



Grange Moor Primary School

Geography

Curriculum Map Document

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Work Hard, Aim High.

1. Statement of Intent

As outlined by the National Curriculum, a quality geography education should:

'inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.'

It is our aim, therefore, at Grange Moor Primary School to develop young people who are open-minded and appreciate and understand the world in which we live and how it has evolved. At Grange Moor we aim to grow children that develop good geographical skills and acquire knowledge of a range of different cultures and traditions and learn tolerance and understanding of other people and environments.

Curriculum: At Grange Moor we offer children a high quality Geography curriculum, giving them a sense of place – both where they live and in the wider world. They learn about what our local area has to offer and compare and contrast that to places in the rest of the UK, Europe and beyond. We aim to inspire curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Skills: Note that on the programmes of study skills have not been divided into themes but into geographical skills outlined in the National Curriculum. This is because many skills be covered and revisited throughout the year, giving children many opportunities to explore and understand these.

Vocabulary: The vocabulary the staff will use taken from the National Curriculum and other guidance. Teachers will however strive to extend this by using new challenging Tier 3 vocabulary that will broaden the children's language acquisition when speaking and listening. Key vocabulary should be displayed with the children's Geographical work.

Thinking Skills: All pupils will be encouraged to ask questions, think critically and develop their own sense of perspective of the world. By deepening our children's knowledge of geography, we will help them to understand how the world has grown and changed over time, the diversity of people's lives and the possibility for us to live sustainability for the future.

Diversity: Our geography curriculum reflects the diversity of our school, ensuring our children learn about a variety of places, people, resources and natural and human environments. They also develop a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Fieldwork: Wherever possible, our geography curriculum is enhanced by trips and visitors, as these bring the curriculum alive to our children and create lifelong memorable experiences. We are also committed to outdoor learning opportunities whenever we can. Therefore, we use Forest Fridays to embed this part of the curriculum Fieldwork is a where we place a lot of emphasis learning outside of the classroom.

2. Whole School Long Term Plan

Long Term Plan: Geography Cycle One

CLASS	AUTUMN 1	AUTUMN 2	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
R						
C1 Year 1 and Year 2	Weather and Seasons		Me on the map – where on Earth is Grange Moor		Food glorious food	
C2 Year 3 and Year 4		Rivers and the River Calder		Australia – Land down under		Earthquakes and volcanoes
C3 Year 5 and Year 6	Our changing world – coastlines and boarders		Protecting the environment		Mountains	

Long Term Plan: Geography Cycle Two

CLASS	AUTUMN 1	AUTUMN 2	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
R						
C1 Year 1 and Year 2	Let's explore Kirklees		Wonders of our world		What's it like to live in the Caribbean?	
C2 Year 3 and Year 4		The Americas		Rainforests		Coast and country
C3 Year 5 and Year 6	Grange Moor – A place for all to visit and live		Trade and economics		Exploring Eastern Europe	

Long Term Plan: Geography Cycle Three (Year 2024-2025 Only)

CLASS	AUTUMN 1	AUTUMN 2	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
C2 Year 3 and Year 4		Who lives in Antarctica?		Are all settlements the same?		Where does our food come from?
C3 Year 5 and Year 6	Would you like to live in the desert?		Why does population change?		Where does our energy come from?	

3. Progression of Knowledge and Skills

Reception

- Talk about members of their immediate family and community
 - Name and describe people who are familiar to them.
 - Draw information from a simple map
 - Understand that some places are special to members of their community
 - Recognise that people have different beliefs and celebrate special times in different ways
 - Recognise some similarities and differences between life in this country and life in other countries
 - Explore the natural world around them
 - Describe what they see, hear and feel whilst outside
 - Recognise some environments that are different to the one in which they live
 - Understand the effect of changing seasons on the natural world around them
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps*
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class*
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps*

Progression of skills in Geography – Key Stage One

<p>Geographic Enquiry and Skills</p> <ul style="list-style-type: none"> • Ask geographical questions [i.e. 'What is it like to live in this place?'] Observe and record [i.e. identify buildings in street and complete a chart] Express their own views about people, places and environments [i.e. about litter in the school] • Communicate in different ways including through numerical and quantitative skills, maps and pictures. • Communicate understanding through writing at length. • Use geographical vocabulary [i.e. hill, motorway, near, far, north, south] • Use fieldwork skills [i.e. recording info on a school plan or local area map] Use globes, maps, plans at a range of scales [i.e. following a route on a map] • Use secondary sources of information [i.e. CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts] • Make maps and plans [i.e. a pictorial map of a place in a story] 	<p>Geographical Skills and Field Work</p> <ul style="list-style-type: none"> • 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 simple compass directions (North, South, East and West) and locational and directional language [i.e. near and far; left and right], to describe the location of features and routes on a map • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
<p>Locational Knowledge</p> <ul style="list-style-type: none"> • 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 	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom and 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: • Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
<p><i>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</i></p>	<p>Place Knowledge</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country in Australia. • Understand geographical similarities and differences through the study of places linked to other topic areas, i.e. Sydney, Australia and Asian countries such as India and Nepal.

Progression of skills in Geography – Lower Key Stage Two

Geographic Enquiry and Skills

- Ask geographical questions [i.e. 'What is it like to live in this place?'] Observe and record [i.e. identify buildings in street and complete a chart] Express their own views about people, places and environments [i.e. about litter in the school]
- Communicate in different ways including through numerical/quantitative skills, maps and pictures.
- Communicate understanding through writing at length.
- Use geographical vocabulary [i.e. hill, motorway, near, far, north, south]
- Use fieldwork skills [i.e. recording info on a school plan or local area map] \ Use globes, maps, plans at a range of scales [i.e. following a route on map] Use secondary sources of information [i.e. CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts]
- Make maps and plans [i.e. a pictorial map of a place in a story].

Geographical Skills and Field Work

- 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 OS maps) to build their knowledge of the UK and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Locational Knowledge

- 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
- 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)

Human and Physical Geography

Pupils will 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 settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe and India. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a study of India.
- Understand geographical similarities and differences through the study of places linked to other topic areas, i.e. Egypt, parts of Prehistoric Britain and the Lake District.

Progression of skills in Geography – Upper Key Stage Two

Geographic Enquiry and Skills

- Ask geographical questions [i.e. 'What is this landscape like?', 'What do I think about it?']
- Collect and record evidence [i.e. carrying out a survey of shop functions and showing on a graph]
- Analyse evidence and draw conclusions [i.e. by comparing population data for two localities]
- Identify and explain different views that people, including themselves, hold about topical geographical issues [i.e. views about plans to build an hotel in an overseas locality]
- Communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills, [i.e. by writing to a newspaper about a local issue, using email to exchange information, or about the locality with another school].
- Use geographical vocabulary [i.e. temperature, transport, industry]
- Use fieldwork techniques [i.e. labelled field sketches] and instruments [i.e. rain gauge, camera]
- Use atlases and globes, and maps and plans at a range of scales [i.e. using contents, keys, grids]
- Use secondary sources of info, including aerial photos [i.e. stories, info texts, internet, images]
- Draw plans and maps at a range of scales [i.e. a sketch map of a locality]]
- Use ICT to help in geography investigations [i.e. creating a data file to analyse fieldwork data]
- Develop decision-making skills [i.e. what measures needed to improve safety in a local street?]

Locational Knowledge

- Locate main countries in Europe and North or South America. Locate and name principal cities.
- Compare 2 different regions in UK rural/urban.
- Locate and name the main counties and cities in England.

Geographical Skills and Field Work

- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied
- Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.
- Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Human and Physical Geography

Pupils will describe and understand key aspects of:

- Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.
- Human geography including trade between UK, Europe and ROW
- Fair/unfair distribution of resources (Fairtrade).
- Physical geography including volcanoes and earthquakes.

<p>Linking with History, compare land use maps of UK from past with the present. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>	<ul style="list-style-type: none"> • Distribution of natural resources
<p><i>Pupils will be taught to extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</i></p>	<p>Place Knowledge</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North/South America • Understand geographical similarities and differences through the study of places linked to other topic areas, i.e. African study and places relevant to Anglo-Saxon/Viking Britain.

CLASS	TOPIC ONE	TOPIC TWO	TOPIC THREE
C1	<p data-bbox="488 140 904 169" style="text-align: center;">Weather and The Seasons</p> <p data-bbox="309 240 629 269">Substantive Knowledge</p> <ul data-bbox="353 276 1077 852" style="list-style-type: none"> • Understand the term 'seasons' • Describe key features of weather in the different seasons • Understand the term 'temperature' and the features of a thermometer • Know how the different seasons affect the temperature and why • Know what a weather forecast is and why / what purposes they are used for • Know the key symbols that are used in a weather forecast • Know how weather can be recorded over time • Know what we mean by climate and climate zone • Compare the climate of the UK with another European and world country • Understand what we mean by extreme weather and what we may see around the world eg hurricane • Know where the Arctic, Antarctic and Equator are and what the unique climates are like <p data-bbox="309 1310 517 1339">Key vocabulary</p> <p data-bbox="309 1345 1039 1437">Season(s) features weather temperature thermometer forecast symbols record recorded climate compare Europe European country extreme Arctic Antarctic Equator</p>	<p data-bbox="1115 140 1659 209" style="text-align: center;">Me on the Map: Where on Earth is Grange Moor</p> <p data-bbox="1106 248 1426 277">Substantive Knowledge</p> <ul data-bbox="1151 284 1666 959" style="list-style-type: none"> • Know the names of and locate the seven continents • Know the names of and locate the five oceans • Locate some familiar countries on a world map • Name the major countries of Europe and locate on a map • Know and name the countries and capital cities of the United Kingdom • Name and locate the ten largest cities in the UK; know whether they are in the north, south, east or west. • Name the major towns and cities in the Yorkshire region and West Yorkshire • Locate Grange Moor on a map and name some of the surrounding towns and villages • Understand the physical and human geographical features of the environment around Grange Moor. <p data-bbox="1106 1318 1314 1347">Key vocabulary</p> <p data-bbox="1106 1353 1659 1471">Continent(s) locate ocean country map Europe capital city north south east west region physical human geographical features environment</p>	<p data-bbox="1749 140 2069 169" style="text-align: center;">Food, Glorious Food</p> <p data-bbox="1693 240 2013 269">Substantive Knowledge</p> <ul data-bbox="1738 276 2125 1241" style="list-style-type: none"> • Understand the term hemisphere and whether the UK is in the northern or southern hemisphere • Know that not all food we eat is grown in the UK and name some of the foods that are • Understand the term 'import' and why the UK needs to import some foods • Understand how the UK climate differs from other countries in Europe and around the world • Know how foods are transported around the UK and the world and the relative impact they have on the environment • Know the foods that can be grown in a temperate climate and what the features are • Understand the term 'tropic' and locate where these areas are on a world map • Know the different foods that can be grown in a tropical climate <p data-bbox="1693 1310 1901 1339">Key vocabulary</p> <p data-bbox="1693 1345 2080 1437">Hemisphere Northern Southern grow produce import climate transport transported impact</p>

			environment temperate tropic tropical
C2	<p style="text-align: center;">Rivers and The River Calder</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Know how rivers are formed and what we mean by the source • Know the different features of a river: upper, middle and lower courses; mouth, estuary and delta, ox-bow lake, meander • Understand how a waterfall is formed over time, looking at global locations such as Niagra and Victoria Falls • Understand what causes a river to flood and where on a river's journey this may occur and why • Know what happens to the physical environment when flooding occurs and the impact it has upon people in the immediate vicinity • Understand the preventative measures that can be put in place – eg the Thames Flood Barrier • Know the names of the five longest rivers in the UK • Know the names of the rivers in West Yorkshire • Know how rivers and their features are represented on an OS Map • Know and understand the features of the River Calder and how it shapes the surrounding areas (Fieldwork Visit to Calder Grove) • Understand how the River Calder changes throughout its course • Understand why the River Calder is susceptible to flooding in certain areas and the impact it has on these communities 	<p style="text-align: center;">Australia: Land Down Under</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Know where Australia is located on a world map and which hemisphere it is in • Know the names of the seas and oceans that surround Australia • Know the names and locations of the different states in Australia: New South Wales, Victoria, Queensland, Western Australia, South Australia and Tasmania; know the names of the two internal territories – Northern Territory and Australian Capital Territory • Know the names and locations of the different state capitals • Understand how vast Australia is and compare it in size to other continents • Know the four main landform regions of Australia: coastal plains, Eastern Highlands, Central Lowlands and Western Plateau • Understand the difference between the terms climate and weather and know the different climate zones in Australia, describing typical weather in both • Know where the major population concentrations and cities are in Australia and why people live in them • Know and locate some major physical landmarks in Australia and describe what they are like and how they were formed: Great Barrier Reef, Uluru, Lake Eyre, 12 Apostles, Three Sisters, Fraser Island. • Understand when and why Sydney was first settled and why it was chosen as a suitable location 	<p style="text-align: center;">Earthquakes and Volcanoes</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Understand the role of plate tectonics in forming volcanoes • Understand the differences between constructive, destructive and transformative plate boundaries • Understand why and how volcanic eruption happens using recent examples and sources • Understand the structure of a volcano through cross-section study • Name some of the major volcanoes around the world and describe the impact of eruptions • Understand why some people choose to live near volcanoes – fertile soil, mineral extraction, tourism • Know what an earthquake is and where they occur around the world recapping on previous knowledge around plate tectonics • Understand the different magnitudes of earthquakes using the Richter scale • Locate the San Andreas Fault in California and the impact this has on the people living near it.

	<p>Key vocabulary Formed formation features upper course middle course lower course mouth estuary delta ox bow lake meander waterfall Niagra Falls Victoria Falls flooding physical environment preventative measures Thames Flood Barrier River Calder</p>	<ul style="list-style-type: none"> • Know about and describe the three major landmarks of the Harbour Bridge, Opera House and Bondi Beach and why they have become so famous over time • Understand why people choose to emigrate to Australia and the countries people emigrate from around the world <p>Key vocabulary Australia hemisphere state New South Wales Victoria Queensland Western Australia South Australia Tasmania Northern Territory Capital State Territory landform region Eastern Highlands Coastal Plains Central Lowlands Western Plateau physical landmark Sydney Melbourne Brisbane Perth Cairns Adelaide Canberra Hobart Darwin</p>	<ul style="list-style-type: none"> • Understand how buildings in cities along the San Andreas are built to withstand earthquakes. • Know about the causes and effects of the 2004 Boxing Day Tsunami. <p>Key vocabulary Plate tectonics constructive destructive transform volcano volcanic eruption cross-section impact earthquake magnitude Richter Scale fault San Andreas California withstand tsunami</p>
<p>C3</p>	<p>Our Changing World – Coastlines and Borders</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Understand the different features of coastlines: bays and headlands / arches, stacks and stumps / spits • Locate the major coastal areas of the UK on a map, including the major towns and cities • Understand the terms weathering and erosion • Understand the differences between physical, chemical and biological weathering • Fieldwork study: Spurn Head Visit • Describe the different physical features of Spurn Head and how the geology of the area is changing and has changed over time • Understand how landscapes are changing over time due to natural activity (rising sea levels, natural processes including changing river courses, volcanic eruptions, earthquakes) 	<p>Protecting the Environment</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Understand what is meant by climate change and what the main causes of it are • Understand what is needed for human survival – energy, food, minerals, water – and where this comes from • Understand the different ways in which power is generated and distributed in the UK • Understand how power may be generated in other parts of the world due to unique landscapes • Know the difference between a renewable and non-renewable energy source 	<p>Mountains</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Know and name the major mountain ranges around the world • Know the key features of a mountain range: summit, outcrop, ridge, snow line, plateau, foot, valley, slope, tree-line, face • Know and name the highest mountains in each of the seven continents • Know and name the highest mountains in each country of the UK • Know where the location of Mount Everest is in the world, how high it is, what

- Understand how borders are changing around the world due to human activity (tribal:land changing hands, invasion and war, migration, political union)
- Understand how landscapes are changing over time (new building eg Dubai, clearance of land for farming or building)
- Understand how some landscapes in the UK are protected – listed buildings, national parks, green belt, sites of special scientific interest, World Heritage Sites.

Key vocabulary

Coastal coastline bay headland arch stack stump spit weather weathering erosion physical chemical biological Spurn Head geology landscape natural activity human activity

- Understand the different ways in which humans can cur down on their energy use and how it can be wasted domestically
- Understand what large companies (eg Amazon, Sainsburys) doing to reduce their energy use and protect the environment
- Know the advantages and disadvantages of electric vehicles looking at lithium extraction and the environmental impact
- Know the different foods that are grown and produced in the UK
- Understand that many foods are imported and the environmental impact of this
- Know how food is produced distributed around the country and the environmental impact of this
- Explain through research how a major UK supermarket is working to lessen the impact on the environment
- Know what the essential food and nutrition needs are of humans and how we can eat in a more environmentally friendly way
- Understand the impact that the increasing amount of fast food retailers has on the environment
- Understand how some foods are now being grown in a more environmentally friendly way and why this has less impact on the environment.

Key vocabulary

Environment environmental climate change survival essential energy minerals

the landscape and climate is like

- Understand why people want to climb and conquer Mount Everest
- Understand the dangers of climbing Mount Everest
- Know who Edmund Hillary and Tenzing Norgay were, how they reached the summit and what conditions were like on their ascent
- Map study: Know where the Snowdonia National Park is and locate Mount Snowdon on an OS map, understanding and describing the features of the map (compass, key, grid square, scale)
- Locate features in Snowdonia using a six-figure grid reference
- Understand what plate tectonics are and the role of them in forming mountains
- Understand that mountains can be formed in different ways: fold, fault block and dome) and that they can change over time

Key vocabulary

Mountain mountain range summit outcrop ridge snowline plateau foot valley slope treeline face Mount Everest Edmund Hillary Tenzing Norgay conditions

	listed building national park green belt special scientific interest World Heritage Site	generate(d) distribute(d) distribution renewable non-renewable lithium extraction environmental impact	Snowdonia Mount Snowdon plate tectonics formation fold fault block dome
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CLASS	TOPIC ONE	TOPIC TWO	TOPIC THREE
C1	<p data-bbox="510 140 860 172" style="text-align: center;">Let's Explore Kirklees</p> <p data-bbox="297 248 618 280">Substantive Knowledge</p> <ul data-bbox="349 316 1070 1153" style="list-style-type: none"> • Know that Kirklees is a region within West Yorkshire. • Know where Kirklees is in the United Kingdom. • Know the different regions that make up West Yorkshire (Leeds, Bradford, Calderdale, Wakefield, Kirklees) • Know the major towns and cities in West Yorkshire and where they are in relation to North, South, East, West. • Understand that Kirklees is defined by rural and urban areas and what these terms mean. • Study photographs of Huddersfield (or visit) to find out what is in the town centre looking at recognisable shops and buildings (eg town hall, university, theatre, shopping centre) • Know that people visit Huddersfield for work and leisure • Know where people might work and where they might visit (eg leisure centre, shopping centre, theatre) • Understand the similarities and differences between Grange Moor and another rural village eg Emley, Kirkburton. • Understand why people might choose to live in a rural location. • Know why farming is so important to Kirklees (farm visit) • Know the different ways in which people travel around Kirklees and why they might choose one mode of travel over another. • Understand that Kirklees is a diverse region that is made up of many different communities 	<p data-bbox="1205 140 1565 172" style="text-align: center;">Wonders of Our World</p> <p data-bbox="1093 248 1413 280">Substantive Knowledge</p> <ul data-bbox="1144 316 1675 1441" style="list-style-type: none"> • Understand what the term 'wonder' might mean. • Know the Seven Wonders of the Natural World (https://www.worldatlas.com/places/the-7-natural-wonders-of-the-world.html) • Consider each wonder in turn and be able to describe the key features of each one from photographs. • Know the name of the highest mountain in the world (Mount Everest) and locate it on a map of the world. • https://www.twinkl.co.uk/resource/ks1-all-about-mount-everest-powerpoint-t-g-690 • Understand why people want to climb Mount Everest and what the dangers are of doing so (eg climbing, lack of oxygen, extreme temperatures) • Know the Seven Wonders of the Ancient World, where they were located and whether they are still there and what might have happened to them. • Know why the Niagra Falls is one of the most visited places in the world and what makes it such a special place to visit (https://www.twinkl.co.uk/resource/ks1-all-about-niagara-falls-powerpoint-t-g-394) • Understand why some modern buildings and structures may be considered 'wonders' (eg Empire State Building, CN Tower, Burj Khalifa, Golden Gate Bridge, Sydney Opera House) 	<p data-bbox="1709 140 2130 212" style="text-align: center;">What's it like to live in the Caribbean?</p> <p data-bbox="1709 248 2022 280">Substantive Knowledge</p> <ul data-bbox="1760 316 2130 1479" style="list-style-type: none"> • Locate the Caribbean region and Caribbean Sea on a map of the world. • Know the countries that make up the Caribbean. • Know how and why people travel to the region (air travel, boat travel, tourism) • Understand the difference in climate between the Caribbean and the UK and the types of weather people living there might experience. • Know why the Caribbean has wet seasons. • Know about the topography of St. Lucia (high peaks, rainforests, coastline) • Locate St. Lucia on a map of the Caribbean. • Use the four points of a compass to locate places in St. Lucia from a central location. • Know where most people live in St. Lucia and the most populous settlement (Castries) • Know why people choose St. Lucia for a holiday and where most tourists arrive from. • Understand the different jobs people do in St. Lucia

	<p>Key vocabulary United Kingdom, West Yorkshire, Kirklees, settlement, location, village, town, city, urban, rural, centre, diverse, travel, transport, leisure</p>	<p>Key vocabulary Wonder, natural, ancient, country, continent, mountain, mountain range, visitor, tourist, tourism</p>	<p>and how these compare and contrast with the jobs that pupils' parents do.</p> <ul style="list-style-type: none"> • Know about the different foods that people eat in St. Lucia and why cuisine might differ between there and the UK. • Know about the different foods and goods that St. Lucia exports. • Know why people from the Caribbean and St. Lucia might move to the UK. <p>Key vocabulary Continent hemisphere Caribbean Caribbean Sea region island mountain coastline rainforest climate wet season St. Lucia Castries cuisine tourist tourism export import immigrate emigrate</p>
C2	<p>The Americas</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Know where The Americas are and why they are given that name. • Know the names of the major countries in The Americas. • Know where North America is and the countries that make up the continent. • Know that the USA is split up into 50 states and be able to name the major ones. • Understand the topography of the USA and how it varies across the states; know the different climate zones of the USA. • Be able to name the 10 major cities in the USA. 	<p>Rainforests</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Find the equator on a map and some of the regions / countries of the world that it passes through. • Locate the tropics of Cancer and Capricorn on a map. • Identify regions of the world that contain rainforests using world maps and atlases. • Name some countries where rainforests are found, labelling a map to show where they are in the world. 	<p>Coast and Country: Grange Moor and Hornsea</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Recall what I have previously learned about Grange Moor. • From fieldwork and maps, know about the topography and key physical features of Grange Moor and the immediate surrounding area. • Using an OS Map, know what features (using school as the centre) are in the

- Compare and contrast two different cities: New York and San Francisco, looking at city maps and the major landmarks in each city.
- Compare and contrast the weather and climate in both cities and what the major draws are of living in both cities.
- Know about Route 66, why it is so famous and the different regions and cities it passes through.
- Know the different states in Canada and the unique topography of the country.
- Know the five major cities in Canada and what living next to Lake Ontario in Toronto would be like.
- Know the countries that make up South America and the major cities.
- Know about the topography of the continent and look at two contrasting cities: Rio de Janeiro (Brazil, coastal) and La Paz (Bolivia, mountainous)
- Know where people from South America emigrate to and where the major South American populations are around the globe.

- Understand the differences between weather and climate and what the weather is like in a tropical climate.
- Understand that rainforests are made up of four layers – forest floor, understory layer, canopy layer and emergent layer.
- Understand that each layer has a different climate and contains different flora and fauna.
- Locate the Amazon Rainforest and understand the vastness of the area.
- Know which countries the Amazon Rainforest covers.
- Know that indigenous tribes live in the forest that have had very little contact with other humans.
- Understand how they use the forest to support their lives (eg building, hunting, travelling on the river etc)
- Understand how human contact can be very dangerous for indigenous tribes in terms of health.
- Understand why the Amazon Rainforest is under threat from human activity and what measures are being put in place to protect it.

- direction of the eight points of a compass.
- Locate different places on an OS Map using 4 and 6 figure grid references.
 - Know, from fieldwork and maps, which different parts of the village are used for housing and what types of housing there is.
 - Know when different areas of housing were built and how they differ eg size, building materials.
 - Know about the different businesses and services there are in Grange Moor and the immediate surrounding area (looking closely at the Jubilee Way Industrial Estate)
 - Know where people travel to for work from Grange Moor and what the transport links are like for residents.
 - Know where residents can get to within a 30 minute drive from Grange Moor.
 - Locate Hornsea on a map of the United Kingdom and be able to name large towns and cities that are relatively nearby.
 - Know which county Hornsea is in.
 - Using an OS Map, know what features (using school as the centre) are in the direction of the eight points of a compass.

Key vocabulary

**Americas North America South America city state
country region province Route 66 characteristics
topography vary similarities contrast differences
emigrate immigrate**

Key vocabulary

**Rainforest Equator tropic tropical
Cancer Capricorn climate layer forest
floor understory canopy emergent flora
fauna tribe tribal indigenous**

- Locate different places on an OS Map using 4 and 6 figure grid references.
- Know, from fieldwork and maps, which different parts of the town are used for housing and what types of housing there is.
- Know when different areas of housing were built and how they differ eg size, building materials.
- Know about the different businesses and services there are in Hornsea and the immediate surrounding area
- Know what jobs people do in Hornsea and where people travel to for work.
- Understand what it is like to live in a seaside town in comparison to Grange Moor.
- Understand the key similarities and differences between Hornsea and Grange Moor.

Key vocabulary

**Settlement topography human
physical housing residents
businesses service
employment location located
inland points compass
Ordnance Survey**

C3

Exploring Eastern Europe

<https://www.bbc.co.uk/newsround/av/36137798>

Black Sea

(<https://www.nationsonline.org/oneworld/map/Black-Sea-political-map.htm>)

Substantive Knowledge

- Locate the Eastern Europe region on a range of different maps and an atlas.
- Know which countries make up the Eastern Europe region and be able to recognise the flags of each country (Belarus, Bulgaria, Czechia, Hungary, Kosovo, Moldova, Poland, Romania, Russia, Slovakia, Ukraine)
- Order the populations of each country by size
- Know the capital cities of each Eastern European country and order them by population size.
- Use the eight points of a compass to understand the location of each country from a central point.
- Use a topographic map to understand the terrain of the region; understand the term sea-level and metres above / below.
- Know where the highest and lowest points of the region are.
- Know the major rivers and lakes in the region.
- Use an atlas to locate the Black Sea
- Understand how the Black Sea was formed.
- Know which major Eastern European rivers drain into the Black Sea, looking closely at the River Danube and the Danube Delta.
- Know which Eastern European countries and major cities the Danube flows through.
- Know which countries have a coastline with the Black Sea and what the major ports on this coastline are.
- Know that Constanta (Romania) is the largest Eastern European port on the Black Sea.
- Know why Constanta is such an important port and the trade that goes through it.
- Understand why the Black Sea is so important for trade for the countries that share a coastline.

Trade and Economics

Substantive Knowledge

- Explain what the term 'trading' means
- Understand the difference between import and export
- Know why the UK and other countries need to import certain goods.
- Know what are the UK's major imports and exports.
- Know which countries the UK imports goods from.
- Know which countries the UK exports goods to.
- Know about the UK's main trade partners.
- Locate El Salvador on a world map and in an atlas.
- Understand the climate and topography of El Salvador and how this contrasts with the UK.
- Understand why some goods produced in El Salvador cannot be produced in the UK.
- Understand the unique issues that people in El Salvador face and the effect these issues have on their income; compare and contrast these with the issues faced by people in the UK.
- Understand the meaning of fair trade.
- Know which products that are fairly traded and describe the process that makes them fair trade.
- Understand why fair trade is so important.
- Understand the term global supply chain.

Grange Moor: A Place for All to Visit and Live

<https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/comparing-people-and-places/local-area/>

Substantive Knowledge

- Locate Grange Moor and its immediate surrounds on a national map (Google Maps, OS Maps).
- Compare modern OS Maps to other maps of Grange Moor and understand how and why the village has changed over time.
- Use six-figure grid references to locate areas / points of interest in Grange Moor.
- Use an OS Mapping and compass skills (8 points) in a fieldwork task around Grange Moor
- Understand the differences between satellite and map views of the local area
- Describe the differences and similarities using a range of geographical language.
- Understand the reasons why people live in a rural area including rural jobs done by people living in Grange Moor; understand why people have moved to Grange Moor from urban areas and other rural locations.

- Know why Czechoslovakia split into Czechia (formerly Czech Republic) and Slovakia.
- Looking closely at Prague, show an understanding of why it is a major tourist destination and where people come from to visit.
- Plan a short break to Prague from the UK to include costs, flights, hotel and an itinerary for visiting the major tourist places.
- Understand the reasons why many Eastern European people settled in the UK and where in the UK the largest Eastern European populations live.
- Know about the nuclear accident at Chernobyl (Ukraine, formerly part of Russia) and the environmental impact it had on the Eastern European region and further afield.
- Understand what the Chernobyl Exclusion Zone is and why people are unable to live there.

Key vocabulary

Eastern Europe region Belarus Bulgaria Czechia Hungary, Kosovo Moldova Poland Romania Russia Slovakia Ukraine population topographical sea-level Danube Black Sea coastline Constanta trade Czechia Slovakia Prague Chernobyl nuclear exclusion zone

- Know why goods can be the product of more than one country.
- Explain the term globalisation.
- Understand the positive and negative effects of multinational companies on local trade.
- Understand how trade takes place today contrasted with Tudor and Victorian times, identifying some similarities and differences.

Key vocabulary

Trade trading trade partner import export produce El Salvador climate topography economics fair trade global supply chain globalisation multinational

- Undertake case studies of 3/4 local residents that work in the immediate area (long-standing residents and new residents)
- Understand how to plan and produce an interactive map of the local area.
- Collate knowledge of the local area, including features and characteristics, identifying features that may make it desirable to others that might live elsewhere.
- Identify a unique selling point to both tourists and people wishing to relocate to Grange Moor.
- Prepare and present a pitch to a panel about their local area.
- Understand the positives and negatives about the local area and what could be done to improve it further.
- Use a map to locate underdeveloped areas in Grange Moor and plan a project to improve the space for local residents.

Key vocabulary

Ordnance Survey OS Maps satellite grid reference boundary features characteristics locate location resident relocate relocation tourist tourism unique selling point develop development underdeveloped improve

	Y1	Y2	Y3	Y4	Y5	Y6
LOCATIONAL KNOWLEDGE	<p>Can locate some major cities, oceans and continents on a UK and world map.</p> <p>Can use a world map, atlas or globe to name and locate the seven continents and five oceans.</p> <p>Can name most of the nations and capitals of the UK.</p> <p>Can understand that they live in the UK and it is an island, can identify the UK and its surrounding seas</p>	<p>Can identify and name the relevant continents.</p> <p>Can name the capitals of the UK.</p> <p>Can use an atlas to name and locate on a map the four countries and capital cities of the UK.</p>	<p>Can indicate tropical, temperate, and polar climate zones on a globe or map.</p> <p>Know about the continents and countries of the world and the 'countries' and 'continents' on the world map they have made.</p> <p>Can talk about the poles, equator and lines of latitude and longitude, and mark them appropriately on their own map and can distinguish between them.</p> <p>Can identify on a globe or map the position of the Prime/Greenwich Meridian.</p> <p>Can describe the significance of latitude and longitude.</p> <p>Can locate and describe some human and physical characteristics of the UK (e.g. use a copy of a map of the British Isles and locate and label the main British seaside locations they have visited).</p> <p>Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).</p> <p>Can identify the position of the Prime/Greenwich Meridian and understands the significance of latitude and longitude (e.g. describe how climate varies with latitude and in relation to equator, tropics and poles).</p>	<p>Can locate some countries in Europe, North and South America on a map or atlas, and relate them to longitude, latitude and hemisphere (e.g. Italy, Ecuador).</p> <p>Can relate continent, country, state, and city. Can identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route).</p> <p>Can use a map to locate some states of the USA (e.g. California).</p> <p>Can use a map or atlas to locate some countries and cities in Europe or North and South America.</p> <p>Can locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers.</p> <p>Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary</p> <p>Can describe and compare the physical and human characteristics of some regions in North or South America.</p> <p>Can offer explanations for the similarities and differences between some regions in North or South America (e.g. relate to north and south hemispheres and distance from the equator)</p>	<p>Can describe key physical and human characteristics and environmental regions of Europe.</p> <p>Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change (e.g. season to season).</p>	<p>Can locate cities, countries and regions in Europe.</p> <p>Can describe key physical and human characteristics in Europe.</p> <p>Can identify and locate a national or international environmental issue and explain why it is an issue</p> <p>Can name and locate types of industry in the area and give reasons why they have changed over time.</p> <p>Can describe and give reasons for local land use and suggest how this might change in the future</p> <p>Can describe the location of a country or region using the terms latitude, longitude and hemisphere.</p>

			Can talk about time zones and day and night	Can use an atlas to locate volcanoes and locations of earthquakes and describe the position of the Pacific Ocean, mountain chains, etc.		
PLACE KNOWLEDGE	<p>Can describe in some detail the local area and distant locations' features using images to support answers.</p> <p>Can compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or landmarks of other capital cities.</p> <p>Know that people do jobs and that where they live (e.g. coastline) might affect this.</p> <p>Have some sense of what animals eat and the dangers (human or physical) animals might encounter.</p>	<p>Can demonstrate locational awareness, name their local area, and that they live in the UK.</p> <p>Know that weather can be different in different parts of the UK.</p> <p>Can describe a local natural environment (animals and plants) and use a range of good quality key vocabulary</p>	Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary (e.g. UK in temperate zone).	<p>Can identify and sequence a range of settlement sizes from a village to a city.</p> <p>Can describe the characteristics of settlements with different functions.</p> <p>Can describe and compare the physical and human characteristics of some regions in North or South America.</p> <p>Offer explanations for the similarities and differences between some regions in North or South America.</p> <p>Can describe how the human and physical characteristics are connected for one or two regions in North or South America (e.g. using photos, information sheets and Google Earth, record information about several cities in North America and South America and their surrounding areas, select two cities and their surrounding areas to compare, drawing out human and physical characteristics, differences and similarities).</p>	<p>Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</p> <p>Can describe how a (local) region has changed and how it is different from another region of the UK.</p> <p>Can give information about a region of Europe and its physical environment, climate and economic activity.</p> <p>Know that human activity is influenced by climate and weather and can give examples.</p> <p>Can describe hazards from physical environments and their management, such as avalanches in mountain regions.</p>	<p>Can describe similarities and differences in life in cities and in villages and in a range of settlement sizes and give some reasons.</p> <p>Can illustrate how human activity is influenced by climate and weather.</p> <p>Can describe and begin to explain several threats to wildlife/habitats.</p>
HUMAN AND PHYSICAL	<p>Show some awareness of weather differences.</p> <p>Can describe which continents have significant hot or cold areas and relate these to the poles and equator.</p>	<p>Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK.</p> <p>Know that weather can be different in different parts of the UK.</p>	Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.	<p>Can use simple geographical vocabulary to describe significant physical features of rivers and talk about how they change.</p> <p>Can describe a river and mountain environment in</p>	<p>Can describe and understand a range of key physical processes and the resulting landscape features.</p> <p>Can describe how a mountain region was formed.</p>	<p>Can begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest.</p> <p>Can describe what the climate of a region is like</p>

	<p>Use a world map, atlas or globe to locate the continents and oceans relative to the equator and poles.</p> <p>Can describe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which continents have significant hot or cold areas and relate these to the poles and equator.</p> <p>Can make comparisons when prompted with the weather in your area.</p> <p>Identify seasonal weather patterns.</p>	<p>Start to give reasons why the UK has the weather it does (e.g. wind).</p>	<p>Can describe how physical processes can cause hazards to people.</p> <p>Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. understand the dangers of floods, drought and climate change).</p> <p>Can use simple geographical vocabulary to describe significant physical features and talk about how they change (e.g. the features of coasts).</p> <p>Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. the dangers of the sea – tides, cliff falls, erosion and flooding).</p> <p>Can identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city.</p> <p>Can describe the characteristics of (UK) settlements with different functions, e.g. features, settlements and activities associated with coastal towns, such as tourism, ports and docks.</p>	<p>the UK, using appropriate geographical vocabulary.</p> <p>Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.</p> <p>Can give reasons why physical processes can cause hazards to people, e.g. flooding, earthquakes, etc.</p> <p>Can describe some advantages and disadvantages of living in hazard-prone areas (eg dangers of rivers and mountains).</p> <p>Can use simple geographical vocabulary to describe significant physical features and talk about how they change. Can describe a volcano, volcanic eruption and an earthquake (e.g. make a working model of a volcano, label its features and explain what happens when it erupts).</p>	<p>Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</p> <p>Can describe and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions.</p> <p>Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Alps).</p> <p>Can describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps).</p> <p>Can describe key physical and human characteristics and environmental regions of Europe.</p> <p>Can describe how food production is influenced by climate.</p> <p>Know that products we use are imported as well as locally produced.</p> <p>Can name our energy sources and natural resources.</p>	<p>and how plants and animals are adapted to it.</p> <p>Can identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</p> <p>Can describe key aspects of human geography including economic activity (e.g. the distribution of natural resources including timber).</p> <p>Can identify and justify environmental issues such as deforestation.</p> <p>Can describe where our energy and natural resources come from.</p> <p>Can identify as environmental issues, and begin to explain, several threats to wildlife/habitats (e.g. deforestation).</p>
<p>SKILLS AND FIELDWORK</p>	<p>Can use a world map, atlas or globe to recognise and name some continents and oceans.</p> <p>Use a UK wall map or atlas to locate and with support identify the four countries and capital cities of the UK.</p> <p>Can use a wall map or atlas to locate and identify countries taught in a unit</p>	<p>Can locate the UK and name the countries of the UK.</p> <p>Can use an atlas to name and locate on a map the four countries and capital cities of the UK.</p> <p>Can use atlas, map or globe to locate some wonders (of the world).</p>	<p>Can use the zoom function of a digital map to locate places and gather information (e.g. uses Google Earth to locate places within different climate zones, to zoom in on the poles, equator and tropics)</p> <p>Can talk about the 'globe' they started with and how they made it into a map, the</p>	<p>Can use a map or atlas (including index) to locate some countries and cities in Europe, North and South America.</p> <p>Can use a map to locate some states of the USA (e.g. use an atlas to locate places and be able to describe the location of the place using a nested hierarchy).</p>	<p>Can locate and describe several physical environments in the UK.</p> <p>Can locate the UK's major urban areas. • Can use maps to locate the Alps and identify the physical features of the region.</p> <p>Can use base maps to create their own maps of the Alpine region.</p>	<p>Can locate Brazil and the Amazon Basin and River and describe features studied.</p> <p>Can use a range of resources to locate national and global environmental issues.</p> <p>Can use digital maps to investigate and describe features of an area</p>

	<p>Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings).</p> <p>Can use appropriate language when talking about maps and locations</p> <p>Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language)</p> <p>Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick).</p>	<p>Can use a range of good quality key vocabulary, including directional language, to describe a local natural environment (animals and plants).</p> <p>Can use and understand basic weather symbols.</p> <p>Can use photographs and plan perspectives to describe and recognise landmarks and basic human and physical features.</p> <p>Correctly use most of the key vocabulary given in the unit.</p> <p>Can use geographical skills (sketching) and creative means (role play, questioning) to show their understanding of different weather and seasons.</p>	<p>challenges they faced and how they overcame them.</p> <p>Can use most of the vocabulary introduced in the unit when talking about their map.</p> <p>Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).</p> <p>Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).</p> <p>Can use directional language and grid references when talking about locations</p> <p>Can use fieldwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary</p>	<p>Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route).</p> <p>Can use the zoom function of a digital map to locate places (e.g. using Google Earth, starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map).</p> <p>Can give direction instructions up to eight compass points.</p> <p>Can make a map of a route with features in the correct order and in the correct places In a group, can carry out fieldwork in the local area selecting appropriate techniques (e.g. to create a river in the playground using natural materials, use a watering can to form the river, observe and record what happens to the water over different materials, take photographs and label with key river features and processes).</p>	<p>Can use maps to locate places and countries that locally available products come from. Can describe maps of the local area, using appropriate geographical vocabulary and conventions (e.g. grid references, compass directions).</p> <p>Can use fieldwork to investigate key questions and begin to answer them.</p> <p>Can use fieldwork to observe and describe local human and physical features and compare them with those in the Alps.</p> <p>Can record/list products available locally and say whether they are produced locally and/or imported</p>	<p>Can use and talk about a variety of maps of South America and Brazil, using appropriate geographical vocabulary and conventions (e.g. compass directions, symbols).</p> <p>Can describe locations of local, national and global environmental issues using appropriate locational vocabulary, and using the conventions of OS maps for UK issues.</p> <p>Can make sketch maps of the local area using symbols, a key and a scale.</p> <p>Can use fieldwork (e.g. in a forest or woodland) to observe, describe and record the environment and create a sketch map, using symbols and key.</p> <p>Can present information gathered in fieldwork using a range of graphs and other simple forms, including digital.</p>
<p>VOCABULARY</p>	<p>similarities, differences, environment, observe record, draw, write</p> <p>locate, describe, features</p> <p>Grange Moor, West Yorkshire, town, city, village House, home, shop, road, house, home, road, garden, street, park, garden, church,</p>	<p>All Y1 words to be consolidated plus:</p> <p>British Isles, United Kingdom</p> <p>Continent, Europe, North America, South America, Oceania, Asia, Africa, Antarctica</p> <p>Pacific, Atlantic, Indian, Southern, Arctic Oceans</p>	<p>All Y2 words to be consolidated plus:</p> <p>Environment, environmental regions, physical characteristics, human characteristics, land use, patterns, changes, study, discuss, investigate, critical, topography, topographical features</p>	<p>All Y3 words to be consolidated plus:</p> <p>Northern Hemisphere, Southern Hemisphere, equator, tropics, Cancer, Capricorn, tropical rainforest</p> <p>Landmarks, land use, agriculture, farming</p>	<p>All Y4 words to be consolidated plus:</p> <p>Biome, temperate, tundra, taiga, grasslands, savannah</p> <p>Natural resources, renewable energy, non-renewable, minerals</p> <p>Suggest, reasoned, opinions, distribution</p>	<p>All Y5 words to be consolidated plus:</p> <p>Latitude, longitude, Arctic Circle, Antarctic Circle, Prime Meridian, Greenwich Meridian, time zone</p> <p>Reflect, importance, value, conclusion</p>

	<p>terraced, detached, semi-detached, bungalow.</p> <p>England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, capital city</p> <p>Map, atlas, globe</p> <p>Winter, Spring, Summer, Autumn</p> <p>cold, colder, warm, warmer, colder, warmer, drier, wetter, season, sun, sunny, sunnier, temperature</p> <p>rain, hail, sleet, snow, wind, fog, sun</p> <p>canal, river, lake, sea, coast, coastline</p> <p>wood, forest, hill, mountain, river, season</p>	<p>North, East, South, West, compass</p> <p>North Pole, South Pole</p> <p>transport, travel, harbour, port, airport, route</p> <p>Mountain, beach, cliff, coast, sea, ocean, lake</p>	<p>Compare, contrast, similarities, differences</p> <p>Climate, climate zone, arctic, temperate, tropical, Mediterranean, desert, Antarctic, digital mapping, locality, humidity, rainfall</p> <p>Global warming, research, implications</p> <p>Mapping, Ordnance Survey, OS map, grid reference, symbols, keys, compass, four points – north, south, east, west</p>			<p>Survey, collate, data, data-handling, graphs, charts, results, compare, contrast, measure.</p>
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