



Geography

Intent

At Chew Stoke Church School we offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It develops contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop the children's curiosity and fascination of the world and its people that will remain with them for the rest of their lives.

The units offer a range of inclusive opportunities for investigating places around the world as well as physical and human processes are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

Implementation

In KS1, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world in year 2. Further, in year 2, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills and experience geography first hand. Through revisiting and consolidating skills, lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom. Links to other subjects enable all pupils to express their knowledge through Art, writing and drama.

Impact

Our Geography Curriculum is high quality, well thought out and planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. Outcomes in topic books evidence a broad and balanced geography curriculum. In addition, we measure the impact of our curriculum through the following methods:

- Reflecting on standards achieved against the planned outcomes;
- Children retaining knowledge that is pertinent to Geography;
- Children's enjoyment of Geography lessons and keenness to find out more about our world;
- Evidence of work showing a range of topics covered, cross curriculum links and differentiated work;
- High standards in Geography that match standards in other subjects such as English and Maths;
- SLT are kept informed through feedback from moderations, subject reports and annual subject action plans

Progression of skills within Geography

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
S k i l l s	Geographical enquiry	Respond to teacher-led, simple closed questions (i.e. What is the weather like?) Investigate surroundings Make observations about where things are	Ask simple closed questions (i.e. Where is it? What is it like?) Make observations about why things happen Make simple comparisons between different places	Begin to ask/initiate own geographical questions Investigate the main features and themes of locations at one level (i.e. micro or macro) Make comparisons between places based on several sources of the same type Begin to collect and record evidence Make simple conclusions about locations based on evidence/sources	Offer own ideas to geographical questions Investigate features and themes of locations in-depth at one level (i.e. micro or macro) Make comparisons between places based on different types of sources (i.e. photos, drawings and maps) Collect and record evidence Draw conclusions about locations based on evidence/sources	Begin to suggest questions for investigating and justify Investigate features and themes of locations in-depth at both micro and macro levels Compare and contrast sources about locations and comment on which ones are useful, giving reasons Collect and record evidence in a variety of ways (i.e. writing, sketches, maps, graphs) Draw in-depth conclusions about locations based on evidence/sources	Suggest questions for investigating and methods to go about doing so Investigate features and themes of locations in-depth at both micro and macro levels; know which is the most useful for the enquiry being studied Analyse sources for patterns and anomalies and explain why they could be there Collect and record evidence in a variety of ways (i.e. writing, sketches, graphs) Compare and contrast sources and determine how conclusions were arrived at Consider ways of checking the accuracy of conclusions Understand how different evidence will lead to different conclusions
	Geographical skills, using maps and fieldwork	Use world maps, atlases and globes to identify the United Kingdom and its countries Use aerial photographs to recognise landmarks and basic human and physical features	Use world maps, atlases and globes to identify the countries, continents and oceans studied With support, use simple compass directions (N, E, S, W) to describe the location of features and routes on a map Use aerial photographs to plan perspectives	Use maps, atlases and globes to locate countries Use N, E, S, W confidently to build knowledge of the United Kingdom and the wider world	Use maps and atlases to fully study the UK Use the 8 points of a compass to build 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	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use 4-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world	Choose and use the most appropriate type of map with precision to locate and evaluate the place being studied Use 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

	Constructing maps	Recognise that a map represents a place Draw picture maps Use own symbols Use relative vocabulary (i.e. bigger/smaller/near/far)	Add detail to a map from aerial photographs Understand the need for a key Have a spatial awareness on maps (i.e. 'A' is closer to 'B' than 'C' is)	Construct maps of areas of the world (i.e. parts of continents) with some spatial awareness of sizes and boundaries of some countries	Make a map of a short, familiar route, with clear spatial awareness and boundaries (i.e. edge of the park to the edge of the woodlands) Use some common standard symbols	Construct maps of small and large scale areas with accuracy in size, space, shape and location Use standard symbols Using sources or own data, begin to draw thematic maps Recognise and comment on a map's scale (i.e. how useful it is)	Measure straight line distance (i.e. on Google Maps) Use straight line distance to create an appropriate scale on their map (i.e. 1cm = 100m)
--	-------------------	--	--	---	--	---	---

Progression of Knowledge within Geography

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Content Knowledge	Locational	Name, locate and identify the 4 countries of the United Kingdom	Name and locate the world's 7 continents and 5 oceans Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas	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 (i.e. forests, mountains, deserts), 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	Understand all terminology related to location (i.e. continent, country, city, town, county, area, district, features, etc.) and use these when naming and locating places Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Consolidate, fully understand and apply all terminology related to location (i.e. continent, country, city, town, county, area, district, features, etc.) and use these when naming and locating places Accurately comment on a location's environmental regions, key physical and human characteristics and major cities
	Place	Understand directions and where things are using simple prepositional language (i.e. up, down, left, right, above, below)	List and 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	Describe and understand geographical similarities and differences through studying the human and physical geography of an area of the United Kingdom, and of a larger area in a contrasting non-European country	Explain and give reasons for the geographical similarities and differences that occur through the study of human and physical geography of a region of the United Kingdom	Explain and give reasons for the geographical similarities and differences that occur through the study of human and physical geography of a region in North or South America Query minor differences	Analyse and synthesise geographical similarities and differences through the study of human and physical geography of a region in a European country

						between these	
Human and physical geography	<p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Begin to use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Begin to use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Identify seasonal and daily weather patterns in hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Apply basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Apply basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Describe and understand the possible negative impacts of humans on their local environment (how what they use impacts locality)</p>	<p>Describe and understand key aspects of physical geography, including: climate zones and biomes and vegetation belts</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use</p>	<p>Describe and understand key aspects of physical geography, including: rivers, mountains and the water cycle</p> <p>Describe and understand key aspects of human geography, including: economic activity and trade links</p> <p>Describe and understand the possible negative impacts of humans on their national environment (how what they use impacts the UK) and what can be done</p>	<p>Describe and understand key aspects of physical geography, including: volcanoes and earthquakes</p>	<p>Describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water</p> <p>Describe and understand the possible negative impacts of humans on their international environment (how what they do impacts the world) and what can and morally should be done: is it sustainable?</p>	

Geography - Class Curriculum Map

The majority of classes at Chew Stoke Church School are mixed age (will have a mix of 2 Year groups), as a result, the curriculum that has been developed runs over a two year cycle. This ensures that learning is never repeated and that knowledge builds on previous knowledge.

	Cycle	Autumn	Spring	Summer
Hedgehog Class		<p>Talks about the world around them, members of their immediate family and community.</p> <p>Listens carefully to stories about different places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries.</p>	<p>Recognise some similarities and differences between life in this county and life in other countries.</p> <p>Has a wider understanding of the wider world and draws comparisons between own local environment/ community and other places. Looks at, and makes maps, of local environment.</p> <p>Describes a journey within the local environment.</p>	<p><u>ELG People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>
Owl Class	A	<p><u>Continents, Oceans, Climates, Weather – Physical Geography</u></p> <p>Round and Round - Name and locate the world's seven continents and five oceans; Use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans for this key stage.</p> <p>Around Our Continents: Name and locate the world's seven continents and five oceans; in the context of the geography of the world. Locate continents, countries and oceans of the world accurately. Use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage. Understand key features of the continents of the world.</p> <p>It's a Small World: Name and locate the world's seven continents and five oceans, in the context of creating journey lines. Understand how a journey can be made around the world. Use world maps,</p>	<p><u>We are Great Britain – Human/Physical Geography</u></p> <p>Compare Town and Country - understand geographical similarities and differences through studying the human and physical geography in the context of the UK. • I can understand the differences between a 'town' and the 'countryside'. • I can use key words about the town and Countryside</p> <p>Welcome to the UK: To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. • I can name the countries of the UK. • I can locate the UK using a map</p> <p>Up, up and away! – Journey lines and aerial views: To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. • I can understand a journey line. • I can understand what an 'aerial view'</p>	<p><u>Where do I live – Human Geography</u></p> <p>To be able to name the seven continents of the world and locate the UK on a world map: What is a continent? • Name and locate the seven continents? • Can you identify the UK on a world map?</p> <p>To be able to identify the countries and capital cities of the UK, and some features and characteristics of those countries. – Do you know know that the United Kingdom is made up of different countries? How many? Can you name the countries and capital cities of the UK? Can you identify the national flags of each of the countries of the UK? What are some features and characteristics of the UK?</p> <p>To explore the town we live in: What is the difference between a village, town and city? Can you locate your local area on a map of the UK? Can children use a variety of sources, including maps, to help them explore the local</p>

		<p>atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage. I know what a journey line is.</p> <p>Hot and Cold Climates of the World. To understand the location of hot and cold areas of the world in relation to the equator and North and South Pole. To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage. To understand the location of hot and cold countries around the world.</p> <p>Ted Tours Europe - To name and locate the world's seven continents and five oceans, in the context of a case study approach about Europe. To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage. To locate the continent we live in and describe some of the key features.</p> <p>Amazing Aerial Views: To use aerial photographs to recognise landmarks and basic human and physical features. To use basic geographical vocabulary to refer to key physical and human features. To observe aerial photographs.</p>	<p>shows.</p> <p>Let's explore the UK - name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. • I can identify key features of the countries of the UK. • I can observe aerial view photographs. Invite parents who have lived in countries other than England (Wales, Northern Ireland or Scotland) to discuss their experiences. Share typical foods found in the different countries of the UK with children.</p> <p>Travelling Ted Tours – name capital cities and explore London: name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. • I can name capital cities of the UK. • I can explain what London is like using key words.</p> <p>Compare two capital cities – one from a non-European country. To 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 in the context of comparing Brasilia with London. • I can compare two capital cities- Brasilia and London.</p>	<p>area? Go for a walk to the local park, look at aerial photos to identify landmarks. Draw a map</p> <p>To be able to describe where you live: What are addresses are used for? Can you describe where they live?</p> <p>Go for a walk to Chew Valley Lake, look for landmarks on the way, use simple compass directions.</p>
	<p>B</p>	<p><u>Local Area – Physical Features</u></p> <p>Local Area: Recognise human and physical features. To understand what our local area is like.</p> <p>Out and about: Use simple fieldwork and observational skills to study the surrounding environment. Observe what the local area is like and record with photos, note taking.</p> <p>Fieldwork Follow-Up - Draw a map of the local area and describe where things are.</p> <p>Houses and Homes: Understand basic geographical features. To understand different types of housing in the local area.</p> <p>Jobs in our Local Area: To name the types of jobs that people do in the local area.</p> <p>Making a Change: Understand ways that we can change the local area. Ask questions.</p> <p>Through this unit explore the local area such as the</p>	<p><u>Polar Regions, Hot and Cold Climates (Physical Geography)</u></p> <p>To find out where the UK, the equator and the poles are on a world map: Can the children identify the seven continents and the five oceans? Can the children locate the UK on a world map? Can the children say where they would find hot countries and cold countries on a map?</p> <p>To compare the land features and climate of the UK and Ecuador. Can the children identify the seven continents and the five oceans? Can the children locate the UK on a world map? Can the children name a variety of land features?</p> <p>To compare the capital cities of the UK and Ecuador: Can the children locate the UK and Ecuador on a world map? Can the children say how Quito and London are similar? Can the children say how Quito and London are different?</p>	<p><u>Field to Fork (Human/Physical Geography)</u></p> <p>We used a scheme from Plan Bee for this unit. At the farm:</p> <p>To explore what farms are and why they are important. Questions: Do children know what a farm is? Do children understand that different types of farms are used for different purposes? Can children explain why farms are important? To explore the features of a farm. Questions: Do children know that farms are in rural as opposed to urban areas? Can children identify some of the features of farms? Can children match the features of a farm to their functions? To be able to use a map and symbols to navigate around a farm. Questions: _Do children know the four compass points? Can children use compass points and appropriate locational language to navigate around a map? Can children use symbols in a map?</p>

		<p>park or lake, and invite people who work in the area (e.g. Bristol Water) to come in to talk about the work they do in the area.</p>	<p>To find out wheredifferent animals live in the world. Can the children locate the UK, poles and equator on a world map? Can the children say which animals they would expect to find in a hot climate? Can the children say which animals they would expect to find in a cold climate?</p> <p>To identify physical and human features in aerial photos. Can the children name and recognise some geographical physical features in the aerial photos? Can the children name and recognise some geographical human features in the aerial photos? Can the children recognise landmarks in aerial photos?</p> <p>To create a map with a key: Can the children draw their own maps? Can the children use a map key? Can the children navigate around a map?</p>	<p>To explore how the seasons affect life on a farm. Questions: _Do children know what the four seasons of the year are? What happens on a farm? Can children identify differences in weather patterns throughout the year?</p> <p>To explore the differences between life on a farm and life in a town. Questions: Can children describe differences between urban and rural areas? • Can children identify geographical features typical to towns and farms? • Can children identify ways in which towns and farms are different?</p> <ul style="list-style-type: none"> • Compare farms in the UK with our partner school’s farm in Uganda. Explore similarities and differences of farming practices and discuss the reasons behind the differences (e.g. climate). • Class trip to a dairy farm. See the farm running, interact with animals and sample produce from the farm at the farm shop.
Kingfisher Class	A		<p><u>The World & Global Link</u></p> <p>Can you locate the continent that we live in? Can you use aerial photographs to recognize landmarks? What countries make up the continent of Europe? What countries make up the UK? What is the climate like in the UK? Find and locate countries in the UK.</p> <p>Global Learning Link: What countries make up the continent of Africa? Use maps and atlases to identify countries in Africa. Where in Uganda? Use maps to find and locate Uganda, its capital and different provinces. Use aerial photographs to find and locate Kisoro What is the physical geography like in Uganda? Use appropriate terms to describe the landscape. Exchange photographs with partner school.</p>	<p><u>Chew Valley Lake & Global Link</u></p> <p>Where is Chew Valley Lake? Locate the Chew Valley on a map and an aerial map. What are the geographical features of the Chew Valley? Why is Chew Valley Lake where it is? Which villages were flooded? How was the lake made? What is the weather like in the Chew Valley? Temperature, rainfall etc. What is the flora and fauna of the lake?</p> <p>Global Learning: Compare the geography of Chew Valley Lake to Lake Mutunda, Uganda Compare geographical features and photos. Live discussion with children in Uganda. Compare flora and fauna, weather conditions, rainfall and temperature changes across the</p>

		<p>Possible walk to the lake to take photos? What is the climate like in Africa? Explore climate through our partner school in Uganda. Measure and compare temperatures and rainfall.</p>	<p>seasons.</p>
	<p>B</p>	<p><u>Bristol – Local Geography & Forest School</u></p> <p>Introduction to the Mendip Hills Where are they? What are they? Geography of the Mendips – What is an AONB? Walk to look at the Mendip Hills from a distance to understand the Geography. Introduction to Habitats in the Mendip Hills. What animals, birds and insects live in the Mendip Hills?</p> <p>Walk to look at animals in the Mendip Hills Introduction to Habitats in the Mendip Hills. What animals, birds and insects live in the Mendip Hills?</p> <p>Walk to look at birds in the Mendip Hills Introduction to Habitats in the Mendip Hills. What animals, birds and insects live in the Mendip Hills?</p> <p>Walk to look at insects in the Mendip Hills? Chew Valley Lake Flora & Fauna in the Mendip Hills Rare varieties of plants Rare animals and bird species. Tree species that are evergreen Walk to look at Trees/ take Photographs in the Mendips Geography of the Mendip Hills Rocks in the Mendips: The Caves & Cheddar Gorge Wookey Hole & Burrington Coombe Walk to look at Rock Formations The Beauty of the Mendips in Winter Animal Hibernation Changing of the Seasons Walk to enjoy the Mendips in Winter</p>	<p><u>Seasonal Changes</u></p> <p>Discuss the features of Spring. Use a Globe to identify the UK and the Equator. What causes seasonal change? Identify and discuss features of Summer. Use a Globe to identify the UK and the Equator. Discuss features of Autumn. Discuss features of Winter. Look at the real Waterloo Bridge and describe its features. Use Google Earth to locate the UK. Identify seasonal patterns of weather in the UK.</p>
<p>Woodpecker Class</p>	<p>A</p>	<p><u>The United Kingdom</u></p>	<p><u>Africa</u></p>

		<p>In which continent is the UK and where is it in the world? (revise)</p> <p>What are the capital cities of the countries of the UK and where are they located?</p> <p>What counties are in your local area?</p> <p>What are the names of the seas around the UK?</p> <p>What is unique about each country in the UK?</p> <p>What resources does the UK have?</p> <p>Can you find London on a map and find out some ways that it has changed since AD43 and why London was chosen to be the location of the Prime Meridian?</p> <p>Can you describe how the UK population has changed over time?</p> <p><u>Use the 8 points of a compass, 4 figure grid references, symbols and a key to communicate knowledge of the UK and wider world Use aerial photographs and plans</u></p>	<p>Can you use world maps, atlases and globes to locate the continent of Africa? Can you identify some African countries and their flags and capital cities?</p> <p>What do we mean by diversity and why is Africa a continent of contrasts?</p> <p>Can you compare cities and towns with rural villages?</p> <p>What are the physical features of Africa?</p> <p>Can you compare and contrast two children living in Kenya and South Africa or Egypt?</p> <p>Global links Uganda – Welcome back to school Questions comparing similarities/differences in everyday life with ours in UK.</p> <p>Curriculum links: African drumming/African art and designing a product for our class African themed party</p>	
	B		<p><u>Extreme Planet – Volcanoes / Mountains</u></p> <p>What is the Earth made of?</p> <p>What are mountain folds made of?</p> <p>How are volcanoes made?</p> <p>What is the Ring of Fire?</p> <p>How does an earthquake occur and what happens when an earthquake erupts?</p>	<p><u>Changing Land Use</u></p> <p>Can you draw a sketch map and explain the purpose of symbols and a key?</p> <p>Can you list land uses in rural and urban areas and identify them in the UK?</p> <p>Can you list ways we use land in the UK?</p> <p>Can you explain why an area is suited to crop or livestock farming?</p> <p>Can you compare two different areas in UK and compare land use? (Digimaps)</p> <p>Can you look at historical maps of an area and see how the land use has changed?</p> <p>Can you discuss what resorts are like in Winter Consider the advantages and disadvantages of a proposed land use development and the impact it may have on the community</p>
Fox Class	A		<p><u>South America</u></p> <p>Identify countries in South America on a map and</p>	<p><u>The United Kingdom</u></p> <p>What is the UK? Identify separate parts including</p>

		<p>name surrounding oceans</p> <p>Explore the climate areas of South America noting that there is not one climate zone and suggest why</p> <p>In depth exploration of the Andes Mountain range (cross curricular writing opportunity)</p> <p>Identify the trade of South America – what goods are produced and what is exported from what country.</p> <p>Comparison – explore 3 family homes around South America and compare to our lives.</p> <p>Fair Trade – what is fair trade and how does this relate to South America</p> <p>Locate equator, Tropic of Cancer & Capricorn and other rainforests around the world – what do you notice?</p> <p>Amazon Rainforest – What are the layers of the rainforest and what lives there?</p> <p>Compare Amazon tribes with our lives in Chew Stoke</p> <p>What plants grow in the rainforest – what are their uses? Do we have medicinal plants in the UK?</p>	<p>populations, flags/emblems and cultural characteristics</p> <p>Human and physical geography of the UK using aerial photography to identify land use</p> <p>Counties and products – identify similarities and differences across the different regions using food items.</p> <p>Famous Football Cities – why the nicknames?</p> <p>Compare & Contrast Blackpool and Birmingham</p> <p>Best of British – democracy, rule of law and tolerance within British Society</p> <p>Skills</p> <p>Mapping skills, OS map symbols, topographical mapping,</p>
	<p>B</p>	<p><u>Comparing Two Locations (Human and Physical Geography)</u></p> <p>Compare Bath and Chew Stoke</p> <p>Create a map of the local area</p> <p>Use 4 and 6 figure grid references</p> <p>Use 4 and 16 ordinal compass points</p> <p>What is a human feature?</p> <p>What is a physical feature</p> <p>Plot human and physical features on a local map</p>	<p><u>World Climates</u></p> <p>Research weather around the world. What is the UK's climate? Why are there different climates around the world?</p> <p>Use data and measurements to record and interpret weather patterns in Chew Stoke – be weather watchers and record weather over 5 days.</p> <p>Read and record temperatures – what is the difference between air temperature, ground temperature and indoor temperature?</p> <p>The Water cycle – what is it and identify the stages.</p> <p>The mountain environment -</p> <p>Weather and tourism</p> <p>Climate change – is the climate changing?</p> <p>What is the microclimate in Chew Stoke Church School?</p>
<p>Badger Class</p>	<p>A</p>		<p><u>Raging Rivers</u></p> <p>Locate key rivers in the UK</p> <p>explain the water cycle</p> <p>describe key features of a river system</p> <p>Use atlases and maps to identify the key features of a river system.</p> <p>Describe the ways rivers are used.</p>
			<p><u>Comparing Two Locations (Human and Physical Geography)</u></p> <p>Compare Bath and Chew Stoke</p> <p>Create a map of the local area</p> <p>Use 4 and 6 figure grid references</p> <p>Use 4 and 16 ordinal compass points</p> <p>What is a human feature?</p> <p>What is a physical feature</p> <p>Plot human and physical features on a local map</p>
			<p><u>The Mayan civilization</u></p> <p>To identify the physical and human geographical features of Mayan civilisation.</p> <p>Compare the physical geography (climates) of Mesoamerica and the UK.</p>

			<p>Explain the impact of damming rivers.</p> <p>Describe and understand key aspects of physical geography, including: rivers, mountains</p> <p><u>use fieldwork to observe, measure and record</u></p>	
	B	<p><u>Land use – plantations (linked with Slave Trade topic)</u></p> <p>Explore the use of land and distribution of natural resources during the slave trade.</p>	<p><u>Our Changing World</u></p> <p>Explain how water and weather can change the landscape</p> <p>Understand how coastal features are formed.</p> <p>Identify coastal features of the UK.</p> <p>Explain how the make-up of the United Kingdom has changed over time.</p> <p>Explain how the international borders of Europe have changed over time.</p> <p>Explain how and why landscapes change over time.</p> <p>Predict how physical factors might change the landscape in the future</p>	<p><u>Benin – (Ancient Civilisations – linking to the slave trade)</u></p> <p>Explore the West African rainforest and what settlement would have looked like in early Benin.</p> <p>Explore the human geography of an early city in Benin.</p>