Animals living here.            4. Locating the 5 oceans. Which fish live where.            5. The equator: animals living here.</p>	<p><b>Substantive Knowledge - Children will learn about:</b>            1. To locate and identify oceans and continents.            2. To find out about British beaches.            3. To find out about British seas            4. To use fieldwork skills to find out about a place            5. To compare a British beach with one from another country</p>	<p><b>Substantive Knowledge - Children will learn about:</b>            1. Compass points and drawing maps.            2. Plotting a journey.            3. To know what an aerial View looks like            4. To understand that maps tell us the location of different places.            5. Compass points to show direction.</p>

5. Sketch a human feature within the local area-church	5. To learn about the Inuit people group and their customs and traditions. 6. To learn about the Aurora Borealis (Northern Lights).		4. To use locational language (e.g. near & far) to describe the location of features and routes on a map.		6. How is the climate changing the Barrier Reef?		6. To use compass points to move around a map.		6. To know how to locate the school on a map		
										Locational Knowledge	Place Knowledge
											
<p><b>Disciplinary Knowledge-Children will learn how to:</b>            GS&amp;F: Teacher led enquiries; to ask and respond to simple questions            GS&amp;F: Understand why it is important for all streets to have a name, including post code            GS&amp;F: Be able to follow a simple road map and recognise key landmarks, such as a church            GS&amp;F: Talk about the features in the local environment            GS&amp;F: Observe and record information about the local area, i.e. types of shops, bus stops etc.</p>	<p><b>Disciplinary Knowledge-Children will learn how to:</b>            H&amp;PG: Begin to appreciate the different weather patterns in the UK            H&amp;PG: Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles            H&amp;PG: Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people            GS&amp;F: Talk about the main differences between a world map and a globe</p>		<p><b>Disciplinary Knowledge-Children will learn how to:</b>            LK: Know and use the terminologies: left and right; below, next to            LK: Know and use compass points N, S, E, W            H&amp;PG: Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles            H&amp;PG: Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people</p>		<p><b>Disciplinary Knowledge-Children will learn how to:</b>            LK: Understand that maps and the globe are used to locate key places around the world            PK: Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people.</p>		<p><b>Disciplinary Knowledge-Children will learn how to:</b>            LK: Understand that maps and the globe are used to locate key places around the world            GS&amp;F: Teacher led enquiries; to ask and respond to simple questions            GS&amp;F: Talk about the features in the local environment            GS&amp;F: Locate the nearest town or city on map of the UK</p>		<p><b>Disciplinary Knowledge-Children will learn how to:</b>            GS&amp;F: Be able to follow a simple road map and recognise key landmarks, such as a church            GS&amp;F: Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc.            GS&amp;F: Study aerial photographs and use locational and directional language when doing so            GS&amp;F: Use the school grounds or near park to create an initial sketch of what they see</p>		

## Class 3: Geography – Cycle A

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<p style="text-align: center;"><b>Mediterranean Europe</b> <b>Does our food need to travel long distances?</b></p>		<p style="text-align: center;"><b>Eastern Europe</b> <b>Which area is more reliant on natural resources?</b></p>		<p style="text-align: center;"><b>Our local area, Yorkshire and its place in the UK</b> <b>How and why is my local environment changing?</b></p>		<p style="text-align: center;"><b>Natural Disasters</b> <b>Why do some earthquakes cause more damage than others?</b></p>		<p style="text-align: center;"><b>Rainforests</b> <b>What evidence is there of climate change?</b></p>		<p style="text-align: center;"><b>Rainforests</b> <b>Mini Fact file Amazon</b></p>	
<p><b>Children will learn about:</b></p> <ol style="list-style-type: none"> <li>1. Key places in Europe. Location of the Mediterranean.</li> <li>2. Climate of Mediterranean Europe.</li> <li>3. Food and farming.</li> <li>4. Landscape – The Alps.</li> <li>5. Settlements – Athens and Venice.</li> </ol>		<p><b>Children will learn about:</b></p> <ol style="list-style-type: none"> <li>1. Key places in Eastern Europe</li> <li>2. Climate of eastern Europe.</li> <li>3. Physical features of Eastern Europe.</li> <li>4. Compare and contrast physical features: UK and Russia</li> <li>5. Compare and contrast human features: UK and Poland.</li> </ol>		<p><b>Children will learn about:</b></p> <ol style="list-style-type: none"> <li>1. Describe Aberford.</li> <li>2. Describe Leeds.</li> <li>3. How is land used in Aberford?</li> <li>4. Where is Yorkshire?</li> <li>5. How has the use of land changed over time in Yorkshire?</li> <li>6. What is a village, town, city?</li> </ol>		<p><b>Children will learn about:</b></p> <ol style="list-style-type: none"> <li>1. Locate some of the world's most famous volcanoes.</li> <li>2. Volcanic eruptions and impact on environment.</li> <li>3. How are volcanoes formed.</li> <li>4. Tectonic plates, how they move and what this causes.</li> <li>5. Earthquake study: cause and effect</li> <li>6. Tsunamis.</li> </ol>		<p><b>Children will learn about:</b></p> <ol style="list-style-type: none"> <li>1. Locate rainforests on a world map.</li> <li>2. Explore the biomes in a rainforest.</li> <li>3. Investigate climate of rainforests.</li> <li>4. Human geography within a rainforest and compare to home.</li> <li>5. Animals in a rainforest.</li> <li>6. Impact of threats to the rainforests.</li> </ol>		<p><b>Children will learn about:</b></p> <ol style="list-style-type: none"> <li>1. To produce a detailed map of the local area to show the main physical and human features using symbols, a key and scale</li> <li>2. Identify the different layers of the rainforest. Explain why there are different layers? Draw the different the different layers.</li> <li>3. What does the term indigenous people' mean? How do indigenous people use the rainforest? What is the indigenous tribe in the Amazon Rainforest?</li> <li>4. Identify animals and plants which live in the Rainforest and discuss how plants and animals adapt to their habitat.</li> </ol>	
											
											

<p><b>Disciplinary Knowledge-Children will learn how to:</b> LK: Understands that countries have defined borders and that each country has its own government or equivalent</p>	<p><b>Disciplinary Knowledge-Children will learn how to:</b> LK: Understands that countries have defined borders and that each country has its own government or equivalent PK: Compare and contrast two regions within the UK that are very different and begin to appreciate why physical and human features will be different in these places PK: Use measurements, such as temperature, height, distance and length of daylight to compare two places following changes in both across different months.</p>	<p><b>Disciplinary Knowledge-Children will learn how to:</b> H&amp;P: Understand how ideal settlements may have changed over time GS&amp;F: Talk about the features in their local environment and compare it with another they know</p>	<p><b>Disciplinary Knowledge-Children will learn how to:</b> H&amp;PG: Recognise how human geographical features change over time GS&amp;F: Use a globe to gain a better understanding about countries' location (USA and Russia, for example)</p>	<p><b>Disciplinary Knowledge-Children will learn how to:</b> H&amp;PG: Understand how ideal settlements may have changed over time GS&amp;F: Begin to ask / initiate geographical questions GS&amp;F: Use maps to locate world countries and capitals GS&amp;F: Use a globe to gain a better understanding about countries' location</p>	<p><b>Disciplinary Knowledge-Children will learn how to:</b> H&amp;PG: Understand what is meant by being environmentally friendly H&amp;PG: Understand how ideal settlements may have changed over time GS&amp;F: Begin to ask / initiate geographical questions GS&amp;F: Talk about the features in their local environment and compare it with another they know GS&amp;F: Create a report after a fieldwork activity that focuses on geographical features observed GS&amp;F: Produce freehand map of a known place, e.g., journey between home and school GS&amp;F: Explain what a place is like and why</p>
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### Class 3: Geography – Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;">Western Europe <b>Which area is more reliant on tourism?</b></p>	<p style="text-align: center;">Exploring Africa <b>Where would you prefer to live: England or Africa?</b></p>	<p style="text-align: center;">All Around the World <b>Has the Arctic and Antarctic always been in the news?</b></p>	<p style="text-align: center;">Locational Research <b>Why is London such a cool place to live ?</b></p>	<p style="text-align: center;">Spatial Sense <b>Where on Earth are we?</b></p>	<p style="text-align: center;">Fieldwork study <b>Does our local area have resources for tourists?</b></p>
<p><b>Children will learn about:</b> 1. Countries and settlements in Western Europe.</p>	<p><b>Children will learn about:</b></p>	<p><b>Children will learn about:</b></p>	<p><b>Children will learn about:</b></p>	<p><b>Children will learn about:</b> 1. Maps, compasses and symbols.</p>	<p><b>Children will learn about:</b> 1. Use fieldwork to observe measure and record some</p>

<p>2. Climate of Western Europe. 3. Trade in Western Europe. 4. France 5. Comparison of London and Paris</p>	<p>1. Locate Africa on a world map and use compass points to all 54 countries. 2. Human and physical features of Nigeria. 3. Human and physical features of Morocco. 4. Equatorial climate and Central African Republic. 5. Human and physical features of Tanzania. 6. Exploring the 9 different biomes and South Africa's biodiversity.</p>	<p>1. Locate the world's countries, concentrating environmental regions. 2. Locate using a map major cities. 3. Identify the position and significance of latitude, longitude and the Equator. 4. Identify the Arctic and Antarctic Circle. 5. Identify the northern and Southern hemisphere. 6. Identify the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p>1. Why do you think London is the capital city of the United Kingdom? 2. Why do so many people live in London? 3. Describe 5 popular monuments or buildings in London 4. What would be the main advantages and disadvantages of living in London? 5. Reflection: Using photographs and video extracts put together a documentary about the city</p>	<p>2. 4 and 6 figure grid references. 3. 4 and 6 figure grid references. 4. Scale on maps. 5. Globes and the Tropics.</p>	<p>human and physical features in the local area. 2. use graphs to record findings and observations. 3. Conduct a simple survey and questionnaire. 4. Data collection. 5. Graphing data.</p>						
<p><b>Disciplinary Knowledge- Children will learn how to:</b> PK: Compare and contrast two regions within the UK that are very different and begin to appreciate why physical and human features will be different in these places PK: Use measurements, such as temperature, height, distance and length of daylight to compare two places following changes in both across different months.</p>	<p><b>Disciplinary Knowledge- Children will learn how to:</b> LK: Understands that countries have defined borders and that each country has its own government or equivalent LK: Appreciates that countries can be reformed, sometimes creating smaller countries or sometimes amalgamate. LK: Use 4 compass points to give directions</p>	<p><b>Disciplinary Knowledge- Children will learn how to:</b> LK: Understands that countries have defined borders and that each country has its own government or equivalent GS&amp;F: Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian Distinguish between the Northern and Southern</p>	<p><b>Disciplinary Knowledge- Children will learn how to:</b> GS&amp;F: Create a report after a fieldwork activity that focuses on geographical features observed GS&amp;F: Explain what a place is like and why</p>	<p><b>Disciplinary Knowledge- Children will learn how to:</b> GS&amp;F: Use maps to locate world countries and capitals GS&amp;F: Use a globe to gain a better understanding about countries' location GS&amp;F: Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian GS&amp;F: Understand how to use four-figure grid references</p>	<p><b>Disciplinary Knowledge- Children will learn how to:</b> GS&amp;F: Begin to ask / initiate geographical questions GS&amp;F: Observe and record information about the human and physical features of an area GS&amp;F: Use graphs to record features observed in fieldwork GS&amp;F: Create a report after a fieldwork activity that focuses on geographical features observed</p>						

	LK: Begin to use 8 compass points LK: Use 4 figure grid references to locate features on a map	hemisphere on both a world map and a globe			GS&F: Use systematic sampling and data collecting as part of fieldwork activity
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## Class 4: Geography – Cycle A

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>UK Geography: East Anglia, the Midlands, Yorkshire and Humberside</b> <b>How and why is my local environment changing?</b>		<b>Location Knowledge</b> <b>Where in the world would you visit and why?</b>		<b>North America</b> <b>What is a river and why are mountains so important?</b>		<b>South America</b> <b>Why do we need a rainforest?</b>		<b>Settlement and land use</b> <b>Has Aberford got a future?</b>		<b>British Geographical Issues</b> <b>How is climate affecting the world?</b>	
<b>Children will learn about:</b> 1. East Anglia – physical geography. 2. East Anglia – land use. 3. The Midlands – settlements. 4. Yorkshire and Humberside – physical geography. 5. Yorkshire and Humberside – human geography.		<b>Children will learn about:</b> 1. Identify and describe the significance of the Prime/ Greenwich Meridian and time zones including night and day. 2. Recognise different shapes of countries. 3. Know about the wider context of places e.g. county, region and country. 4. Know location of: Capital cities of countries of British Isles and U.K. seas around U.K. 5. Name and locate the largest cities in each continent.		<b>Children will learn about:</b> 1. The countries of North America. 2. Environmental regions of North America. 3. Rivers in North America. 4. Cities in North America. 5. A comparison of the UK and a region of North America. 6. Identify the physical characteristics and key topographic features of the countries within North America.		<b>Children will learn about:</b> 1. An introduction to South America. 2. Past civilisations and empires. 3. The Andes mountains and the Atacama Desert. 4. Brazil – agriculture and industry. 5. Brazil – local cultures and festivals. 6. The Amazon rainforest.		<b>Children will learn about:</b> 1. To investigate how buildings, land use and local facilities have changed over time. 2. Investigate local development plans. 3. Investigate local buildings, land use and local facilities. 4. How can we make our school grounds more bee friendly.		<b>Children will learn about:</b> 1. Air pollution. 2. Climate change. 3. Waste and recycling. 4. Litter. 5. Local context.	
											

<b>Disciplinary Knowledge-Children will learn how to:</b> H&PG: Understand why their village/ town/city/county exists and what brought people to live there	<b>Disciplinary Knowledge-Children will learn how to:</b> LK: Make choices about which tool (maps, globes, etc) to use to locate different places and features GS&F: Understand how to use digimaps	<b>Disciplinary Knowledge-Children will learn how to:</b> PK: Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features. PK: Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with	<b>Disciplinary Knowledge-Children will learn how to:</b> PK: Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features. PK: Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with	<b>Disciplinary Knowledge-Children will learn how to:</b> PK: Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features. PK: Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with	<b>Disciplinary Knowledge-Children will learn how to:</b> H&PG: Understand why their village/ town/city/county exists and what brought people to live there GS&F: Suggest questions for investigating GS&F: Review, apply and consider next steps as a result of their geographical enquiry GS&F: Create journey booklets, to include maps, sketches and samples to capture what a place is like	<b>Disciplinary Knowledge-Children will learn how to:</b> H&PG: Understand the consequence of ignoring climate change					

### Class 4: Geography – Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Rivers</b> <b>Do we use too much water?</b>	<b>Mountains</b> <b>Why are mountains so important?</b>	<b>South America</b> <b>Why is Brazil in the news again?</b>	<b>Full of Beans</b> <b>Does food need to travel long distances?</b>	<b>Spatial Sense</b> <b>How will our world look in the future?</b>	<b>Mapping the World</b> <b>How do people connect with this place and the environment here?</b>
<b>Children will learn about:</b> 1. What is a river? 2. River pollution and erosion. 3. Rivers of Europe. 4. Rivers of Africa and Asia 5. Rivers of Australia, South and North America.	<b>Children will learn about:</b> 1. Mountains. 2. The Alps. 3. The High Peaks of the Himalayas. 4. American Mountains. 5. African Mountains.	<b>Children will learn about:</b> 1.What do you already know about Brazil? 2.What fruits and other natural resources is Brazil famous for? 3 Which famous cities in Brazil attract tourists and why?	<b>Children will learn about:</b> 1.To learn about different beans. 2.To know how and where in the world beans are grown and how to plan an experiment to grow beans.	<b>Children will learn about:</b> 1. Maps: dividing the world into sections. 2. Eastern and Western hemispheres. 3. Map: using co-ordinates to locate places. 4. Maps: drawn to different scales.	<b>Children will learn about:</b> 1. Latitude and longitude. 2. The Arctic and Antarctic circles. 3. Time zones. 4. Map projection. 5. Maps of the world.



		4. Find out about one of Brazil's neighbouring countries? 5. To name physical and human features of Brazil.	3.to know about different energy sources and where they come from, 4.To learn about non-renewables and renewables energy and advantages and disadvantages of each source. 5.To learn how to save energy and the effect on the environment (local/national/global level).	5. Relief maps.	
<b>Disciplinary Knowledge-</b> <b>Children will learn how to:</b> LK: Make choices about which tool (maps, globes, etc) to use to locate different places and features	<b>Disciplinary Knowledge-</b> <b>Children will learn how to:</b> LK: Make choices about which tool (maps, globes, etc) to use to locate different places and features H&PG: Understand why their village/ town/city/county exists and what brought people to live there	<b>Disciplinary Knowledge-</b> <b>Children will learn how to:</b> H&PG: Understand why their village/ town/city/county exists and what brought people to live there H&PG: Understand the issues associated with Fair Trade	<b>Disciplinary Knowledge-</b> <b>Children will learn how to:</b> H&PG: Understand what is meant by being environmentally friendly H&PG: Understand the consequence of ignoring climate change GS&F: Suggest questions for investigating	<b>Disciplinary Knowledge-</b> <b>Children will learn how to:</b> LK: Make choices about which tool (maps, globes, etc) to use to locate different places and features LK: Use 6 figure grid references to locate features on a map GS&F: Recognise ordnance survey (OS) symbols and know what they stand for GS&F: Add annotations, such as label and captions to freehand maps GS&F: Be familiar with topographical maps and know about contours, etc	<b>Disciplinary Knowledge-</b> <b>Children will learn how to:</b> LK: Make choices about which tool (maps, globes, etc) to use to locate different places and features GS&F: Understand how to use digimaps GS&F: Use digital mapping software packages